

public agenda

Regular Meeting of the Board of Trustees

December 8, 2020
12:00 p.m.

Microsoft Teams
Calgary, AB

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	5 Operational Expectations			
	5.1 OE-8: Communicating and Engaging With the Public – Annual Monitoring Report	C. Usih	B/CSR-5. OE-7	Page 5-1
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Board Development Session			
	7.1 Supporting Student Learning, Mental Health, Well-Being in Response to COVID-19 Pandemic	C. Usih		Page 7-1
	8 Matters Reserved for Board Information		GC-3	
	8.1 Positive COVID-19 Cases	C. Usih	OE-8	Page 8-1



Time	Topic	Who	Policy Ref	Attachment
	9 Matters Reserved for Board Decision	Board	GC-3	
	9.1 New School Fit Up Funding	D. Breton	OE-2,5,7,9	Page 9-1
	9.2 Recommendation to Commence Public Input to Consider the Relocation of the Marlborough Discovering Choices II Program	C. Usih	GC-3, OE-7, 8	Page 9-6
	10 Consent Agenda	Board	GC-2.6	
	10.1 Items Provided for Board Decision			
	10.2 Items Provided for Board Information			
	10.2.1 Chief Superintendent's Update			Page 10-1
	10.2.2 2020-2021 School Enrolment Report			Page 10-7
	10.2.3 Construction Projects Status Update			Page 10-55
	11 In-Camera Session			
4:30 p.m.	12 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

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

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

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

OE – 8: Communicating and Engaging with the Public

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: _____
Christopher Usih, Chief Superintendent

Date: Nov. 26, 2020

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 of Trustees last monitored OE 8 on December 3, 2019. This report includes data available from the 2019-2020 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* |

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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OE – 8: Communicating and Engaging with the Public

The organization is compliant with this indicator.

Evidence statement

During the 2019-2020 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, webmaster@cbe.ab.ca, dialogue@cbe.ab.ca and cbecommunications@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 was launched in 2016 and has guided 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. One example for the 2019-2020 school year was the engagement over school fees. Each principal was provided with a toolkit to utilize while consulting parents regarding the setting of school fees for the 2020-2021 school year.

Further community engagement is outlined in indicator 8.4.1 with greater detail. These include:

- High School Engagement
- Transportation Budget & Services Online Survey
- Kindergarten: Half-Day or Full-Day?
- Return-to-School
- Re-entry Surveys
- National Sports School (NSS)

3. 90 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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OE – 8: Communicating and Engaging with the Public

The organization is compliant with this indicator.

Evidence statement

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

Evidence demonstrates all indicators in subsection 1 are in compliance.

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, links to the Council



OE – 8: Communicating and Engaging with the Public

of School Councils (COSC) resources and links to the Alberta School Councils' Association (ASCA), administrative regulations, templates for school council annual reports and sample agendas, minutes, bylaws and other important checklists. The Key Communiqué newsletter, which includes important information for school councils, links to the corporate website. A separate page on the corporate website is dedicated to resources for parent societies.

In the 2019-2020 school year, the following resources were accessed:

- School Council Handbook – 1,734 downloads
- School Council Page – 4,476 views
- Administrative Regulation 5001 – School Councils and School/Parent Societies – 919 downloads
- Social Media Guidelines for School Councils – 180 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 2019-2020, eight Key Communiqué newsletters were emailed to school council chairs, principals, Area offices and trustees. School council chairs, in turn, share these with their individual school communities in a variety of ways. The Key Communiqué includes timely information for school councils such as key system updates, accessing Alberta School Council's Association resources and other information of interest to school councils.

Three COSC (Council of School Councils) meetings were held during the 2019-2020 school year. The April 2020 meeting was cancelled due to the COVID-19 pandemic. Meetings include system updates, presentations of interest to participants, Q&A and time to share best practices and information with fellow school council members. All COSC or school council members have access updated information regarding COVID-19 on the School Council website.

Meeting evaluation responses received from parents who attended the meeting:



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Question	Responses Agreed or Strongly Agreed
This meeting provided me with useful information	95%
I had an opportunity to share my ideas and opinions at this meeting	85%
I enjoyed the opportunities to discuss topics with other participants	96%

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 2019-2020 school year, 100% of principals who have school councils confirmed that they have provided school council with the opportunity to receive information and provide feedback regarding school development plans. Due to the quick turnover of students or as specialized settings, four schools do not have school councils. All school websites publish the school development plans.

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 2019-2020 school year, 100% 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.



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Evidence demonstrates all indicators in subsection 2 are in compliance.

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. 90 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 services units receiving concerns and complaints reported that 100% of concerns and complaints 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.

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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

One hundred percent (100%) of principals and system leaders confirmed that parents were directed to utilize the Concerns and Complaints process when applicable. This usually occurs if a parent feels their concerns are not being addressed.

Evidence demonstrates all indicators in subsection 3 are in compliance.

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* |



OE – 8: Communicating and Engaging with the Public

1. 100 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

Service units and schools utilize the Dialogue Framework to guide community engagement activities across our system. During the 2019-20 school year, Communication and Engagement Services supported or led engagement initiatives designed to provide affected CBE community members with a voice in the following decisions:

High School Engagement

In the fall of 2019, the CBE gathered input from students, parents, staff and community members through 12 in-person sessions and multiple online surveys. This input was considered, along with other factors, in developing two scenarios that will be presented in January 2021 for feedback. A decision is expected in fall 2021.

Transportation Budget & Services Online Survey

The March 2020 online survey resulted in responses from 10,000 people and informed decisions made about transportation budget and services, which were communicated to the community in May 2020.

Kindergarten: Half-Day or Full-Day?

Some elementary schools used the system Civil Space template to gather feedback from families about the possibility of providing a full-day program instead of a half-day program in spring 2020. The survey results were considered along with other factors considering different options for the 2020-2021 school year.

Return-to-School

Several schools used the system Civil Space template to gather information from parents in spring 2020 about their plans to return to school and programs for the 2020-21 school year, to aid in school budget planning (RAM).



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Re-entry Surveys

Surveys were conducted in June 2020 to better understand 1) student, parent and staff perspectives and experiences with online learning in the spring and 2) thoughts, questions and concerns about returning to school for the 2020-21 school year. The three surveys garnered more than 73,000 responses, and provided extremely valuable information that guided planning for the 2020-21 school year.

National Sport School (NSS)

NSS staff, students, parents and partners had opportunities to provide feedback on possibilities for the future of the school. One possibility included closing the program and returning students to their designated schools. The other possibility was to move the program and students to Bowness High School. Two rounds of feedback were offered in November 2019 and February 2020. There were in-person sessions and an online survey in each round. This engagement informed the consideration of closure reported presented to the Board of Trustees in October 2020.

Schools also engage with their communities on a variety of decisions on an ongoing basis. Members of the public are also welcome to provide feedback and ask questions about community engagement activities throughout the year by emailing dialogue@cbe.ab.ca.

<p>2. 60 per cent of participants responding to the post engagement evaluation indicate satisfaction with their involvement in the individual engagement meeting.</p>	<p>Compliant</p>
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The organization is compliant with this indicator.

Evidence statement

The CBE uses two different evaluation forms for meetings and in-person sessions, depending on the structure and format for the session (i.e. session to provide input on options or an open house). Of those who completed evaluations at in-person engagement sessions for decisions about the future of CBE high schools in fall 2019, responses were as follows:



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Question	Responses Agreed or Strongly Agreed
I was encouraged to share my thoughts and/or feedback during this engagement	98%
I had the information I needed to participate in a meaningful way	91%

Of those who completed evaluations at sessions for National Sport School, responses were as follows:

Question	Responses Agreed or Strongly Agreed
I was encouraged to share my thoughts and/or feedback during this engagement	14%
I had the information I needed to participate in a meaningful way	11%

All other engagement opportunities were provided online and we did not have evaluation questions included as part of those surveys.

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

There was an increase in the number of parents responding positively to the suit of questions related to Annual Parent Involvement. The result showed 79% of parents responding positively compared to 77.9 % in the 2018-2019 school year. This maintained the result within plus or minus two percentage points.



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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

During the 2019-2020 school year, 100% of principals confirm offering staff opportunities to be involved in school decisions.

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 issues:

1. Capacity and learning

- Principals were given the opportunity to provide feedback into the draft Three-Year Education Plan
- Support in the development of the school development plan and budget through education directors and the dialogue toolkit
- All staff were invited to participate in the school re-entry 2020-21 survey and the findings informed the creation of the CBE's school re-entry plan
- Monthly meetings with the chief superintendent, senior leaders and the principal associations

2. Systems in support of schools

- Commissioned a third party to review our policies and procedures with respect to bullying awareness and prevention. More than 150 teachers,



OE – 8: Communicating and Engaging with the Public

school administrators and senior leaders contributed their thoughts through a series of focus groups.

3. System and school culture

- A number of councils and working groups established with staff and leaders from a cross-section of schools and service units. Examples include:
 - the Teacher Advisory Group
 - Technology Council
 - High School Engagement Advisory Council
 - Transportation Advisory Council
- There were meetings and opportunities for feedback from leaders on the implementation of the School Support Model.
- Discussions and collaborative work on assessment and reporting

4. Visibility and connection

- Chief superintendent visited more than 50 schools during the school year
- Each superintendent visited 10-20 schools to learn more about the school community and engage in dialogue about matters impacting the school community
- Developed and launched a weekly email to leaders to consolidate important system information
- There were System, Area, school-based community and employee engagement opportunities
- Monthly meetings with the chief superintendents/senior leaders and union/association executive to discuss issues that matter to staff
- Meetings with the chief superintendent, senior leaders and staff at various schools and areas. Topics include achievement, equity and well-being, ways to continuously improve, and emergent topics

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.





Supporting Student Learning, Mental Health, & Well-Being in Response to COVID-19 Pandemic

Board Development Session

learning | as unique | as every student



Calgary Board
of Education

Informing our Response

Impact of the COVID-19 Pandemic Across Canada



- Stress associated with fear that family members, friends or they themselves will become ill/infected by coronavirus
- Adverse social and economic impacts of physical distancing, quarantine and isolation
 - Loneliness; grief and bereavement complicated by physical distancing measures
 - Stigmatization – particularly for individuals infected with – or believed to have been exposed to – the virus (including essential services workers)
 - Financial insecurity and challenges in accessing basic needs
 - Tensions in relationships and domestic violence related to household confinement
 - Access to health, community and social supports – e.g., many children access supports through schools
- Stress associated with uncertainty around the duration of the pandemic, vulnerability to infection, physical distancing measures, and longer-term impacts of the social and economic upheaval both locally and globally
- Stress resulting from intensified media coverage (risk-elevating messages can amplify anxiety; social media can be a source of misinformation)

Responding

Reflection and
Analysis

Mapping Next Best
Steps



Informing our Response

University of Calgary Mental Health Research Study

Student Life During a Pandemic: COVID-19 Student Well-being and Resiliency During School Re-Entry

- Surveyed 2500 students aged 12-18 from Alberta's four metro school boards
- Approximately 1300 CBE Students participated
- 38% of student participants reported being extremely worried about COVID-19 health impacts
- 47.5% of student participants worried about family confinement and isolating
- Areas of concern reported by student participants
 - Academic impact
 - Disruption of routine
 - Uncertainty around potential future lockdowns

Responding

Reflection and
Analysis

Mapping Next Best
Steps



Informing our Response

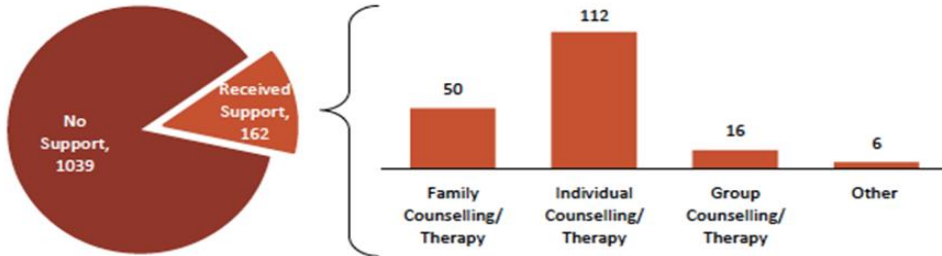
University of Calgary Mental Health Study



Mental Health & Resiliency

Mental health risks were below the clinical threshold, and areas of strength/improvement (social and academic functioning) were on the higher end of the scale (Table 2a). Mean stress levels (CRIES) were also not in the clinical range (Table 2b) but 22% were above the clinical cut-off (Figure 3). Mental health status was lower in students receiving mental health supports.

Figure 2: Students receiving mental health supports since March 2020



Responding to COVID-19



Unprecedented



Responding

Reflection and
Analysis

Mapping Next Best
Steps



Responding to COVID-19

Timely and Transparent Communication

Staff	Families
Mandatory COVID-19 Training in Public School Works	School Messenger
School Re-Entry videos and Presentations	School Council
CBE Communications COVID-19 Updates for Staff	CBE Communications COVID-19 Updates for Families
CBE Insite	CBE Home Page
The Week Ahead	Meet the Teacher
Leadership Meetings	Parent Teacher Conferences

Responding

Reflection and
Analysis

Mapping Next Best
Steps

Responding to COVID-19 High Quality Resources



Staff	Families
CBE Insite	CBE Home Page
Teaching and Learning	Teaching and Learning
Assessment and Reporting	Assessment and Reporting
Supporting Learning for Exceptional Students	Positive Mental Health
Hub Online Learning Resources	Role in Supporting Student Mental Health
2020-2021 School Plan and Resources	COVID-19 Resources for Parents, Adults, and Children

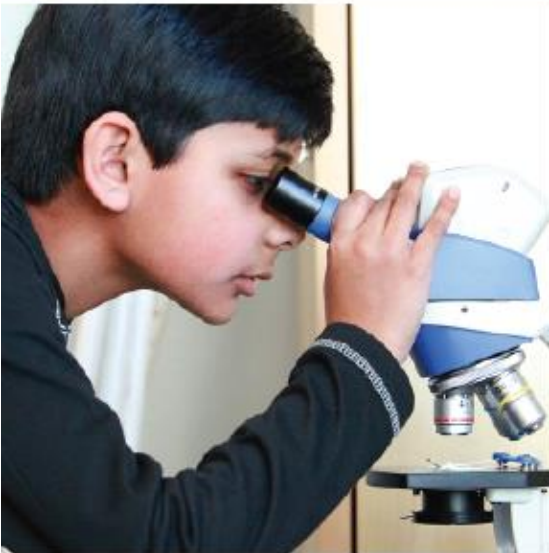
Responding

Reflection and
Analysis

Mapping Next Best
Steps

Responding to COVID-19

High Quality Resources



The CBE has worked collaboratively with the Calgary Catholic, Edmonton Public, and Edmonton Catholic School districts, AHS, and the University of Calgary to create resources to build mental health literacy through common language and strategies to support student well-being for learning. These resources are developmentally appropriate, evidenced based, and meant to be used as a teaching resource within the classroom.

Teacher Resources

Elementary

- [Supporting Student Well-Being for Learning - Elementary K-6 | Companion Guide](#)
- [K-6 Re-Entry Presentation](#)

Middle/Junior High

- [Supporting Student Well-Being for Learning - Junior High 7-9 | Companion Guide](#)
- [7-9 Re-Entry Presentation](#)

High School

- [Supporting Student Well-Being for Learning - High School 10-12 | Companion Guide](#)
- [High School Re-Entry Presentation](#)

Staff

- [Supporting Student Well-Being for Learning - Staff | Companion Guide](#)
- [Staff Re-Entry Presentation](#)

Resources for Parents

- [What is Stress Elementary Resource](#)
- [What is Stress Junior High Resource](#)
- [What is Stress Senior High Resource](#)
- [Mental Health Literacy Resource](#)

Key Resources

- [Alberta Education | Wellness Education](#)
- [Alberta Health Services | Comprehensive School Health](#)
- [Be Fit for Life Centre | Calgary](#)
- [Ever Active Schools](#)
- [Health & Physical Education Council \(HPEC\)](#)
- [Pan-Canadian Joint Consortium for School Health \(JCSH\)](#)
- [The Wellness Fund](#)
 - [Whole School Change](#)
 - [Collaborative Teaching](#)
 - [Cross-Curricular Approaches](#)

Resources

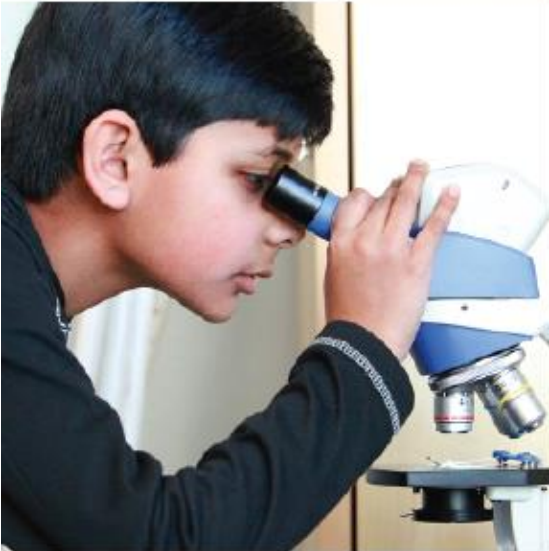
- [CSH Message from the Chief Superintendent](#)
- [Building Healthy School Communities Postcard](#)
- [Employee Health Resource Centre](#)
- [Health/CALM in Insite](#)
- [Physical Education in Insite](#)
- [Food Services & Nutrition](#)
- [Provincial Teacher Resource List | AHS](#)

Responding

Reflection and
Analysis

Mapping Next Best
Steps

Responding to COVID-19 High Quality Resources



Schools Programs Registration About Us Get Involved

Home > About Us > School Culture & Environment > Health & Wellness in School > Positive Mental Health

Health & Wellness in School

Positive Mental Health

The Government of Alberta has put in place mental health supports in recognition of the unprecedented efforts already in place to slow the spread of COVID-19. There is an extensive list of supports on pages 18-20 of the 2020-21 School Re-Entry Guide. Alberta Education has also incorporated wellness outcomes for Kindergarten to Grade 9 curricula with a focus on physical and mental health. High school students continue to be required to take physical education and CALM (which includes information about mental health) as part of their graduation requirements.

Talking to Children About COVID-19

The following information has been provided by Alberta Health Services and the U.S. Centre for Disease Control.

Remain calm and reassuring.

- Remember that children will react to both what you say and how you say it. They will pick up cues from the conversations you have with them and with others.

Make yourself available to listen and to talk.

- Make time to talk. Be sure children know they can come to you when they have questions.

Avoid language that might blame others and lead to stigma.

- Remember that viruses can make anyone sick, regardless of a person's race or ethnicity. Avoid making assumptions about who might have COVID-19.

Pay attention to what children see or hear on television, radio, or online.

- Consider reducing the amount of screen time focused on COVID-19. Too much information on one topic can lead to anxiety.

Provide information that is honest and accurate.

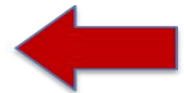
- Give children information that is truthful and appropriate for the age and developmental level of the child.
- Talk to children about how some stories on COVID-19 on the Internet and social media may be based on rumors and inaccurate information.

Contact Us

Please contact your school for more information.

COVID-19 Resources for Parents

- ANS | Coping for Children and Families
- CBP | General Principles for Talking to Children About COVID-19
- Mental Health Literacy Resource
- NASD-NASD | Arabic | Talking to Children About COVID-19
- NASD-NASD | Chinese | Talking to Children About COVID-19
- NASD-NASD | English | Talking to Children About COVID-19
- NASD-NASD | French | Talking to Children About COVID-19
- NASD-NASD | Korean | Talking to Children About COVID-19
- NASD-NASD | Spanish | Talking to Children About COVID-19
- NASD-NASD | Vietnamese | Talking to Children About COVID-19
- Talking to Kids About Coronavirus (COVID-19) | Alberta Teachers' Association
- What is Stress? | Elementary Resource
- What is Stress? | Junior High Resource



Responding to COVID-19 Assessment, Reporting and Mental Health



Assessment for Learning Continuity

[Home | Learning Continuity](#)

[Pedagogy & Curriculum Support](#)

[Technology Resources & Support](#)

[Assessment for Learning Continuity](#)

Learning Continuity

[COVID-19 Guidelines for Assessment and Reporting K-12](#)



Updated November 20th. Guidelines for assessment and reporting (including IPP and ELL processes) this 2020-21 school year.

[FAQ Form | COVID-19 Guidelines for Assessment and Reporting](#)



Questions submitted here will be themed and sorted to guide updates and professional learning offerings.



Guidelines and considerations outlined in this document are intended to provide support for schools and teachers as they navigate assessment and reporting processes under the unusual conditions of the COVID-19 pandemic. Reviewing existing policies and practices outlined in [Assessment and Reporting in the CBE](#) will be a key step in preparing for assessment and reporting for the 2020-21 school year.

Clarification and updates will continue to be provided through The Week Ahead. Support for interpretation and implementation of the guidelines will be provided through the Assessment Champion support model and through updates to this page. Hub Online Learning teachers will stay connected to Assessment Champions and administrators in their home schools for updates and clarifications.

Responding

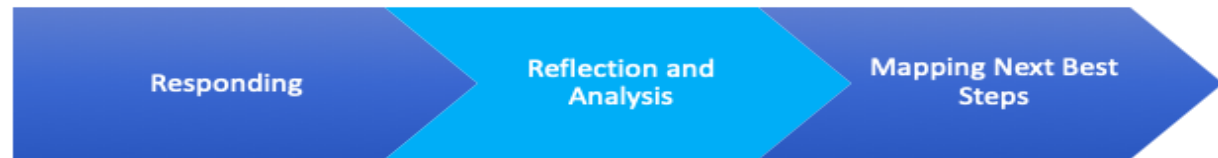
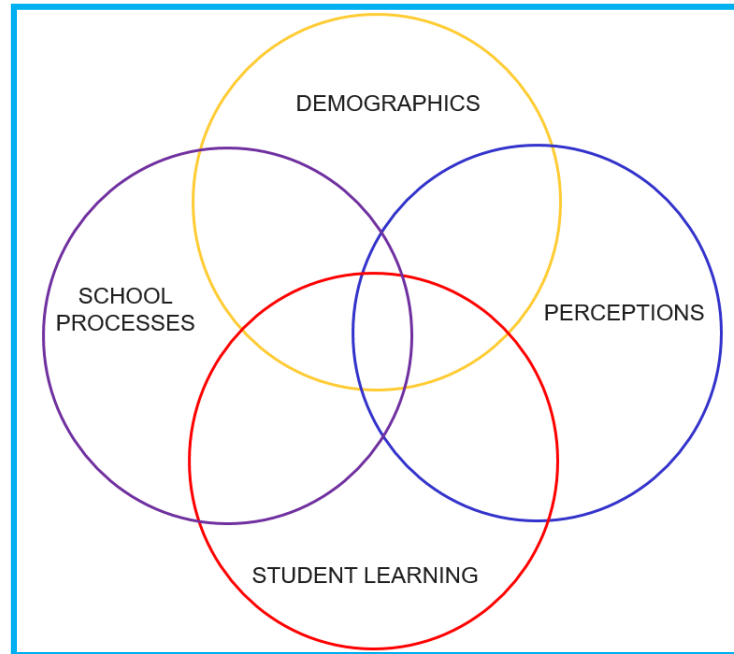
Reflection and
Analysis

Mapping Next Best
Steps



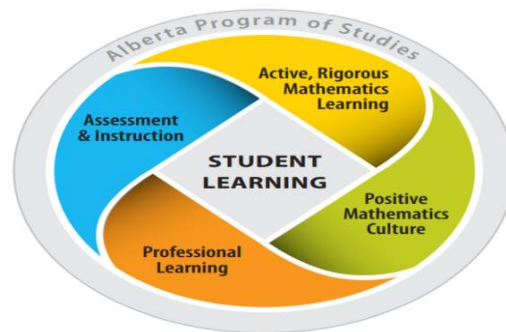
Reflection and Analysis

Monitoring and Addressing Learning Gaps









Reflection and Analysis Mathematics



Participate

Each student will learn in an environment that fosters mathematical engagement and proficiency through

- meaningful mathematical discussion 
- productive struggle and challenge 
- active participation in reasoning and sense-making 
- intentional learning progressions and connections
- procedural fluency developed from conceptual understanding 
- a focus on mental math and automaticity

Responding

Reflection and
Analysis

Mapping Next Best
Steps

Reflection and Analysis School Development Plan



K-9 English Language Arts Understanding Grade Level Writing



Student Writing Samples | Grade 1

Literary:

Narrative Writing:

- 1.1.4 experiment with different ways of exploring and developing stories, ideas and experiences
- 2.4.3 write, represent and tell brief narratives about own ideas and experiences
- 4.2.4 spell phonically irregular high frequency words in own writing
- 4.2.5 use phonic knowledge and skills and visual memory to attempt spelling of words needed for writing
- 4.1.9 use words and pictures to add sensory detail in oral, print and other media texts
- 2.1.9, 2.1.20 use a displayed alphabet and personal word books, print texts & environmental print to assist when writing
- 4.1.8 experiment with letters, sounds, words and word patterns to learn new words (ee, oo, -ing, -old)
- 1.2.2, 3.3.1 categorize ideas and information into pre-determined categories and structures such as according to **time** or **similarities and differences** i.e. sequence of events
- 4.2.3 use knowledge of consonant and short vowel sounds to spell phonically regular one syllable words in own writing

Inclusive throughout this text, 4.2.2 write simple statements, demonstrating awareness of capital letters and periods

4.1.4 print letters legibly from left to right, using lines on a page as a guide

4.1.5 use appropriate spacing between letters in words and between words in sentences

Saskatchewan Teachers' Federation. (2020). *English Language Arts Resources. Writing Samples*. Retrieved from: https://www.stf.sk.ca/sites/default/files/2020-09/resources/narrative_grade_1.pdf





Reflection and Analysis OurSchool Survey



“Well-being is comprised of evaluations students make about the quality of their life. The evaluations are derived from being healthy, feeling safe, having pleasurable experiences, being accepted by others, being engaged in experiences that are personally meaningful, and having a sense of purpose in life.” (Willms, 2020).





Reflection and Analysis

We are monitoring, and will continue to monitor:

- School Development Plans – Well-Being for Learning Goals
- School-Based Mental Health Referrals
- Student Demographics
 - In School and Hub
 - Attendance Data
- Expulsion Data
- OurSchool Survey
- Results Statements
- Assessment/Achievement Data – Health & CALM re: mental health
- Accountability Pillars
 - Community Services Data
 - Students in Care

Responding

Reflection and
Analysis

Mapping Next Best
Steps

Reflection and Analysis

What trends are surfacing as students return to school?

- Psychological Services: Increased referrals to address student anxiety
- Expulsion data – decreased expulsion rates
- Incident reports – decreased reports of student conflict
- Reduced access to community supports



Responding

Reflection and
Analysis

Mapping Next Best
Steps

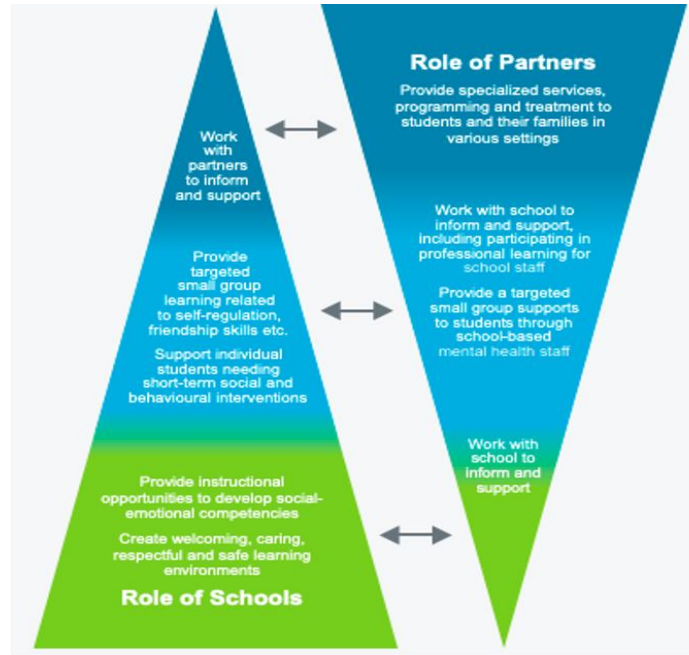


Reflection and Analysis

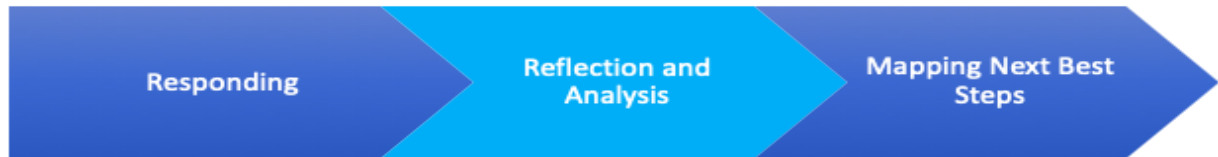
Specialized

Targeted

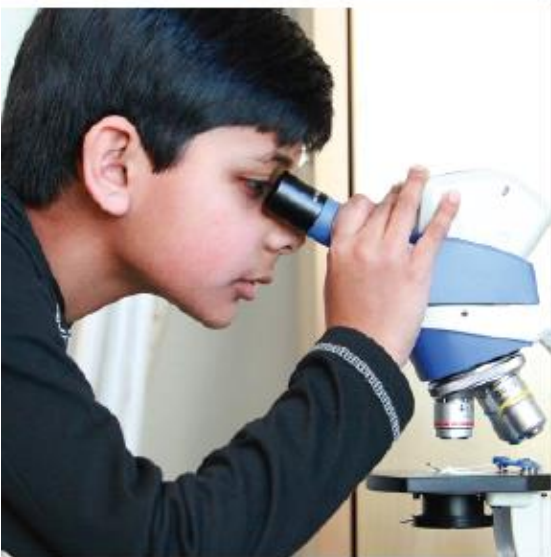
Universal



Adapted from::
Working Together
to Support Mental
Health in Alberta
Schools



Mapping Next Best Steps



- Further develop data collection processes to monitor trends within CBE in the areas of
 - Area Learning Team referrals, mental health trends, attendance, universal screening tools
- Continue to analyze local and national trends
- Continue timely and transparent communication with schools and families
- Continue to provide updated and relevant resources to support staff response to student needs (mental health and learning)

Responding

Reflection and
Analysis

Mapping Next Best
Steps

learning | **as unique** | as every student



**Calgary Board
of Education**

report to
Board of Trustees

Positive COVID-19 Cases

Date	December 8, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Joanne Pitman, Superintendent School Improvement
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR-2: Single Unit Control Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

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

2 | Issue

The Board of Trustees have requested regular reports for information documenting the Calgary Board of Education’s operational planning in specific areas in response to the global COVID-19 pandemic.

This report outlines the process for managing positive COVID-19 cases in schools and the impacts on schools thus far.

3 | Background

Since the last Board of Trustees report for information dated Oct. 27, 2020, cases of COVID-19 have continue to increase both in the city of Calgary and across the province. This increase has led to continued adaptation of internal CBE processes in an effort to support health and continuity of learning in schools.

On Nov. 24, 2020, the Government of Alberta introduced a series of [targeted public health measures](#) which affect staff and students.

Changes for Grade 7-12 students

- Move to at-home learning starting Monday, Nov. 30 to Friday, Jan. 8 (except during winter break)
- In-person classes will resume starting Monday, Jan. 11, 2021
- Diploma exams are optional for rest of the school year

Changes for Grade K-6 students (including Early Childhood Services)

- Continue in-person learning until winter break
- Move to at-home learning during the week of Jan. 4 to Jan. 8, 2021
- In-person classes will resume starting Monday, Jan. 11

4 | Analysis

Although AHS provides direction for the responsibilities of stakeholders related to positive cases in their publication [COVID-19 in school \(K-12\) settings: a resource guide for schools before, during, and after a COVID-19 outbreak](#), with the current increases in cases across the province, contact tracing resources have been challenged to keep up. This has resulted in delays for formal confirmation of cases connected to individuals in schools.

The CBE has shifted its centralized management process for all positive COVID-19 cases in schools and service units. When notified of a positive COVID-19 test, close contacts receive a notice sharing possible dates of exposure and identify a timeline for quarantine in alignment with AHS guidelines. When AHS contacts CBE regarding the case, dates are confirmed and close contact information provided to AHS for follow up.

Table 1 identifies the number of student and staff positive cases reported to the CBE since the start of the 2020-21 school year.

Table 1 Positive COVID-19 Case Numbers in CBE

	Sept	Oct	Nov	Total
Students	48	107	338	493
Staff	2	12	44	58
				551

Table 2 School Impact

	Sept	Oct	Nov	Total
Schools Impacted 1 time	30	40	61	131
Schools Impacted 2 – 4 times	9	24	58	91
Schools Impacted 5+ times	0	3	20	23
Total Times Schools Impacted	39	67	139	245

Table 3 School Impact by Division

	Sept	Oct	Nov	Total
Elementary	20	28	70	118
K – 9	2	3	4	9
Middle/Junior	6	19	38	63
High Schools	11	16	22	49
Unique Settings		1	5	6

NOTE | reflects the number of times a school was impacted by one or multiple cases each month. Schools may be represented in each month.

Of the 252 schools and unique settings in the CBE, 165 have been impacted by one or more cases. In addition to the cases identified above, there have been a total of 127 COVID-19 cases where no additional actions were required by the school due to the individual not having attended while contagious.

Quarantine

When individuals are identified as a close contact, they are required to quarantine. Table 3 provides a summary of numbers of impacted students and staff impacted by quarantine from September to November 30, 2020.

Table 3 Students and staff impacted by quarantine

	Sept	Oct	Nov	Total
Students	2105	5086	15000	22191
Staff	186	455	1303	1944
Total	2291	5541	16303	24135

NOTE | the calculations do not include students and staff who have had to quarantine due to community exposure.

Learning Continuity

As a result of the increasing numbers of impacted schools with positive cases and required quarantine of staff and/or students, the number of unfilled substitute vacancies has also increased. This has placed pressure on schools to manage appropriate coverage of classes and meant that teachers and staff have continually been reassigned. This issue has reached the point where in some schools, we have had to transition an entire grade level or multiple grade levels to online learning for specific periods of time. When this occurs, schools continue to follow the instructional schedule and provide live and recorded instruction, engage in mini lessons, small group teaching and/or respond to individual questions while students complete assignments.

The following schools have transitioned whole grade cohorts online as a result of the impacts of COVID-19 cases and operational capacity challenges:

- Colonel Macleod School
 - Gr. 7 (Nov. 25 – Jan. 11)
- Crossing Park School
 - Gr. 9 (Nov. 24 – Jan. 11)
- Fairview School
 - Gr. 7 and 8 (Nov. 24 – Jan. 11)
- John G. Diefenbaker High School
 - Gr. 10 and 11 (Nov. 12 – Nov. 23)
- Lester B. Pearson High School
 - Gr. 10 and 11 (Nov. 25 – January 11)
- Nelson Mandela High School
 - Gr. 10 and 11 (Nov. 17 – Nov. 27)
 - Gr. 12 (Nov. 26 – January 11)
- Sir Wilfrid Laurier School
 - Gr. 8 and 9 (Nov. 24 – Jan. 11)
- Willow Park School
 - Gr. 8 (Nov. 17 – Nov. 27)

With the provincial announcement to transition classes to online learning for grades 7 -12 effective Nov. 30, all of the schools identified above will remain in the online learning environment until Jan. 11.

5 | Financial Impact

The increase in staff vacancies due to illness or required quarantine and the length of time away from the school may result in increased staffing costs over the course of the year. Separate reports regarding the financial impacts of COVID-19 have been provided to the Board of Trustees and updates will be provided.

6 | Conclusion

The CBE continues to respond to positive COVID-19 cases with focused support and follow up with schools. As cases increase in the community, so too does the disruption and impact on schools. We recognize the outstanding efforts of all staff

in schools and in service units in their support of ongoing learning, the implementation of health protocols, and managing uncertainty.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

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

**report to
Board of Trustees****New School Fit Up Funding**

Date	December 8, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations: OE-2: Learning Environment/Treatment of Students OE-5: Financial Planning OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Marc Aquin, Director, Facility Projects Tanya Scanga, Manager, Corporate Planning & Reporting Erin Hafichuk, Project Manager, Capital Projects

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves a budget expenditure of up to \$308,000 from capital reserves in 2020-2021 to undertake school development and fit-up for the following five (5) schools:

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

2 | Issue

The new schools presently in design and construction require funding for school development and fit-up activities.

3 | Background

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

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

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

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

1. Auburn Bay Elementary School is in design, with construction anticipated to begin in spring 2021. Preliminary indications are that this school may be open to students for the 2022-2023 academic year. The actual opening date will be confirmed in late 2021;
2. Auburn Bay Middle School is under construction, with preliminary indications that it may be open to students for the 2022-2023 academic year. The actual opening date will be confirmed in late 2021;
3. Mahogany Elementary School is under construction, with preliminary indications that it may be open to students for the 2022-2023 academic year. The actual opening date will be confirmed in late 2021;

4. North Calgary High School is ready for tender, with preliminary indications that it may be open to students for the 2024-2025 school year or maybe the prior school year. The actual opening date will be confirmed in late 2022 to 2023; and
5. Skyview Ranch K-9 School is in design, and is anticipated to be open for students during the 2022-23 academic year. This schedule will be confirmed in late 2021.

The Government of Alberta funds Furniture and Equipment (F&E) for eligible items as described in the School Capital Manual. However, additional items such as technology devices, learning commons resources and staff time for capital development, school administration, start-up and support are not covered by the provincial F&E funding. Additional owner costs associated with turnover and final fit-out are also not included in provincial funding. To provide all necessary support for the new school spaces to be fully operational, **\$14,300,000** is projected to be invested by the CBE over the next four years in addition to the provincial F&E fund. Over the next four years, the CBE will continue to seek opportunities for further cost reductions in this investment.

4 | Analysis

The following table summarizes the complete funding request for 2020-2021.

Project	2020-21
Auburn Bay Elementary School	\$44,000
Auburn Bay Middle School	\$66,000
Mahogany Elementary School	\$44,000
North Calgary High School	\$88,000
Skyview Ranch K-9 School	\$66,000
Total Request	\$308,000

This funding will be used to support the capital development team, and independent reviews by technical consultants as needed through design and construction in 2020-2021. Additional funding requests will be made in each school year leading up to the opening of these schools, this to ensure their successful opening. As mentioned previously, the totality of the amount that is estimated to be required for these five schools is \$14,300,000.

Through the investments identified above the CBE is aligned with the strategies and actions established in the Three-Year Education Plan 2019-2022.

5 | Financial Impact

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

- Providing appropriate funding for learning resources;

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

If the proposed use of capital reserve on new school development and fit-up project is approved, the capital reserve balance at August 31, 2021 is anticipated to be \$34,033,000. The balances identified above include the anticipated reserve uses identified in the Spring 2020 Budget Update report provided to the Board of Trustees and are based on the balances as stated on the audited financial statements for the year ended August 31, 2020.

6 | Conclusion

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

CBE Administration further recommends that the Board of Trustees approves a budget expenditure of up to \$308,000 from capital reserves in 2020-2021 to undertake school development and fit-up for the above noted schools.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Letter to Minister of Education

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

December 9, 2020

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

Dear Minister LaGrange:

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

With this letter, we are requesting authorization to expend up to \$308,000 from capital reserves in 2020-2021 to support new school development and fit-up activities.

In reference to this request, the CBE Board of Trustees passed the following motion on December 8, 2020:

- *“THAT the Board of Trustees approves a budget expenditure of up to \$308,000 from capital reserves in 2020-2021 to undertake school development and fit-up for the following five (5) schools:*
 - *Auburn Bay Elementary School*
 - *Auburn Bay Middle School*
 - *Mahogany Elementary School*
 - *North Calgary High School*
 - *Skyview Ranch K-9 School”*

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

Should you have further questions regarding this request, please do not hesitate to contact me or have your staff contact Dany Breton, Superintendent, Facilities & Environmental Services for additional information.

Sincerely,

Marilyn Dennis, Chair
Board of Trustees

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

**report to
Board of Trustees**

Recommendation to Commence Public Input to Consider the Relocation of the Marlborough Discovering Choices II Program

Date	December 8, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities & Environmental Services
Governance Policy Reference	Governance Policies GC-3E: Closure of Schools Procedure Operational Expectations OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging With the Public OE-9: Facilities
Resource Person(s)	Carrie Edwards, Director, Transportation, Property & Noon Supervision Prem Randawa, Director, Area 1 Sherri Lambourne, Manager, Real Estate & Leasing Services Kris Reinhardt, Principal, Outreach School

1 | Recommendation

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of Discovering Choices II

for the purpose of relocation in accordance with GC-3E Closure of Schools Procedure.

- THAT the Board of Trustees approves the public input period to consider the closure of Discovering Choices II for the purpose of relocation be shortened from 60 calendar days to 49 calendar days in accordance with GC-3E Closure of Schools Procedure.

2 | Issue

The Discovering Choices II outreach school program has outgrown its leased premises. A larger location is required to meet growing student demand. Move of the program to another location will require a formal closure process in accordance with CBE governance policy GC-3E.

3 | Background

Discovering Choices is the CBE's outreach high school program. There are four Discovering Choices locations throughout the city, each situated in leased premises. September 30, 2020 enrolment for the program was over 1,200 students.

The "Discovering Choices II" program is located in NE Calgary, operating from storefront space within Marlborough Mall. The program has been in its current location for over 15 years, and is the second largest CBE outreach program in terms of number of students. Enrolment at this location has continued to increase over the years. The program has been running at maximum capacity for several years, resulting in overcrowded classrooms and students being turned away due to a lack of instructional space.

With the lease at Marlborough Mall set to end in August of 2021, a lease opportunity has been identified at Northgate Village Shopping Centre, a strip mall location across the street from the current Discovering Choices II location (Appendix I).

The Northgate option is substantially less expensive on a per square foot rental basis, which would allow the CBE to double its current instructional area for roughly the same rental costs. This would both ease enrolment pressures and provide an opportunity for the program to create functional program spaces that are not possible in the current location. The Northgate option would keep the program in an area of high demand and within a community already familiar to students. This location also provides improved accessibility, with street front access, free off-street parking and close walking distance to a LRT station.

The challenge with this option is that the space is currently unfinished, requiring an initial investment from the CBE to build out the space for its use. Aside from the financial investment, this option will require a 6-month lead-time for construction and fit-up, as well as a longer lease commitment.

In order to accommodate relocation of the program for September 2021, the CBE will need to execute a lease agreement prior to January 30, 2021. Once the lease is signed, construction on the unit can begin, and the CBE will be fully committed to the financial terms of the lease agreement.

Although the Discovering Choices program is not located in a school building, move of the program is considered a closure in accordance with CBE policies, thereby requiring a public input process. Given that the program would only be moving a distance of 600 meters, and would also result in expanded space better suited to meet student instructional needs, an accelerated timeline for the consideration of closure process is proposed.

The lease agreement for the existing Marlborough Mall location has been extended until August 31, 2021, which allows the CBE to consider relocation of the program without impacts to the instructional calendar.

4 | Analysis

Student enrolment at Discovering Choices II has steadily increased over the years. The program currently serves over 290 students from a 3,026 square foot leased space. This location has been operating above capacity for several years. With just 1.5 classrooms, staff and other common spaces have been converted to student spaces in an attempt to meet enrolment demand. A program that is often considered a “last chance” for students at risk of not graduating, the program consistently has to turn students away due to lack of available instructional space.

There are no opportunities for expansion of the program in its current location. Suitable contiguous space is not available, and the Landlord is unwilling to negotiate on their higher than average lease rates.

Moving the program to an existing CBE high school was not considered. Capacity pressures at CBE high schools across the system limit available space, and the ability to remain in the high demand NE quadrant of the city would be unlikely within a CBE high school facility. Experience has also shown that outreach students will avoid attending programs within a traditional high school setting.

Until very recently, Alberta Education did not permit outreach programs to operate within a traditional CBE school building, as the purpose of an outreach program is to “reach out” and bring the school to the students, in areas where the need is greatest and with a unique format separate from traditional high schools. Since outreach schools are likely to exist in leased facilities, Alberta Education provides school boards with a fixed grant amount to help offset facility lease costs.

Lease options for the Discovering Choices II program are impacted by the budgetary limitations of the CBE, as well as location specifications to best meet student demand, and by municipal land use zoning, in that many retail, office, and industrial spaces are not often zoned to allow for a school type use. Although there are several lease vacancies in the Marlborough area, only a handful of these properties have the requisite land use zoning. The Northgate Village lease option represents the best value in terms of cost, location, and space suitability.

Because the lease space in Northgate Village mall is unfinished, the CBE has the ability to create a design plan optimally suited for their needs, which would include three classrooms, a kitchen, washrooms, as well as three offices and a meeting room all within a 5,700 square foot floor plan. This floor plan size is suitable to meet current enrolment needs and can accommodate projected enrolment growth for the term of the lease. The Northgate facility will offer students all of the same benefits as the current location, plus additional functional spaces that can be used for instructional options not provided for in the current space.

Construction requirements would be carried out by the Northgate landlord on behalf of the CBE. In order to secure a return on this investment, the landlord will require a lease commitment of 10 years, but will allow the CBE the option to terminate after 5 years so long as the costs to build out the CBE lease space have been repaid in full. The standard lease term for a Discovering Choices lease space is 5 years.

Escalating capacity pressures at Discovering Choices II have forced a pivotal decision point, as the current facility is no longer functioning to meet student instructional needs. Consideration for closure of the current Discovering Choices II program in order to relocate to a larger facility is recommended. Due to the lead time required to ready the new lease space for student occupation, the closure process must conclude before January 30, 2021.

Accordingly, the recommendation to abbreviate the 60 day public input period to 49 days is being made for two reasons. First, it is anticipated that the relocation will be supported by the community in light of how it will enhance the school's offerings, increase the number of students that can be supported and is accessible via the same means of transportation as the current site. Secondly, bringing this matter for decision at the regularly scheduled Board meeting of January 26, 2021 maximizes the opportunity for public input while still allowing for adequate time to fit-up the proposed new site should the Board decide to close the current site for the purpose of relocation effective September 1, 2021.

5 | Financial Impact

Based on the CBE's projected space needs, buildout costs for the Northgate Village lease option are anticipated to be \$400,000. The CBE has the ability to pay this amount incrementally over the term of the lease as part of its lease rate, or as a one-time, up-front payment.

Discovering Choices administration has the funds to cover the buildout costs as an up-front payment. This one-time payment to prepare a new lease space will not impact funding for the other Discovering Choices locations. In paying this amount up-front, the CBE can keep lease rates low for the term of the lease, which allows the program to expand its instructional area without dramatically impacting yearly program costs.

While the per square foot operating costs for the proposed location are expected to be approximately the same as the current location, the per square foot base rent rate for the new location would be substantially lower than the current lease space, allowing the program to occupy a larger area without increasing overall

lease costs. Table I below compares the CBE’s current lease area and lease costs with the proposed lease option.

Table I: Lease Details – Current Vs. Proposed

	Lease Area (Sq. Feet)	Annual Lease Fee (includes base rent & operating costs)
Marlborough Mall (Current Location)	3,026	\$113,188/year
Northgate Village Shopping Centre (Proposed Location)	5,700	\$114,114/year (years 1-5) \$125,514/year (years 6-10)

Because outreach programs are typically located in leased facilities, Alberta Education provides annual funding to school boards to help offset lease costs. This funding was previously provided on a per location basis, but effective in the 2020-2021 school year, outreach programs will now receive lump sum funding in the amount \$150,000 per year, regardless of the number of outreach sites. Additional costs incurred in the provision of an outreach program are paid from the school’s RAM funding. Discovering Choices administration has completed projected budgets based on the lease terms for the proposed location, and is confident funding will be in place to manage the lease commitments.

6 | Implementation Consequences

Completion of a Consideration for Closure process (for the purpose of relocation) prior to January 30, 2021 will enable the CBE to negotiate a lease agreement for a new lease space and prepare the new space for occupation in September 2021. This timing will allow for the move of students during a natural program break, and secure a lease location which meets the program’s enrolment needs for the long term.

Execution of the lease agreement makes the lease option binding, meaning the CBE will be committed to payment of lease costs for a minimum of 5 years, as well as full repayment of buildout costs to the landlord.

7 | Conclusion

The Discovering Choices II program requires a larger facility to meet student enrolment needs. An alternate site has been identified, but relocation of the program is considered a closure in accordance with CBE governance policy GC-3E.

An important consideration is that GC-3E requires that the Board provide a minimum of 60 calendar days for the public input before making a final decision. Accordingly, should the Board decide to proceed with the public input process, it

is recommended that the Board consider shortening the timeframe from 60 calendar days to 49.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

APPENDICES

Appendix I: Current and Proposed Locations

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Discovering Choices II: Current and Proposed Locations



**report to
Board of Trustees**

Chief Superintendent's Update

Date	December 8, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-4: Treatment of Employees

1 | Recommendation

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

2 | Issue

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

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



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

OE-4: Treatment of Employees states that "student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive". With other reports submitted to the Board of Trustees, this update meets the requirement of OE-4 in positively impacting the achievement of CBE Results through providing a safe, supportive and respectful organizational culture for all staff that respects diversity and fosters a positive and welcoming environment.

3 | Timely Information

Achievement & Wellbeing | Campus Calgary/Open Minds

Campus Calgary / Open Minds (CC/OM) is an award-winning program that provides authentic learning experiences to transform teaching and learning by increasing engagement through community, funder, and educational partnerships. The 2020-2021 school year marks the 28th year of CC/OM and the idea of Learning Beyond the Classroom.

CC/OM is currently offering personalized virtual programming for participating CBE classes in order to meet current CBE policies regarding off-site experiences. These experiences are co-created with the CC/OM Operations Team and site coordinators, based on teacher input, to meet the needs of the students. The CC/OM opportunities enhance curricular outcomes and are woven into students' years of learning.

CC/OM provides students opportunities to ask questions, have meaningful conversations with experts in the community, slow down and reflect, journal and to sketch, and make sense of the world around them while generating effective relationships with the community-at-large. Students, teachers, parents, and community organizations learn alongside experts.

The CC/OM Advisory is offering a **discounted rate** for participating classes in 2020-21 to demonstrate continued commitment and support of the education partners during this unprecedented situation. The offer of the discounted rate (reduced from \$1250 to \$1000) requires an increase in the sponsorship of the program by our funders and sites to offset the reduction given to schools. Continuing to work with community stakeholders during the pandemic and these difficult economic times truly shows the commitment that CC/OM stakeholders have for this program ensuring that high quality, rich, and engaging educational experiences continue to be available for Calgary students.



For the 2020-21 school year, the following CC/OM experiences have been offered to schools:

Chevron Open Minds Sites

- Chevron Open Minds Zoo School at Calgary Zoo
- Chevron Open Minds Museum School at Glenbow Museum
- Chevron Open Minds Science School at TELUS Spark
- Chevron Open Minds Cross Conservation School at Ann & Sandy Cross Conservation Area

Campus Calgary Sites

- City Hall School at the City of Calgary Municipal Building
- City EcoAction School at Ralph Klein Park
- Stampede School at Stampede Park
- 2School at the CBE Education Centre
- Healthy Living School at Shane Homes YMCA at Rocky Ridge & Brookfield Residential YMCA at Seton
- ConocoPhillips Hub for Inspired Learning at Arts Commons
- Jube School at the Southern Alberta Jubilee Auditorium
- SEEDschool at The Mustard Seed
- Library School at Calgary Public Library

Achievement & Wellbeing | Update on CBE CARES!

CBE CARES: Collaboration for Anti-Racism and Equity Supports was introduced in June 2020 and will engage multiple strategies to address racism, equity and inclusion in CBE schools and workplaces.

Dr. Marie Delorme will support Chief Superintendent Christopher Usih in this important work. The CBE CARES Advisory Council has also been formed consisting of a wide representation of stakeholders including Trustees, staff, students and partners.

The first of four meetings of the Advisory Council took place virtually on November 9, and members participated in discussions on emerging issues related to equity, anti-racism and inclusion within CBE and its school communities and work sites.

Three facilitated listening sessions will be announced soon to gather input from parents and community. Additionally, the CBE is conducting a literature review with the support of University of Calgary. The information will help shape our strategies to advance anti-racism, equity and inclusion within the CBE.

Achievement & Wellbeing | Indigenous Veteran's Day

The Indigenous Education Team continues to provide culturally responsive instructional design and assessment in honouring Indigenous knowledge systems. An example of this is the intimate professional learning offering with Elder Clarence Wolfleg Sr. Miiksika'am on the topic of Indigenous Veteran's Day which is held annually on November 8. On November 13, Elder Clarence offered his personal story as a residential school survivor and soldier to an audience of CBE staff across the system.

Developing Our Employees | October 30th System Professional Learning Day Offerings

Teaching & Learning with Technology

On Friday, October 30th, over 2,300 Calgary Board of Education teachers attended over 30 online professional learning opportunities provided by the Teaching & Learning with Technology Team. Teachers could choose from a variety of opportunities which focused on integrating and utilizing system supported software and tools into curricular areas.

Sessions focused on the use of SMART Technologies, GSuite for Education, Brightspace by D2L, Apple built-in and accessibility tools, Read&Write for Google Chrome and Microsoft Education. Sessions were recorded and posted on staff insite for ubiquitous access after the day. Professional learning opportunities such as these allow educators to leverage the use of technology to meet the needs of diverse learners both in the classroom and in the online environment.

Indigenous Education

The Indigenous Education Team offered six sessions to over 1,000 registered CBE Staff. The offerings included: Opening Blessing & Smudge with Elder Edmee Comstock, the Indigenous Education Strategy, Culturally Responsive Trauma Informed Practice, Foundational Knowledge: The Métis, Bannock Making and *nîpawistamâsowin: We Will Stand Up* Screening & Discussion. Feedback from the sessions was positive and will be used to design future professional learning offerings and resources.

Complementary Curriculum:

Fine and Performing Arts – The system professional development day provided over 360 Fine and Performing Arts teachers with professional development and collaboration opportunities. Sessions focused on adaptive teaching strategies required to teach creative and collaborative classes while following re-entry guidelines. Music teachers were inspired to pivot their practices to percussion ensembles while maintaining focus on key outcomes, and teachers tasked with integrating the arts were provided the pedagogical foundations and realistic examples of this work.

Professional development in the Fine and Performing Arts within the CBE is possible through its commitment in maintaining connections to community-based artists and experts such as the Calgary Association for the Development of Music Education, the University of Calgary, and Fun with Composers. Teachers also appreciate opportunities to share and learn from one another through established professional learning networks and discussion. Professional development resources and CBE created tasks are routinely shared using a collaborative FPA Brightspace shell that is available for self-enrollment.

Career & Technology – Over 190 teachers participated in Professional Learning Opportunities that directly linked to Career and Technology learning. Teachers from across CBE came together to learn, collaborate and celebrate the



incredible work that is happening across the system. Professional Learning included two sessions regarding Design Thinking. Other sessions included collaborative learning networks that sought to bring teachers together to share their work and bring forward problems of practice for groups to consider and discuss.

Additionally, CBE was able to bring forward support from the community. In conversation with TELUS Spark, the topic of virtual learning and its many complex facets was a hot topic. In response to this discussion, TELUS Spark hosted a free session for CBE teachers regarding engaging youth via online platforms. Thirty teachers participated in an online discussion that brought TELUS Spark experts together with CBE teachers to discuss the challenges and advantages of learning in an online world.

Core Curriculum:

Mathematics – In collaboration with other teams, the mathematics specialists offered eight sessions to over 1,000 registrants on topics including early years mathematics concepts, problem solving, best practices in online learning, formative assessment, differentiating instruction in combined-grades classrooms, and engaging students in reasoning and sensemaking using Smart Learning Suite Online. CBE was fortunate to have Ian Vanderburgh from the University of Waterloo join high school teachers for a highly engaging and challenging problem-solving experience. Teachers were enthusiastic participants in all sessions, enjoying the opportunity to deepen their understanding, share ideas, and ask questions. In particular, the session on the beaded number line for grades K – 3 mathematics had teachers and presenters “playing” with their own beaded number lines to explore their own thinking while imagining all the ways this manipulative could support student learning of early counting and additive thinking concepts. In the sessions on online learning, many Hub teachers had the opportunity to explore how best to structure online mathematics teaching and learning in a way that makes the best use of synchronous and asynchronous time and maintains a focus on high-impact strategies.

Literacy – The literacy specialists, in collaboration with other teams, offered four unique webinars to over 800 CBE teachers. The topics included online literacy assessment, word study, and the development of literacy skills with diverse students. A particularly well attended and interactive session included a collaboration with the learning technologies team where the use of Jamboard was explored to engage students in phonics, spelling, and vocabulary development. Many Hub teachers and those looking to support their online presence appreciated the opportunity to explore this tool in connection with literacy. A second session that supported Hub teachers centred around online literacy assessment practices. It was an active session with many questions and opportunities for sharing. Lastly, two middle/high school teachers partnered with the literacy team and explored the topic, Building Literacy Skills with Culturally and Linguistically Diverse Students (grades 7-12). This session integrated high impact literacy strategies and visible thinking routines and also included online annotation and discussion.



Assessment and Reporting – Assessment and reporting specialists, in collaboration with other teams, offered six sessions to over 1,000 CBE teachers. Three sessions focused on best practices and strategies for engaging in online assessment in a manner that increases accuracy and ensures that online assessment conducted with students remains ethical, fair and equitable. These sessions were offered to K-6 teachers, with a focus on literacy assessment, grades 7-9 teachers and grades 10-12 teachers and addressed considerations and responded to participant questions unique to each of these grade bands. A third session focused on planning for differentiated instruction in grades 1-6 combined-grade classrooms and explored discipline-specific examples of instructional strategies and assessment tools to support teachers in following the CBE Scope and Sequence documents. Two additional sessions provided technical support for navigating and utilizing the PowerTeacher Pro gradebook for teachers working in specialized classes and unique settings who will be completing report cards in PowerTeacher Pro this year.

Incredible discussions and learning took place on this Professional Learning Day. One thing was abundantly clear, CBE teachers are dedicated professionals who are committed to supporting student learning!



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

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report to Board of Trustees

2020-2021 School Enrolment Report

Date	December 8, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities & Environmental Services
Governance Policy Reference	Operational Expectations: OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Latosia Campbell-Walters, Director Planning Lindsay Cova Martinez, Planning Analyst Lawrence Quan, Planning Analyst Sherri Lambourne, Manager, Real Estate and Leasing Heather Kirkwood, Manager, Business Administration, School Improvement

1 | Recommendation

- That the Board of Trustees accepts the 2020-2021 School Enrolment Report as information. No decision is required at this time.

2 | Issue

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



3 | Background

The purpose of the report is to provide a snapshot of the September 30, 2020 enrolment data for all CBE schools and programs. Throughout the year, the information contained is used by the CBE 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 has relied on City of Calgary's annual Civic Census data as the main source for population and demographic information to provide context for this report. Due to the COVID-19 pandemic, the 2020 Civic Census was suspended. As a result, *The Calgary & Region Economic Outlook 2020-2025* is the source of this information.

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

- The number of students enrolled in each school, by grade and program, including alternative programs, classes for students with complex learning needs, and the number of out-of-attendance area students as of September 30th in the current school year;
- Provincial capacity of schools, including the number of modular classrooms and utilization rate of each school building; and
- A list of the leases and the amount of space leased for each building.

It is important to note that the School Enrolment Report does not provide any financial data or information on class size within schools. School budgets are adjusted in the fall to allocate resources based on actual enrolment on September 30 while also factoring in various other factors, including equity considerations.

4 | Analysis

City of Calgary's Population

In *The Calgary & Region Economic Outlook 2020-2025*, the City of Calgary's total population in 2020 is estimated to be 1,306,700. Due to slightly higher net migration, there are approximately 3,000 more persons than predicted in 2019. Additionally, almost 21,000 persons were added to the City's total population compared to 2019, representing an increase of over 1.6%. Of this increase, 12,300 was attributed to net migration and the remaining 8,700 due to natural increase (births over deaths). Net migration is up from 9,560 persons in 2019 and is projected to continue as the primary driver of population growth.

Calgary's population is expected to grow steadily, albeit slower than the past three years. It is estimated to increase an average of 17,600 people per year between 2021 and 2025. In comparison, the previous five-year population growth in the

Calgary and Region Economic Outlook from fall 2019 projected a population growth of 19,000 people annually.

Additionally, recent observations in regional labour markets indicate Calgary's labour market deterioration was consistent with other major Canadian cities following the double economic impacts from the COVID-19 shutdown and crude oil price collapse early this year. As a result, *The Calgary and Region Economic Outlook* does not anticipate excessive out-migration in the forecast period, similar to what happened in the early 1980s.

The information in this report is only a small fraction of the detail provided in *The Calgary and Regional Economic Outlook 2020-2025* fall document. The full report is available on the City of Calgary website.

<https://www.calgary.ca/content/dam/www/cfod/finance/documents/corporate-economics/calgary-and-region-economic-outlook/calgary-and-region-economic-outlook-2020-fall.pdf>

Enrolment Trends-Calgary Board of Education

For the first time since 2007, student enrolment at the CBE has declined. Table 1 shows that for 12 consecutive years (2009-2019), enrolment increased by over 24,000 before dropping by -2.5% or 3,168 students from 2019 to 2020. The decrease in enrolment this year is the highest seen since the Teacher's strike in 1980.

Table 1: CBE Annual Enrolment Change (1980-2020)

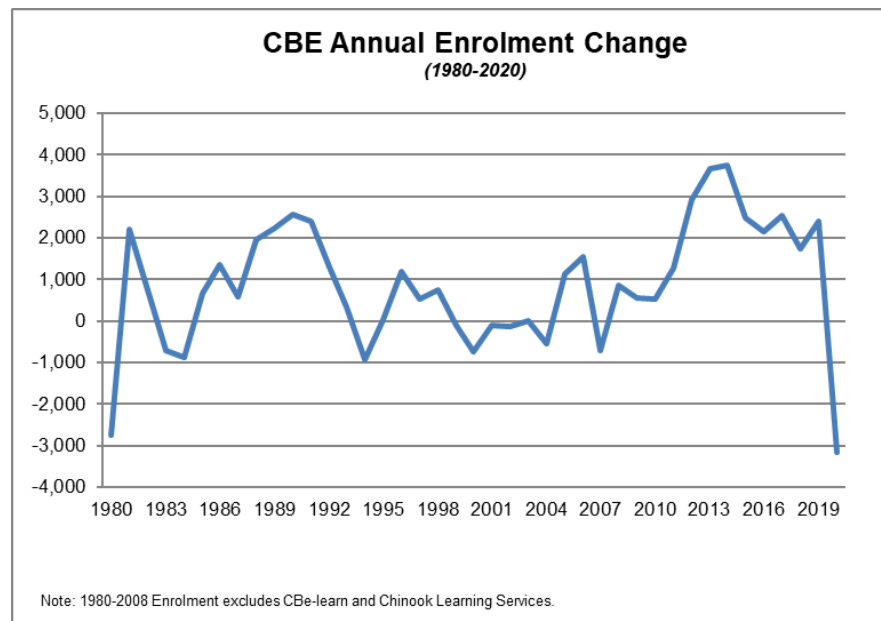


Table 2 below compares September 30, 2019 student enrolment to September 30, 2020 by division:

Comparison of September 30, 2019 to September 30, 2020

	September 30, 2019	September 30, 2020	Difference
Pre-Kindergarten	215	65	-150
Kindergarten	9,030	6,793	-2,237
Grades 1-3	28,972	28,329	-643
Grades 4-6	28,626	28,006	-620
Grades 7-9	26,696	27,507	811
Grades 10-12	27,988	28,003	15
Sub-Total (Pre-K to GR12)	121,527	118,703	-2,824
Home Education	209	422	213
Outreach Programs	1,437	1,205	-232
Unique Settings	971	935	-36
CBe-learn	541	619	78
Chinook Learning Services	1,124	757	-367
Total	125,809	122,641	-3,168

On September 30, 2020, sixteen schools offered a full day kindergarten program and reported a total enrolment of 491 students. Excluding Unique Settings, CBE has two Early Development Centre (EDC) locations that offer pre-kindergarten programming to 65 students.

Decreases occurred in most divisions with the exceptions of Grades 7-9 and Grades 10-12. The following are the divisions where there has been a decline in enrolment and potential reasons and assumptions for the change.

- Kindergarten and Pre-K, which are optional programs, have a combined reduction of 2,387 students or -25.5% from the previous year. This group accounts for 75% of the total enrolment decrease.
- Commencing with the 2020-2021 school year, the *Education Act* introduced a common age of entry of five years of age on December 31. It is estimated that this impacted approximately 900 students who will now only be eligible to begin kindergarten in the 2021-2022 school year.
- Grades 1-6 have a combined reduction of 1,263 students or -2.2% from the previous year.
- Grade 12 enrolment was impacted by fewer number of returning Grade 12 students this year. There is a decrease of around 160 students or -11.2% in comparison to 2019.
- Outreach, Unique Settings and Chinook Learning Services have also seen a negative difference of over 600 students in comparison to 2019.

- Compared to September 30, 2019, over 18,000 K-12 students left the CBE, while over 15,000 joined. The net loss of 3,168 students this school year results from student transfers, withdrawals and new registrations. It is important to note that over 7,000 K-11 students exited the CBE in 2020. Based on PowerSchool's information, 62% of these withdrawn students were reported as transfers within Alberta, while 11% were reported as transfers to other Provinces. These are the most prominent reasons reported across all divisions.
- As of September 1, 2020, the Canadian border was closed to new international students who did not have an approved study permit as of March 18, 2020. The border closure affected the majority of new students who either deferred their study period or cancelled. CBE received an additional 34 new international students for the 2020-2021 school year. The overall international student intake as of September 2020 decreased by 43% from the same time last year, and 490 international students were retained due to current CBE international students remaining in Canada to avoid re-entry issues.
- The November 2020 diploma exams are optional due to COVID-19. Although there are circumstances where students need to write diploma exams, such as students who do not have a passing mark from their teacher and those wanting to raise their grades, this change may be impacting the number of returning Grade 12 students this school year.
- It is important to note that according to *PowerSchool* as of November 6, 2020, over 200 K-12 students that exited CBE this school year are pre-registered for the 2021-2022 school year.

School Enrolment (2020-2021)

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

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

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

A graph of the total student enrolment in the last decade and the projected enrolment in the next three years is included in Attachment VI. The projected enrolment included in the graph is taken from the CBE's Three-Year School Capital Plan 2021-2024, which was approved in March 2020. An updated five-year enrolment projection will be included in the Three-Year School Capital Plan 2022-2025 when it is presented in March 2021. Of note, it is anticipated that the drop experienced in student enrolment for the 2020-2021 school year is primarily attributable to the pandemic and that enrolment will be restored in subsequent school years.

Attachment IX is a map of student population change by community. It shows pre-k to grade 12 enrolment change, by community, from September 30, 2019, to September 30, 2020. The map also indicates the locations of new schools that are approved for construction and are projected to open for 2021 and beyond.

Hub Enrolment

The Hub is a learning approach that has been created for the 2020-2021 school year for families choosing to have their children remain at home due to COVID-19 concerns while in-school classes have resumed. This support allows students in Grades 1-12 to remain registered at their home schools while receiving course instruction through a format of online instruction and independent work. Including Unique Settings, enrolment in Hub online learning is 18,130 students as of September 30, 2020.

Hub enrolment is higher in the lower grades and decreases towards high school. While enrolment varies by area, Area 4 has a notably higher proportion of students registered. Overall, 16% of Grade 1-12 regular and alternative program students at CBE are enrolled in Hub for the 2020-2021 school year (see Table 3).

Table 3 below shows the percentage of Hub student attendance by division and area, excluding Unique Settings and Outreach programs as of September 30, 2020.

Percent of Students Attending Hub as at September 30, 2020

Area	1	2	3	4	5	6	7	Hub by Division
Grades 1-3	23%	21%	18%	31%	15%	13%	15%	20%
Grades 4-6	20%	19%	20%	29%	14%	13%	14%	18%
Grades 7-9	18%	16%	18%	25%	12%	13%	10%	16%
Grades 10-12	11%	11%	11%	16%	9%	8%	7%	11%
Hub by Area	18%	17%	17%	26%	13%	12%	12%	16%

Alternative Programs

Enrolment in alternative programs by school is reported in Attachment II. Enrolment in alternative programs is 25,680, a decrease of 523 students or -2.0% from last year. For comparison, alternative program enrolment in the previous year increased by 721 students.

Complex Learning Needs

A detailed list of classes and enrolment for students with complex learning needs is reported in Attachments III and IV. Enrolment in classes for students with complex learning needs is 3,168 a decrease of 245 students or -7.2% from last year.

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

Capacity and Utilization

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

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

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

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

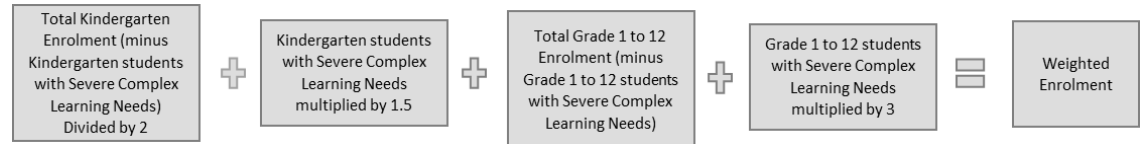
The way in which the method allows for lease exemptions means that provincial capacities of schools may change from year to year. One example that could trigger a change is if a new lease is added to a school or if an existing lease arrangement changes or is discontinued.

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

- kindergarten students who typically attend half day
- 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.

Last year there was a slight change to the provincial calculation for weighted enrolment. The formula was updated to include a weighting factor for Kindergarten students coded with severe complex learning needs. The graphic below illustrates how actual weighted enrolment is calculated based on September 30 student enrolment each year:



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

The provincial utilization rate for the system has decreased by -2.5% from 86% last year to 84% this year. Table 3 below indicates the number of schools over, at and under 85% utilization comparing this year to last year.

Table 4: shows the number of schools over, at and under 85% utilization

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

	2019	2020	Change
Under 85%	112	129	17
At 85%	6	2	-4
Over 85%	108	98	-10

Leases

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

5 | Conclusion

Student enrolment for the 2020-2021 school year has declined by a total of 3,413 students from September 30, 2019, to September 30, 2020. Decreases occurred in most divisions with the exceptions of Grades 7-9 and Grades 10-12. The most significant reduction is at the Kindergarten grade level of over 2,200 students.

CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I:	September 30 enrolment including out of attendance area
Attachment II:	Alternative program enrolment by school and grade
Attachment III:	Specialized classes 2020-2021
Attachment IV:	Enrolment in classes for students with complex learning needs 2020-2021
Attachment V:	School capacity and utilization 2020-2021
Attachment VI:	CBE actual enrolment 2010-2020 & projected enrolment 2021-2023
Attachment VII:	2020-2021 Leased space in operating schools
Attachment VIII:	2020-2021 Lease of surplus school facilities
Attachment IX:	2019-2020 Student population change by community
Attachment X:	Specialized classes definitions

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CALGARY BOARD OF EDUCATION

September 30, 2020

Attachment I

Full Day Kindergarten

SCHOOL	Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOB	Hub Students
ARBOUR LAKE	733							126	109	166	162	170				56	104
BELVEDERE PARKWAY	417		41	63	62	64	71	53	63							24	65
BOWCROFT	151		17	18	20	21	25	30	20							21	19
BOWCROFT	134	German Bilingual	13	27	19	20	21	15	19							-	15
BOWNESS	1,148												402	382	364	243	80
BRENTWOOD	590	Traditional Learning	84	101	100	100	101	104								5	215
CAPTAIN JOHN PALLISER	240		16	13	20	19	27	68	77							18	52
CAPTAIN JOHN PALLISER	302	Montessori	58	55	53	33	34	37	32							-	71
CITADEL PARK	384		52	86	80	73	93									4	55
DR E W COFFIN	179		18	23	26	25	33	29	25							89	18
EDGEMONT	613		56	92	108	113	117	127								5	193
ERIC HARVIE	398		56	77	80	89	96									17	40
F E OSBORNE	489									179	157	153				39	76
F E OSBORNE	131	French Immersion							43	38	50					6	7
H D CARTWRIGHT	440									143	145	152				27	100
HAMPTONS (THE)	169		21	29	43	36	39	1								21	46
HAWKWOOD	607		53	88	83	102	78	97	106							35	110
MARION CARSON	287		24	27	47	37	48	58	46							25	50
MARION CARSON	220	Chinese (Mandarin) Bilingual	44	49	47	48	32									3	68
NATIONAL SPORT SCHOOL	185											26	34	61	64	51	1
RANCHLANDS	356		26	53	59	52	59	53	54							3	77
ROBERT THIRSK	1,150												362	352	436	135	130
ROYAL OAK	422		73	99	120	130										3	74
SCENIC ACRES	119		21	26	18	29	25									4	13
SILVER SPRINGS	229		28	22	35	36	27	37	44							7	36
SIMON FRASER	610							109	87	152	124	138				84	122
SIR WINSTON CHURCHILL	2,187												739	744	704	312	309
TERRACE ROAD	159		16	22	30	23	22	20	26							12	18
THOMAS B RILEY	214									77	62	75				9	38
THOMAS B RILEY	401	Traditional Learning							116	92	105	88				2	111
TOM BAINES	835								148	206	245	236				2	246
TUSCANY	279		26	52	59	67	69	5	1							16	37
TUSCANY	189	French Immersion	45	56	31	23	15	19								-	19
TWELVE MILE COULEE	863							136	174	186	184	183				15	77
WEST DALHOUSIE	278		22	42	40	34	48	45	47							31	38
WILLIAM D. PRATT	918						124	139	173	157	173	152				12	144
AREA 1 TOTAL	17,026	-	810	1,120	1,180	1,174	1,204	1,308	1,410	1,396	1,407	1,373	1,537	1,539	1,568	1,336	2,874
ALEX MUNRO	255		26	42	31	39	41	41	35							15	69
BALMORAL	562	Traditional Learning						105	109	126	101	121				13	134
BANFF TRAIL	330	French Immersion	49	63	59	61	44	54								8	29
BEDDINGTON HEIGHTS	414		42	48	41	79	70	70	64							36	60
BRANTON	705	French Immersion							94	194	184	233				42	46

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BUCHANAN	179		12	30	26	37	27	29	18							27	42	
BUFFALO RUBBING STONE	629		72	110	103	128	111	105								12	157	
CAMBRIAN HEIGHTS	291		31	53	35	56	41	39	36							11	70	
CAPITOL HILL	288		27	36	31	51	46	48	49							16	54	
CAPTAIN NICHOLA GODDARD	857								191	216	227	223				4	158	
CATHERINE N GUNN	269		25	35	38	50	34	42	45							39	35	
COLLINGWOOD	457	Spanish Bilingual	70	81	74	82	70	80								10	36	
COLONEL IRVINE	317									105	117	95				28	62	
COLONEL IRVINE	370	Chinese (Mandarin) Bilingual						94	74	74	68	60				2	90	
COLONEL SANDERS	351	Traditional Learning		88	87	87	89									4	115	
DALHOUSIE	413	Spanish Bilingual	73	98	64	69	56	53								18	46	
DR J K MULLOY	492	Traditional Learning	81	107	105	100	99									2	127	
GEORGES P VANIER	127									45	42	40				26	19	
GEORGES P VANIER	318	French Immersion							58	86	96	78				10	35	
HIGHWOOD	330	Chinese (Mandarin) Bilingual	60	75	68	65	62									10	89	
HUNTINGTON HILLS	191		13	14	27	30	31	30	46							21	33	
JAMES FOWLER	652												196	193	263	237	79	
JAMES FOWLER	190	Arts Centered Learning											95	42	53	-	14	
JOHN G DIEFENBAKER	1,414												455	481	478	112	211	
KENNETH D. TAYLOR	573		98	120	119	114	120	2								2	112	
KING GEORGE	556	French Immersion	97	125	101	85	81	67								2	52	
NORTH HAVEN	137		15	18	19	16	16	29	24							13	9	
PANORAMA HILLS	516		42	83	86	118	88	97	2							27	135	
SENATOR PATRICK BURNS	83									25	30	28				13	12	
SENATOR PATRICK BURNS	624	Spanish Bilingual							179	179	143	123				4	82	
SIR JOHN A MACDONALD	730									231	258	241				54	139	
SIR JOHN FRANKLIN	52	Complex Learning Class(es)						8	3	12	15	14				-		
SIR JOHN FRANKLIN	338	Arts Centered Learning						22	48	92	89	87				7	54	
THORNCLIFFE	188		17	38	27	24	31	33	18							29	21	
THORNCLIFFE	62	Traditional Learning	62													-	-	
VARSITY ACRES	450	French Immersion	65	98	86	80	68	53								17	44	
W O MITCHELL	362	Spanish Bilingual	45	70	63	59	61	64								3	35	
WILLIAM ABERHART	250												63	76	111	114	10	
WILLIAM ABERHART	777	French Immersion											262	278	237	13	60	
WILLIAM ABERHART	292	Spanish Bilingual											95	111	86	1	28	
AREA 2 TOTAL	16,391		-	1,022	1,432	1,290	1,430	1,286	1,165	1,093	1,385	1,370	1,343	1,166	1,181	1,228	1,002	2,603
ABBEYDALE	254		26	46	48	48	42	44								8	44	
BELFAST	194		25	34	23	33	31	22	26							129	22	
CAPPY SMART	171		16	33	29	26	31	35	1							20	22	
COLONEL MACLEOD	98								2	37	35	24				13	22	
COLONEL MACLEOD	440	Traditional Learning						82	92	91	87	88				30	118	

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COVENTRY HILLS	483		78	88	86	130	101									10	75	
CRESCENT HEIGHTS	1,752												566	557	629	592	201	
DR GLADYS M EGBERT	463								102	130	125	106				56	93	
ERIN WOODS	337		31	56	58	70	50	72								23	63	
ERNEST MORROW	615								138	150	152	175				90	93	
FOREST LAWN	1,182												381	363	438	83	131	
G W SKENE	190					59	66	65								13	47	
HIDDEN VALLEY	160		21	38	46	55										-	28	
HIDDEN VALLEY	231	French Immersion	51	67	48	65										3	23	
IAN BAZALGETTE	418								87	116	104	111				35	65	
IAN BAZALGETTE	148	Science							49	50	30	19				1	46	
JACK JAMES	374												127	103	144	3	44	
JAMES SHORT MEMORIAL	186		30	50	50	56										11	25	
KEELER	254		41	44	38	44	42	44	1							52	39	
LANGEVIN	12	Complex Learning Class(es)								3	3	6				-	1	
LANGEVIN	613	Science	37	45	48	48	49	54	57	93	96	86				55	77	
MOUNT VIEW	162		21	23	27	15	30	22	24							42	19	
NORTHERN LIGHTS	265		42	64	41	52	66									7	42	
NOSE CREEK	836							141	185	196	153	161				17	148	
PATRICK AIRLIE	198		23	41	30	30	34	40								20	20	
PENBROOKE MEADOWS	196		24	40	33	28	28	37	6							22	33	
PIITOAYIS FAMILY SCHOOL	157	Colonel Walker	9	21	23	25	33	24	22							2	31	
RADISSON PARK	265		30	57	54	48	28	48								20	60	
ROLAND MICHENER	176		20	22	18	33	28	55								31	23	
ROSEDALE	235		25	23	25	29	24	16	27	21	20	25				37	25	
ROSEMONT	188		18	19	33	28	34	29	27							12	23	
STANLEY JONES	267		44	44	44	45	35	30	25							27	46	
STANLEY JONES	238	Alice Jamieson					14	37	39	51	48	49				1	61	
SUNNYSIDE	132		10	20	18	26	19	19	20							27	21	
VALLEY CREEK	434						59	64	61	85	81	84				21	75	
VALLEY CREEK	263	French Immersion					50	49	48	37	45	34				14	42	
VALLEY VIEW	187		23	33	22	40	32	37								23	34	
VALLEY VIEW	258	Science	34	43	49	48	43	41								-	89	
VISTA HEIGHTS	147		14	25	23	20	23	16	26							6	24	
WEST DOVER	203		23	39	29	45	33	32	2							16	21	
AREA 3 TOTAL	13,382		30	736	1,015	949	1,090	1,025	1,155	1,067	1,060	979	968	1,074	1,023	1,211	1,572	2,116
ANNIE FOOTE	561		56	90	86	101	75	71	82							27	135	
ANNIE GALE	349									125	112	112				28	83	
ANNIE GALE	219	Traditional Learning							57	56	57	49				1	99	
BOB EDWARDS	242								70	55	59	58				32	35	
BOB EDWARDS	188	French Immersion							28	69	49	42				2	31	

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CECIL SWANSON	387		34	44	58	68	72	50	61							60	49
CHIEF JUSTICE MILVAIN	199		14	36	35	31	28	25	30							4	53
CHIEF JUSTICE MILVAIN	293	Traditional Learning	32	51	50	53	52	55								2	121
CHRIS AKKERMAN	610	Traditional Learning	94	101	104	97	106	108								-	191
CLARENCE SANSON	523									201	154	168				73	88
COLONEL J F SCOTT	445		42	69	71	74	67	71	51							35	83
CROSSING PARK	1,082		35	84	76	110	94	105	104	169	161	144				32	338
DOUGLAS HARKNESS	276		41	44	47	40	36	29	39							8	34
DR GORDON HIGGINS	530									181	175	174				9	107
FALCONRIDGE	453		52	61	79	56	77	73	55							49	88
GRANT MACEWAN	425		33	73	59	69	61	71	59							29	120
GUY WEADICK	345	35	24	44	37	54	60	40	51							17	63
HUGH A. BENNETT	571		66	125	129	135	112	3	1							27	194
LESTER B PEARSON	1,552												515	506	531	185	246
LESTER B PEARSON	69	French Immersion											24	23	22	1	16
LOUISE DEAN	70											1	14	21	34	4	-
MANMEET SINGH BHULLAR	512		37	99	80	83	78	68	67							27	188
MARLBOROUGH	251		28	46	48	47	37	45								5	48
MAYLAND HEIGHTS	129			14	17	26	28	19	25							53	26
MAYLAND HEIGHTS	295	French Immersion	47	74	52	50	40	32								8	68
MONTEREY PARK	540		32	101	105	82	74	77	69							31	147
NELSON MANDELA	1,869												679	631	559	79	309
O S GEIGER	347		26	55	50	53	59	55	49							30	97
PETER LOUGHEED	999							198	175	218	197	211				13	319
PINERIDGE	228		19	35	37	41	30	33	33							26	33
RUNDLE	510		38	92	93	73	83	73	58							15	160
SADDLE RIDGE	510		54	123	88	127	118									22	169
SIR WILFRID LAURIER	483	Traditional Learning							123	127	117	116				14	144
TARADALE	670		103	141	146	132	148									2	165
TED HARRISON	750							134	141	159	159	157				42	236
TERRY FOX	427									152	140	135				35	74
AREA 4 TOTAL	17,909	35	907	1,602	1,547	1,602	1,535	1,435	1,428	1,512	1,380	1,367	1,232	1,181	1,146	1,027	4,357
ACADIA	316		32	62	45	44	57	42	34							13	37
AUBURN BAY	676		112	145	135	145	138		1							-	66
BRIDLEWOOD	435		48	54	57	60	71	68	77							26	66
CENTENNIAL	1,328												454	437	437	101	121
CHAPARRAL	472		53	69	55	74	76	72	73							26	42
COPPERFIELD	512		66	118	110	123	95									1	56
CRANSTON	367		56	65	79	77	90									19	39
DEER RUN	338		38	52	42	58	52	45	51							10	39
DOUGLASDALE	337		53	79	62	75	65	2	1							51	46

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DR GEORGE STANLEY		730							141	155	159	150	125				24	80
DR MARTHA COHEN		924							189	194	196	189	156				4	95
FAIRVIEW	Traditional Learning	869						146	145	161	149	147	121				5	238
FISH CREEK		595		60	73	83	87	108	80	104							56	67
HAULTAIN MEMORIAL		197		19	28	33	26	32	27	32							24	29
JOANE CARDINAL-SCHUBERT		1,757												453	659	645	60	171
LAKE BONAVISTA	Montessori	359		54	79	59	70	49	32	16							3	40
LE ROI DANIELS	Traditional Learning	556		122	140	142	152										1	125
LORD BEAVERBROOK		962												444	238	280	193	90
LORD BEAVERBROOK	Arts Centered Learning	70												41	14	15	-	7
MAPLE RIDGE	Science	359		70	70	75	68	76									6	27
MCKENZIE HIGHLANDS		813						57	133	190	143	161	129				77	87
MCKENZIE LAKE		403		77	74	78	81	85	5	3							22	52
MCKENZIE TOWNE		544		101	116	125	127	75									3	51
MIDNAPORE		216		20	29	28	39	31	36	33							38	19
MIDNAPORE	Chinese (Mandarin) Bilingual	158		15	48	36	33	26									2	50
MIDSUN		652									208	241	203				22	51
MOUNTAIN PARK		714							129	174	120	153	138				44	84
NEW BRIGHTON		546		66	121	123	110	125	1								-	52
PRINCE OF WALES		261		29	44	40	47	49	23	29							42	35
R T ALDERMAN	Science	611							143	131	149	105	83				22	74
SAMUEL W SHAW		750							87	113	180	184	186				21	106
SIBYLLA KIDDLE		286		69	59	62	43	53									14	21
SOMERSET		206		34	37	44	57	34									15	24
WILLOW PARK	Arts Centered Learning	582							57	104	143	142	136				2	77
WILMA HANSEN		331							19	16	84	101	111				22	39
AREA 5 TOTAL		19,232	-	1,194	1,562	1,513	1,596	1,590	1,476	1,692	1,531	1,573	1,388	1,392	1,348	1,377	969	2,303
A E CROSS		444									154	127	163				42	48
A E CROSS	Spanish Bilingual	93									39	33	21				1	16
ALTADORE		369		49	50	53	63	63	54	37							16	34
ALTERNATIVE HIGH		87												9	28	50	3	5
ANDREW SIBBALD		368		51	64	59	54	58	41	41							27	23
BANTING AND BEST		155		22	50	49	34										3	18
BRAESIDE		238		18	32	40	39	27	42	40							36	18
CANYON MEADOWS	Spanish Bilingual	398		56	85	77	69	56	55								27	38
CEDARBRAE		193		17	26	24	29	33	23	41							27	34
CENTRAL MEMORIAL		1,381												540	396	445	194	94
CHINOOK PARK		141		15	14	19	27	18	24	24							15	16
CHINOOK PARK	French Immersion	247		37	35	42	39	29	40	25							19	17
DAVID THOMPSON		92									38	21	33				7	43
DAVID THOMPSON	French Immersion	419							59	82	111	90	77				13	11

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DR E P SCARLETT	1,134												403	339	392	178	124
DR E P SCARLETT	275												93	102	80	2	24
DR E P SCARLETT	98												45	22	31	2	4
DR FREDA MILLER	251		45	47	45	62	52									6	38
ETHEL M JOHNSON	304		18	37	25	48	62	48	66							22	54
EUGENE COSTE	336		55	59	65	53	43	61								22	38
EVERGREEN	312		60	56	67	67	62									24	38
GLENBROOK	225		10	37	35	35	34	44	30							17	38
GLENMEADOWS	323		43	54	46	50	39	43	48							7	23
HAROLD PANABAKER	237									92	77	68				18	29
HAROLD PANABAKER	83							21	14	22	15	11				-	30
HAYSBORO	165		17	20	22	25	30	20	31							13	18
HENRY WISE WOOD	1,419												537	450	432	170	105
JANET JOHNSTONE	225		27	41	52	57	48									9	20
JANET JOHNSTONE	160		29	38	34	27	32									4	19
JOHN WARE	505									191	156	158				19	64
LOUIS RIEL	323						19	49	45	72	72	66					103
LOUIS RIEL	509		41	41	64	45	49	73	51	53	48	44				12	67
MARSHALL SPRINGS	775							160	140	194	146	135				16	118
NELLIE McCLUNG	320		33	42	45	69	51	41	39							33	44
NICKLE	509							68	78	137	114	112				31	54
RIVERBEND	496		80	94	78	62	72	53	57							3	46
ROBERT WARREN	269								86	66	60	57				2	30
RON SOUTHERN	303		42	48	40	46	49	40	38							4	44
SAM LIVINGSTON	431		85	92	75	100	79									14	40
SHERWOOD	373						48	38	34	88	86	79				20	52
SUNDANCE	412		54	79	69	57	45	60	48							5	33
WOODBINE	352		50	49	64	40	55	55	39							14	28
WOODLANDS	265		32	31	36	44	36	36	50							21	33
WOODMAN	165									61	50	54				29	15
WOODMAN	326							32	37	92	91	74				18	36
AREA 6 TOTAL	16,505	-	986	1,221	1,225	1,241	1,189	1,280	1,221	1,410	1,186	1,152	1,627	1,337	1,430	1,165	1,824
ALEXANDER FERGUSON	209		27	28	35	24	27	35	33							24	16
ALL BOYS @ SIR JAMES LOUGHEED	80		7	14	11	15	9	14	10							2	8
BATTALION PARK	431		32	72	69	69	55	56	78							10	76
BISHOP PINKHAM	93									39	31	23				6	6
BISHOP PINKHAM	411									143	134	134				14	31
BRIAR HILL	238		30	36	37	35	40	32	28							106	14
COLONEL WALKER	124		24	17	22	18	19	13	11							13	5
CONNAUGHT	353		45	69	59	56	58	41	25							22	96
DR ROBERTA BONDAR	524		54	87	80	97	70	71	65							38	59

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EARL GREY	188		22	28	25	17	33	31	32							73	8
ELBOW PARK	222		27	23	37	33	33	28	41							11	16
ELBOYA	369		17	38	42	38	45	36	53	31	33	36				36	80
ELBOYA French Immersion	323							57	47	81	76	62				16	26
ERNEST MANNING	1,833												491	662	680	28	118
GLAMORGAN Traditional Learning	707		73	72	74	76	78	74	81	65	57	57				5	182
GLENDALE	196		22	29	21	34	30	32	28							62	30
GRIFFITH WOODS	934		60	86	77	107	89	79	131	105	105	95				6	101
HILLHURST	243		18	33	18	13	43	52	66							45	49
JENNIE ELLIOTT	561		64	102	93	89	74	66	73							28	35
KILLARNEY Montessori	382		52	78	68	53	47	44	40							14	47
MOUNT ROYAL	303									120	92	91				29	29
OLYMPIC HEIGHTS	537		55	67	94	78	71	85	87							62	68
QUEEN ELIZABETH	316		35	44	38	40	53	57	49							16	25
QUEEN ELIZABETH JR/SR	1,000									185	198	195	137	143	142	148	122
RAMSAY	160		25	34	25	21	16	26	13							45	17
RICHMOND	203		27	43	36	27	26	27	17							21	30
RIDEAU PARK	477		26	29	30	32	24	35	29	79	110	83				88	51
ROSSCARROCK	72			8	14	10	17	13	10							3	5
SIMONS VALLEY	618		52	92	88	90	88	104	104							49	143
SUNALTA	308		38	50	44	53	40	42	41							115	58
UNIVERSITY	307		30	40	41	55	60	45	36							68	38
VINCENT MASSEY	712									268	209	235				47	55
WEST RIDGE	868							142	171	196	201	158				25	59
WEST SPRINGS	569		90	125	109	119	126									3	48
WESTERN CANADA	1,614												510	552	552	102	133
WESTERN CANADA French Immersion	537												180	175	182	16	27
WESTGATE French Immersion	572		74	103	91	80	76	76	72							4	50
WILDWOOD	390		50	57	55	44	77	62	45							33	35
WILLIAM REID French Immersion	274		62	67	60	53	32									14	22
AREA 7 TOTAL	18,258	-	1,138	1,571	1,493	1,476	1,456	1,475	1,516	1,312	1,246	1,169	1,318	1,532	1,556	1,447	2,018
TOTAL	118,703	65	6,793	9,523	9,197	9,609	9,285	9,294	9,427	9,606	9,141	8,760	9,346	9,141	9,516	8,518	18,095

CALGARY BOARD OF EDUCATION

September 30, 2020

Attachment I

Full Day Kindergarten

SCHOOL	Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOB	Hub Students
OUTREACH PROGRAMS																	
DISCOVERING CHOICES	Downtown	511											4	41	466		0
DISCOVERING CHOICES II	Marlborough	291											6	18	267		0
START OUTREACH - BOWNESS	Bowness	172											7	17	148		0
WESTBROOK OUTREACH	Westbrook	231											7	15	209		0
TOTAL OUTREACH PROGRAMS		1,205	-	-	-	-	-	-	-	-	-	-	24	91	1,090		-

UNIQUE SETTINGS

CHILDREN'S VILLAGE	Area 2	78			6	8	14	13	20	17							12
CHRISTINE MEIKLE	Area 1	120							1		10	14	29	23	21	22	0
DR GORDON TOWNSEND	Area 1	28			1	1	2	3	2	8	4	4	1		1	1	0
DR OAKLEY	Area 7	166					2	25	50	35	27	13	6	4	3	1	6
EMILY FOLLENSBEE	Area 6	88	4	2	14	8	9	13	8	13	16		1				0
NEXUS/PROJECT TRUST	Area 1	18											1	5	12		0
NIITSITAPI LEARNING CENTRE	Area 3	156	28	44	43	41											13
WEST VIEW SECONDARY	Area 1	45											2	7	18	18	0
WILLIAM ROPER HULL	Area 6	108			2	1	2	6	7	7	13	12	8	19	15	16	2
WOOD'S HOMES	Area 1	65									5	8	17	10	14	11	2
YOUNG ADULT PROGRAM	Area 1	63			1	1	2	1			3	1	9	7	15	23	
TOTAL UNIQUE SETTINGS		935	32	46	67	60	31	61	88	80	78	52	73	71	92	104	35

HOME EDUCATION	Windsor Park	422			60	61	49	51	42	48	38	38	30	2	1	2	-
CBe-LEARN*		619			10	6	13	5	5	16	20	31	38	52	74	349	0
CHINOOK LEARNING SERVICES*		757													2	755	0
SUB-TOTAL		1,798	-	-	70	67	62	56	47	64	58	69	68	54	77	1,106	-
*includes students 20 years old and older																	

TOTAL ENROLMENT		122,641	97	6,839	9,660	9,324	9,702	9,402	9,429	9,571	9,742	9,262	8,901	9,495	9,401	11,816	18,130
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Alternative Program Enrolment by School and by Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Alice Jamieson Girls' Academy					14	37	39	51	48	49				238
Stanley Jones School					14	37	39	51	48	49				238
All - Boys School	7	14	11	15	9	14	10							80
All Boys Program	7	14	11	15	9	14	10							80
Arts-Centred Learning						79	152	235	231	223	136	56	68	1180
James Fowler High School											95	42	53	190
Lord Beaverbrook High School											41	14	15	70
Sir John Franklin School						22	48	92	89	87				338
Willow Park School						57	104	143	142	136				582
Chinese (Mandarin) Bilingual	119	172	151	146	120	115	88	96	83	71				1161
Colonel Irvine School						94	74	74	68	60				370
Harold Panabaker School						21	14	22	15	11				83
Highwood School	60	75	68	65	62									330
Marion Carson School	44	49	47	48	32									220
Midnapore School	15	48	36	33	26									158
French Immersion	695	897	748	720	591	598	582	851	815	734	559	578	521	8889
Banff Trail School	49	63	59	61	44	54								330
Bishop Pinkham School								143	134	134				411
Bob Edwards School							28	69	49	42				188
Branton School							94	194	184	233				705
Chinook Park School	37	35	42	39	29	40	25							247
David Thompson School						59	82	111	90	77				419
Dr. E.P. Scarlett High School											93	102	80	275
Elboya School						57	47	81	76	62				323
F.E. Osborne School							43	38	50					131
Georges P. Vanier School							58	86	96	78				318
Hidden Valley School	51	67	48	65										231
Janet Johnstone School	29	38	34	27	32									160
King George School	97	125	101	85	81	67								556
Lester B. Pearson High School											24	23	22	69
Mayland Heights School	47	74	52	50	40	32								295
Sam Livingston School	85	92	75	100	79									431
Sundance School	54	79	69	57	45	60	48							412
Tuscany School	45	56	31	23	15	19								189
Valley Creek School					50	49	48	37	45	34				263
Varsity Acres School	65	98	86	80	68	53								450
Western Canada High School											180	175	182	537
Westgate School	74	103	91	80	76	76	72							572
William Aberhart High School											262	278	237	777
William Reid School	62	67	60	53	32									274
Woodman School						32	37	92	91	74				326

Alternative Program Enrolment by School and by Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
German Bilingual	13	27	19	20	21	15	19							134
Bowcroft School	13	27	19	20	21	15	19							134
Montessori	164	212	180	156	130	113	88							1043
Captain John Palliser School	58	55	53	33	34	37	32							302
Killarney School	52	78	68	53	47	44	40							382
Lake Bonavista School	54	79	59	70	49	32	16							359
Piitoayis Family School	9	21	23	25	33	24	22							157
Piitoayis Family School	9	21	23	25	33	24	22							157
Science School	182	199	236	209	217	311	288	345	279	232				2498
Ian Bazalgette School							49	50	30	19				148
Langevin School	37	45	48	48	49	54	57	93	96	86				613
Louis Riel School	41	41	64	45	49	73	51	53	48	44				509
Maple Ridge School	70	70	75	68	76									359
R.T. Alderman School						143	131	149	105	83				611
Valley View School	34	43	49	48	43	41								258
Spanish Bilingual	342	447	389	382	325	356	313	284	236	201	140	133	117	3665
A. E. Cross School								39	33	21				93
Canyon Meadows School	56	85	77	69	56	55								398
Collingwood School	70	81	74	82	70	80								457
Dalhousie School	73	98	64	69	56	53								413
Dr. E.P. Scarlett High School											45	22	31	98
Eugene Coste School	55	59	65	53	43	61								336
Glenmeadows School	43	54	46	50	39	43	48							323
Robert Warren School							86	66	60	57				269
Senator Patrick Burns School							179	179	143	123				624
W.O. Mitchell School	45	70	63	59	61	64								362
William Aberhart High School											95	111	86	292
Traditional Learning Centre	548	660	662	665	671	673	739	706	671	640				6635
Annie Gale School							57	56	57	49				219
Balmoral School						105	109	126	101	121				562
Brentwood School	84	101	100	100	101	104								590
Chief Justice Milvain School	32	51	50	53	52	55								293
Chris Akkerman School	94	101	104	97	106	108								610
Colonel Macleod School						82	92	91	87	88				440
Colonel Sanders-TLC		88	87	87	89									351
Dr. J.K. Mulloy School	81	107	105	100	99									492
Fairview School					146	145	161	149	147	121				869
Glamorgan School	73	72	74	76	78	74	81	65	57	57				707
Le Roi Daniels School	122	140	142	152										556
Sir Wilfrid Laurier School							123	127	117	116				483
Thomas B. Riley School							116	92	105	88				401
Thornccliffe School	62													62
Grand Total	2079	2649	2419	2338	2131	2335	2340	2568	2363	2150	835	767	706	25680

**CALGARY BOARD OF EDUCATION
SPECIALIZED CLASSES 2020-2021**

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

**CALGARY BOARD OF EDUCATION
SPECIALIZED CLASSES 2020-2021**

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

**CALGARY BOARD OF EDUCATION
SPECIALIZED CLASSES 2020-2021**

Area	School	PROGRAM	# of Classes
6	Louis Riel (K-9)	Gifted and Talented Education (GATE II/III)	14
6	Henry Wise Wood (10-12)	Gifted and Talented Education (GATE)	6
6	Ethel M. Johnson (K-6)	Learning & Literacy (L&L II)	2
6	Harold Panabaker (7-9)	Learning & Literacy (L&L)	2
6	Nickle (5-9)	Learning & Literacy (L&L)	2
6	Henry Wise Wood (10-12)	Literacy, English & Academic Development (LEAD)	2
6	AE Cross (7-9)	Paced Learning Program (PLP)	2
6	Ethel M. Johnson (K-6)	Paced Learning Program (PLP)	1
6	Henry Wise Wood (10-12)	Paced Learning Program (PLP)	1
6	Central Memorial High (10-12)	Teaching of Attitude, Social Skills and Communication (TASC)	1
6	Andrew Sibbald (K-6)	The Class	1
6	Henry Wise Wood (10-12)	The Class	2
6	John Ware (7-9)	The Class	1
7	Mount Royal (7-9)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
7	Bishop Pinkham (7-9)	Communication, Sensory and Social Interaction (CSSI)	1
7	Jennie Elliott (K-6)	Deaf and Hard of Hearing	6
7	Queen Elizabeth High (7-12)	Deaf and Hard of Hearing (III/IV)	4
7	Battalion Park (K-6)	Enhanced Educational Supports (EES)	2
7	Jennie Elliott (K-6)	Enhanced Educational Supports (EES)	1
7	Simons Valley (K-6)	Enhanced Educational Supports (EES)	1
7	University (K-6)	Enhanced Educational Supports (EES)	1
7	Wildwood (K-6)	Enhanced Educational Supports (EES)	2
7	Queen Elizabeth High (7-12)	Gifted and Talented Education (GATE III/IV)	15
7	Hillhurst (K-6)	Gifted and Talented Education (GATE)	6
7	Dr. Oakley (8-12)	HERA	1
7	Earl Grey (K-6)	Learning & Literacy (L&L II)	1
7	Vincent Massey (7-9)	Learning & Literacy (L&L)	2
7	Vincent Massey (7-9)	Literacy, English & Academic Development (LEAD)	1
7	Ernest Manning High (10-12)	Paced Learning Program (PLP)	1
7	Wildwood (K-6)	Paced Learning Program (PLP)	1
7	Mount Royal (7-9)	Teaching of Attitude, Social Skills and Communication (TASC)	1
7	Olympic Heights (K-6)	The Class	1
7	Queen Elizabeth High (7-12)	The Class	1
7	Queen Elizabeth High (7-12)	Transitions	1

TOTAL CLASSES 273

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									27	20	15	9	11	12	94	
Clarence Sansom School									11	2	2				15	
H.D. Cartwright School									3	7	1				11	
Henry Wise Wood High School												5	3	3	11	
Langevin School									3	3	6				12	
Lester B. Pearson High School													2	4	6	
MidSun School									4	5	3				12	
Mount Royal School									6	3	3				12	
William Aberhart High School												4	6	5	15	
ALP (Adapted Learning Program)									16	25	21	25	19	18	124	
Clarence Sansom School									6	3	7				16	
Harold Panabaker School									1	4	5				10	
Lester B. Pearson High School												5	5	4	14	
Lord Beaverbrook High School												14	7	6	27	
MidSun School									2	6	3				11	
Robert Thirsk High School												2	6	3	11	
Sir John A. Macdonald School									3	7	3				13	
Thomas B. Riley School									4	5	3				12	
William Aberhart High School												4	1	5	10	
ASD Cluster									1	3	3	3	2	5	4	21
Centennial High School												1	2	1	4	
Dr. Martha Cohen School									1	3	3	3			10	
Henry Wise Wood High School												1	3	3	7	
Bridges		4	14	11	23	25	29	15	17	12	11	12	11		184	
Belvedere Parkway School						4	3								7	
Braeside School					3	2	4								9	
Cambrian Heights School		1		2	2										5	
Cecil Swanson School					1	4	4								9	
Cedarbrae School			2	1	2	2									7	
Central Memorial High School												3	7	3	13	
Clarence Sansom School									4	2	2				8	
Colonel Irvine School									1	4	2				7	
Colonel Macleod School							2	1	2	3					8	
Crescent Heights High School												8	5	8	21	
Deer Run School						2	2	3							7	
Erin Woods School		2	3	2	3	4									14	
Grant MacEwan School			4	2	1	2	5								14	
Hawkwood School					3	2	4								9	
Nickle School							1		5	2					8	
North Haven School						2	2	3							7	
Prince Of Wales School			2	2	2	1									7	
Rosemont School		1	3	2	2										8	
Terry Fox School									4	2	2				8	
Wilma Hansen School									5	2	1				8	

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

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
CSSI									8	8	7	1	4	3	31
Bishop Pinkham School									4	3	2				9
Central Memorial High School												1	4	3	8
Sir John Franklin School									2	4	4				10
Ted Harrison School									2	1	1				4
DHH (Deaf and Hard of Hearing)			5	8	5	9	5	9	8	13	10	3	9	7	91
Jennie Elliott School			5	8	5	9	5	9							41
Queen Elizabeth High School									8	13	10	3	9	7	50
Early Development Centre	65														65
Guy Weadick School	35														35
James Short Memorial School	30														30
EES (Enhanced Educational Supports)			59	64	72	68	70	34							367
Auburn Bay School			3	1	2	2		1							9
Battalion Park School				2	6	3	2	3							16
Buchanan School			5	5	4		3								17
Buffalo Rubbing Stone School				2	2	2	3								9
Cappy Smart School			4	2	2	4	1	1							14
Cecil Swanson School			1	3	1	1	3								9
Douglasdale School			2	6	3	3	2	1							17
Ethel M. Johnson School			3	1	5	1	2	2							14
Falconridge School			1	3	4	4	5	1							18
Hugh A. Bennett School			2		2	1	3	1							9
Jennie Elliott School			1	4	1	1	1	1							9
Keeler School			3	2	1	2	1	1							10
Kenneth D. Taylor School			3	4	1	8	2								18
McKenzie Lake School			2	3	2	2	5	3							17
Monterey Park School			3	4	5	3	2								17
New Brighton School			1	2	3	2	1								9
O.S. Geiger School			2	4	1	4	2	4							17
Panorama Hills School			4	2	3	2	7	2							20
Pineridge School			4	1	6	1	6	3							21
Ron Southern School			1		3	7	3	2							16
Simons Valley School			3	1	3	1	1								9
The Hamptons School			1	2	2	2	1								8
Tuscany School			2	3	3	3	5	1							17
University School			2	2	2	1	1								8
West Dalhousie School			3	1	4	3	1	4							16
West Dover School			2		1		1	2							6
Wildwood School			1	4		5	6	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						45	88	93	122	138	137	48	44	47	762
Henry Wise Wood High School												36	27	32	95
Hillhurst School						26	39	48							113
Louis Riel School						19	49	45	72	72	66				323
Queen Elizabeth High School									50	66	71	12	17	15	231
HERA										1	2	4	3	1	11
Dr. Oakley										1	2	4	3	1	11
MH Programs -Transitions										1	0	2	1	2	6
Queen Elizabeth High School										1	0	2	1	2	6
L&L						21	25	52	79	92	78				347
Annie Gale School									6	11	12				29
Arbour Lake School									14	9	7				30
Captain John Palliser School						4	7	8							19
Earl Grey School						4	6	1							11
Ethel M. Johnson School						7	7	17							31
Georges P. Vanier School									10	12	7				29
H.D. Cartwright School									8	10	8				26
Harold Panabaker School									8	10	8				26
Huntington Hills School						3	3	8							14
McKenzie Highlands School								9	5	10	8				32
Nickle School									10	11	8				29
Peter Lougheed School									8	9	11				28
Vincent Massey School									10	10	9				29
Vista Heights School						3	2	9							14
LEAD						2	15	10	24	29	28	25	32	61	226
Colonel Macleod School									5	4	2				11
Crescent Heights High School												6	11	14	31
Ernest Morrow School								1	5	8	7				21
Forest Lawn High School												10	7	8	25
Henry Wise Wood High School												4	3	21	28
James Fowler High School												5	11	18	34
Mount View School								1							1
Penbrooke Meadows School						2	6	6							14
Sir John Franklin School							8	3	6	10	8				35
Terry Fox School									3	6	7				16
Vincent Massey School									5	1	4				10

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						23	42	71	69	73	90	76	69	68	581
A.E. Cross School									9	10	14				33
Bowness High School												4	9	5	18
Cambrian Heights School						1	5	7							13
Centennial High School												8	2	7	17
Dr. Gladys McKelvie Egbert School								10	4	2	5				21
Dr. Gordon Higgins School									12	8	7				27
Ernest Manning High School												6	6	3	15
Ernest Morrow School								9	9	11	14				43
Ethel M. Johnson School						1	3	11							15
F.E. Osborne School									5	4	5				14
Forest Lawn High School												11	9	14	34
Henry Wise Wood High School												4	7	2	13
Jack James High School												7	6	3	16
James Fowler High School												10	9	7	26
Lord Beaverbrook High School												10	6	10	26
Nelson Mandela High School												12	11	11	34
North Haven School						2	6	6							14
Nose Creek School									3	7	8	10			28
O.S. Geiger School						6	6	2							14
Ranchlands School						3	4	7							14
Robert Thirsk High School												4	4	6	14
Roland Michener School						4	10								14
Samuel W. Shaw School								7	5	11	9				32
Sir John A. Macdonald School									6	6	5				17
Ted Harrison School									4	5	6				15
Terrace Road School						3	3	6							12
Thomas B. Riley School									5	1	8				14
Wildwood School						3	5	3							11
Wilma Hansen School									3	7	7				17
TASC									10	3	8	3	1	2	27
Central Memorial High School												3	1	2	6
Mount Royal School									4		4				8
Sir John A. Macdonald School									2	2	2				6
Sir John Franklin School									4	1	2				7

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	10	17	21	22	23	36	48	52	231					
Andrew Sibbald School						1	2	4							7
Arbour Lake School									6	6	7				19
Bob Edwards School									4	3	4				11
Centennial High School												5	7	2	14
Crescent Heights High School												5	3	8	16
Forest Lawn High School												4	4	6	14
Henry Wise Wood High School												7	15	4	26
James Fowler High School												8	9	14	31
John Ware School									3	2	5				10
Lord Beaverbrook High School												3	5	11	19
Mountain Park School									2	3	1				6
Olympic Heights School							2	6							8
Queen Elizabeth High School									2	5	4				11
Sir Winston Churchill High School												4	5	7	16
Stanley Jones School								6							6
Thornccliffe School						1	6	1							8
Valley Creek School									4	3	2				9
Grand Total	65	0	68	86	88	193	280	316	402	445	434	245	258	288	3168

2020 - 2021 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

Attachment V

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- iii. Utilization Rate = Weighted Enrolment divided by Provincial Capacity

SCHOOL	2019 WEIGHTED ENROLMENT	2019 PROVINCIAL % UTILIZ.	2020 WEIGHTED ENROLMENT	2020 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2020 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2019 to 2020)
AREA 1							
ARBOUR LAKE	828	93%	819	892	8	92%	-1%
BELVEDERE-PARKWAY	413	92%	446	543	0	82%	-10%
BOWCROFT	322	67%	294	484	0	61%	-6%
BOWNESS	1168	73%	1276	1647	0	78%	5%
BRENTWOOD	634	82%	561	778	0	72%	-9%
CAPTAIN JOHN PALLISER	529	87%	539	611	0	88%	2%
CITADEL PARK	405	84%	377	456	8	83%	-2%
DR. E. W. COFFIN	185	85%	183	218	1	84%	-1%
EDGEMONT	679	102%	604	650	14	93%	-9%
ERIC HARVIE	434	75%	404	580	6	70%	-5%
F. E. OSBORNE	601	84%	682	719	0	95%	11%
H. D. CARTWRIGHT	518	89%	502	582	2	86%	-3%
HAMPTONS, THE	194	81%	188	240	4	78%	-3%
HAWKWOOD	646	99%	631	653	0	97%	-2%
MARION CARSON	537	99%	494	545	2	91%	-8%
RANCLANDS	450	91%	391	496	8	79%	-12%
ROBERT THIRSK	1409	91%	1302	1543	0	84%	-7%
ROYAL OAK	513	94%	422	545	10	77%	-17%
SCENIC ACRES	115	63%	113	183	7	62%	-1%
SILVER SPRINGS	261	91%	238	286	1	83%	-8%
SIMON FRASER	574	76%	654	760	6	86%	11%
SIR WINSTON CHURCHILL	2402	115%	2351	2082	6	113%	-3%
TERRACE ROAD	185	65%	173	329	0	53%	-12%
THOMAS B. RILEY	678	109%	709	625	0	113%	5%
TOM BAINES	884	111%	877	755	1	116%	6%
TUSCANY	477	75%	483	639	14	76%	1%
TWELVE MILE COULEE	948	106%	927	893	16	104%	-2%
WEST DALHOUSIE	368	113%	319	325	6	98%	-15%
WILLIAM D. PRATT	985	104%	974	948	8	103%	-1%
AREA 1 - TOTAL	18,342	92%	17,930	20,007	128	90%	-3%

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- iii. Utilization Rate = Weighted Enrolment divided by Provincial Capacity

SCHOOL	2019 WEIGHTED ENROLMENT	2019 PROVINCIAL % UTILIZ.	2020 WEIGHTED ENROLMENT	2020 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2020 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2019 to 2020)
AREA 2							
ALEX MUNRO	331	73%	259	451	0	57%	-16%
BALMORAL	562	105%	570	538	0	106%	1%
BANFF TRAIL	336	74%	314	456	0	69%	-5%
BEDDINGTON HEIGHTS	422	84%	415	504	8	82%	-1%
BRANTON	762	100%	731	761	6	96%	-4%
BUCHANAN	218	90%	217	243	0	89%	0%
BUFFALO RUBBING STONE	602	100%	633	601	6	105%	5%
CAMBRIAN HEIGHTS	325	80%	342	407	0	84%	4%
CAPITOL HILL	323	89%	292	362	0	81%	-9%
CAPTAIN NICHOLA GODDARD	892	99%	907	897	16	101%	2%
CATHERINE N. GUNN	310	68%	287	458	0	63%	-5%
COLLINGWOOD	447	78%	430	562	0	77%	-1%
COLONEL IRVINE	665	85%	727	757	0	96%	11%
COLONEL SANDERS	364	100%	353	363	0	97%	-3%
DALHOUSIE	380	64%	394	508	1	78%	14%
DR. J. K. MULLOY	481	97%	470	496	0	95%	-2%
GEORGES P. VANIER	466	71%	473	658	0	72%	1%
HIGHWOOD	317	93%	303	341	0	89%	-4%
HUNTINGTON HILLS	258	74%	206	350	0	59%	-15%
JAMES FOWLER	1004	55%	1066	1840	0	58%	3%
JOHN G. DIEFENBAKER	1588	106%	1520	1503	4	101%	-5%
KENNETH D. TAYLOR	586	100%	601	588	12	102%	3%
KING GEORGE	516	80%	525	629	0	83%	3%
NORTH HAVEN	326	72%	168	452	0	37%	-35%
PANORAMA HILLS	575	96%	547	597	10	92%	-5%
SENATOR PATRICK BURNS	739	85%	729	869	0	84%	-1%
SIR JOHN A. MACDONALD	825	90%	850	921	4	92%	3%
SIR JOHN FRANKLIN	489	86%	468	566	0	83%	-4%
THORNCLIFFE	242	105%	259	231	0	112%	7%
VARSITY ACRES	461	73%	432	628	3	69%	-5%
W. O. MITCHELL	405	90%	347	412	8	84%	-6%
WILLIAM ABERHART	1548	86%	1421	1805	4	79%	-7%
AREA 2 - TOTAL	17,765	85%	17,251	20,754	82	83%	-2%

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SCHOOL	2019 WEIGHTED ENROLMENT	2019 PROVINCIAL % UTILIZ.	2020 WEIGHTED ENROLMENT	2020 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2020 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2019 to 2020)
AREA 3							
ABBEYDALE	282	70%	270	401	6	67%	-3%
BELFAST	214	81%	191	285	1	67%	-14%
CAPPY SMART	223	59%	202	379	4	53%	-6%
COLONEL MACLEOD	575	85%	574	676	4	85%	0%
COVENTRY HILLS	588	92%	476	638	13	75%	-18%
CRESCENT HEIGHTS	1920	85%	1974	2247	0	88%	3%
DR. GLADYS M. EGBERT	543	102%	533	534	4	100%	-2%
ERIN WOODS	390	81%	382	482	8	79%	-2%
ERNEST MORROW	734	79%	715	929	0	77%	-2%
FOREST LAWN	1397	79%	1354	1739	0	78%	-1%
G. W. SKENE	235	83%	214	284	0	75%	-7%
HIDDEN VALLEY	410	78%	380	523	10	73%	-6%
IAN BAZALGETTE	604	89%	652	652	0	100%	11%
JACK JAMES	557	68%	632	854	0	74%	6%
JAMES SHORT MEMORIAL	244	52%	230	471	1	49%	-3%
KEELER	342	56%	296	609	0	49%	-8%
LANGEVIN	662	103%	654	640	0	102%	-1%
MOUNT VIEW	161	75%	160	188	0	85%	10%
NORTHERN LIGHTS	-	-	257	561	0	46%	-
NOSE CREEK	1033	113%	926	914	16	101%	-12%
PATRICK AIRLIE	216	86%	232	252	0	92%	6%
PENBROOKE MEADOWS	215	57%	224	377	0	59%	2%
RADISSON PARK	306	75%	293	388	2	76%	1%
ROLAND MICHENER	234	89%	199	263	0	76%	-13%
ROSEDALE	240	93%	243	259	2	94%	1%
ROSEMONT	211	87%	216	242	0	89%	2%
STANLEY JONES	560	101%	529	556	0	95%	-6%
SUNNYSIDE	162	82%	131	165	0	79%	-2%
VALLEY CREEK	732	84%	763	870	12	88%	4%
VALLEY VIEW	473	80%	471	612	0	77%	-3%
VISTA HEIGHTS	196	88%	167	224	0	75%	-13%
WEST DOVER	280	63%	245	447	0	55%	-8%
AREA 3 - TOTAL	14,939	82%	14,783	18,661	83	79%	-3%

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SCHOOL	2019 WEIGHTED ENROLMENT	2019 PROVINCIAL % UTILIZ.	2020 WEIGHTED ENROLMENT	2020 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2020 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2019 to 2020)
AREA 4							
ANNIE FOOTE	552	111%	596	499	9	119%	9%
ANNIE GALE	577	90%	606	640	8	95%	5%
BOB EDWARDS	455	75%	460	610	0	75%	1%
CECIL SWANSON	443	98%	430	453	6	95%	-3%
CHIEF JUSTICE MILVAIN	534	102%	493	525	10	94%	-8%
CHRIS AKKERMAN	593	110%	574	541	6	106%	-4%
CLARENCE SANSOM	575	73%	623	788	8	79%	6%
COLONEL J. FRED SCOTT	486	102%	487	475	8	103%	0%
CROSSING PARK	1156	114%	1121	990	0	113%	-1%
DOUGLAS HARKNESS	350	105%	304	335	2	91%	-14%
DR. GORDON HIGGINS	583	84%	578	696	8	83%	-1%
FALCONRIDGE	474	82%	521	576	12	91%	8%
GRANT MACEWAN	420	74%	456	571	12	80%	6%
GUY WEADICK	319	74%	388	430	6	90%	16%
HUGH A. BENNETT	564	98%	585	576	0	102%	4%
LESTER B. PEARSON	1742	100%	1739	1739	0	100%	0%
LOUISE DEAN	144	67%	122	215	0	57%	-10%
MANMEET SINGH BHULLAR	516	97%	521	533	6	98%	1%
MARLBOROUGH	253	74%	261	297	2	88%	14%
MAYLAND HEIGHTS	458	87%	423	527	0	80%	-7%
MONTEREY PARK	577	88%	589	657	17	90%	2%
NELSON MANDELA	1930	108%	1971	1795	0	110%	2%
O. S. GEIGER	410	80%	413	511	9	81%	1%
PETER LOUGHEED	997	104%	1037	957	8	108%	4%
PINERIDGE	271	63%	273	457	6	60%	-3%
RUNDLE	537	100%	515	536	10	96%	-4%
SADDLERIDGE	536	91%	502	587	12	86%	-6%
SIR WILFRID LAURIER	478	91%	487	528	0	92%	2%
TARADALE	639	99%	668	627	10	107%	7%
TED HARRISON	835	94%	816	888	16	92%	-2%
TERRY FOX	464	61%	499	766	0	65%	5%
AREA 4 - TOTAL	18,868	93%	19,055	20,325	191	94%	1%

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AREA 5							
ACADIA	354	72%	325	493	0	66%	-6%
AUBURN BAY	632	105%	650	604	6	108%	3%
BRIDLEWOOD	482	83%	436	584	12	75%	-8%
CENTENNIAL	1726	113%	1558	1525	0	102%	-11%
CHAPARRAL	497	103%	468	484	8	97%	-6%
COPPERFIELD	512	88%	502	579	12	87%	-2%
CRANSTON	475	80%	359	596	12	60%	-20%
DEER RUN	373	86%	364	434	6	84%	-2%
DOUGLASDALE	369	83%	358	447	8	80%	-3%
DR. GEORGE STANLEY	904	99%	792	913	8	87%	-12%
DR. MARTHA COHEN	965	102%	1030	947	0	109%	7%
FAIRVIEW	877	88%	873	994	0	88%	0%
FISH CREEK	733	113%	626	626	0	100%	-13%
HAULTAIN MEMORIAL	198	68%	200	293	0	68%	1%
JOANE CARDINAL-SCHUBERT	2023	112%	1879	1811	0	104%	-8%
LAKE BONAVIDA	361	91%	356	397	2	90%	-1%
LE ROI DANIELS	506	90%	500	563	2	89%	-1%
LORD BEAVERBROOK	999	44%	1322	2652	1	50%	6%
MAPLE RIDGE	335	78%	342	432	0	79%	2%
MCKENZIE HIGHLANDS	861	91%	893	947	0	94%	3%
MCKENZIE LAKE	473	74%	417	617	2	68%	-6%
MCKENZIE TOWNE	546	80%	530	644	8	82%	2%
MIDNAPORE	417	77%	385	523	12	74%	-3%
MIDSUN	825	83%	726	952	2	76%	-7%
MOUNTAIN PARK	834	100%	770	813	16	95%	-6%
NEW BRIGHTON	593	102%	551	579	12	95%	-7%
PRINCE OF WALES	317	83%	282	381	4	74%	-9%
R. T. ALDERMAN	515	62%	683	826	1	83%	20%
SAMUEL W. SHAW	895	89%	840	1008	16	83%	-6%
SIBYLLA KIDDLE	-	-	254	573	0	44%	-
SOMERSET	248	66%	205	355	4	58%	-9%
WILLOW PARK	684	99%	652	723	0	90%	-9%
WILMA HANSEN	440	71%	381	623	8	61%	-9%
AREA 5 - TOTAL	20,969	87%	20,505	24,938	162	82%	-5%

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AREA 6							
A. E. CROSS	633	71%	633	886	0	71%	0%
ALTADORE	367	92%	371	397	0	93%	1%
ALTERNATIVE HIGH	230	85%	225	271	0	83%	-2%
ANDREW SIBBALD	379	91%	371	418	0	89%	-2%
BANTING AND BEST	196	78%	163	250	2	65%	-13%
BRAESIDE	285	53%	260	536	0	49%	-5%
CANYON MEADOWS	398	73%	387	546	0	71%	-2%
CEDARBRAE	271	98%	229	276	0	83%	-15%
CENTRAL MEMORIAL	1395	68%	1637	2051	0	80%	12%
CHINOOK PARK	458	67%	384	731	0	53%	-15%
DAVID THOMPSON	577	82%	537	680	0	79%	-3%
DR. E. P. SCARLETT	1616	92%	1615	1692	0	95%	4%
DR. FREDA MILLER	-	-	239	587	0	41%	-
ETHEL M. JOHNSON	398	76%	366	527	0	69%	-6%
EUGENE COSTE	337	60%	322	560	0	57%	-3%
EVERGREEN	404	68%	309	593	12	52%	-16%
GLENBROOK	262	66%	260	395	0	66%	-1%
GLENMEADOWS	332	64%	314	495	11	63%	-1%
HAROLD PANABAKER	372	63%	370	630	4	59%	-4%
HAYSBORO	190	84%	167	299	0	56%	-28%
HENRY WISE WOOD	1546	72%	1615	2144	0	75%	3%
JANET JOHNSTONE	416	82%	377	507	8	74%	-8%
JOHN WARE	560	93%	589	603	1	98%	5%
LOUIS RIEL	917	106%	878	867	4	101%	-5%
MARSHALL SPRINGS	869	99%	807	881	0	92%	-7%
NELLIE MCCLUNG	369	72%	335	516	0	65%	-7%
NICKLE	589	80%	549	722	3	76%	-4%
RIVERBEND	462	92%	498	486	6	103%	11%
ROBERT WARREN	266	49%	289	555	4	52%	3%
RON SOUTHERN	260	47%	339	496	6	68%	21%
SAM LIVINGSTON	424	74%	389	558	7	70%	-4%
SHERWOOD	438	61%	431	722	0	60%	-2%
SUNDANCE	416	83%	391	500	8	78%	-5%
WOODBINE	441	97%	365	453	7	81%	-17%
WOODLANDS	288	72%	280	402	4	70%	-2%
WOODMAN	544	64%	525	846	0	62%	-2%
AREA 6 - TOTAL	17,905	76%	17,811	24,078	87	74%	-2%

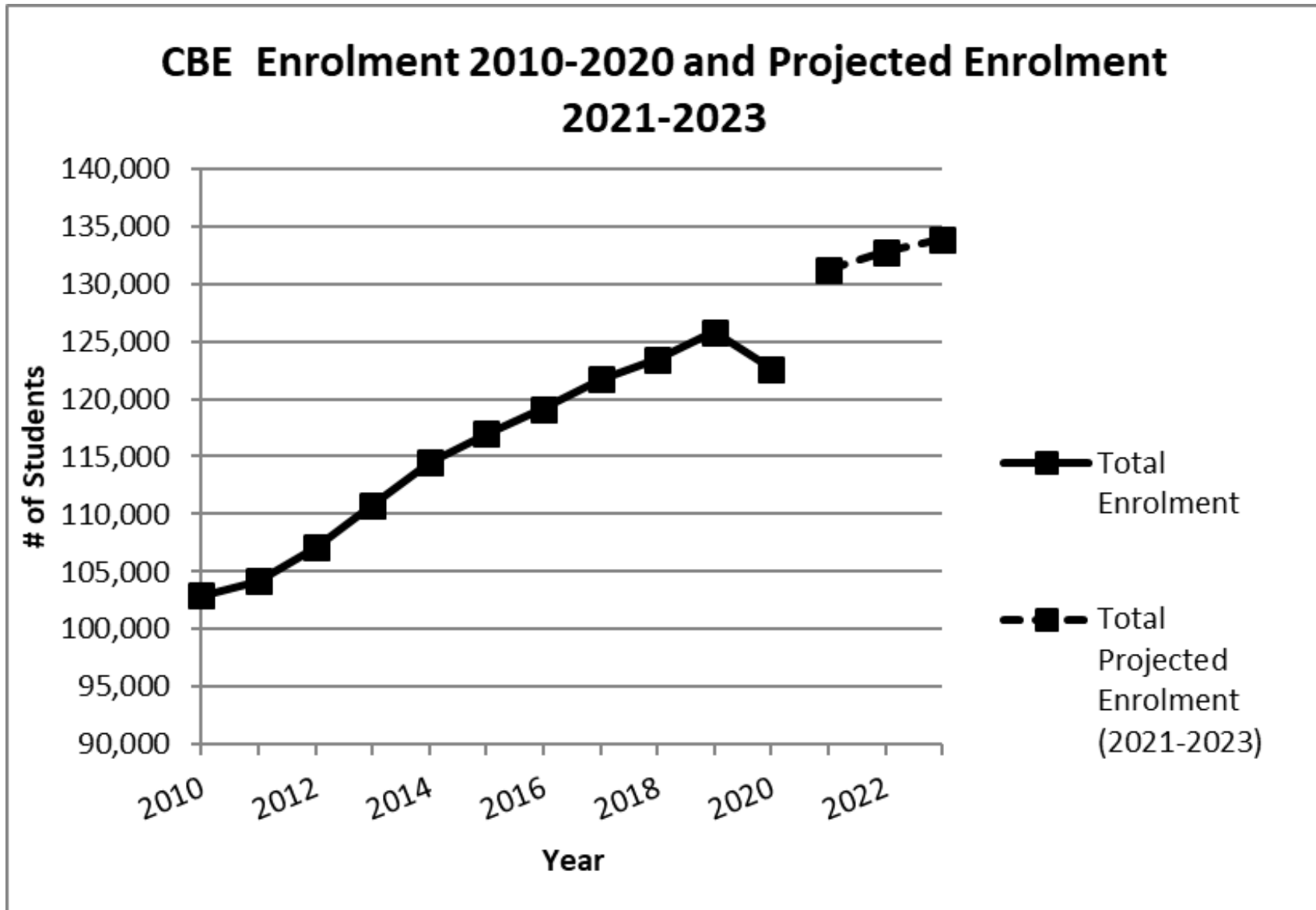
2020 - 2021 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

Attachment V

- 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

SCHOOL	2019 WEIGHTED ENROLMENT	2019 PROVINCIAL % UTILIZ.	2020 WEIGHTED ENROLMENT	2020 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2020 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2019 to 2020)
AREA 7							
ALEXANDER FERGUSON	236	94%	210	251	0	84%	-11%
ALL BOYS SCHOOL @ Sir James Lougheed	156	66%	115	235	0	49%	-18%
BATTALION PARK	461	67%	463	687	13	67%	1%
BISHOP PINKHAM	500	65%	536	769	0	70%	5%
BRIAR HILL	229	82%	233	278	0	84%	1%
COLONEL WALKER (includes Piitoayis)	356	59%	309	602	0	51%	-8%
CONNAUGHT	397	100%	349	399	0	87%	-12%
DR. ROBERTA BONDAR	533	99%	512	560	0	91%	-8%
EARL GREY	208	66%	188	341	0	55%	-11%
ELBOW PARK	204	74%	215	276	0	78%	4%
ELBOYA	738	102%	730	788	6	93%	-10%
ERNEST MANNING	2108	126%	1943	1676	0	116%	-10%
GLAMORGAN	711	105%	683	677	2	101%	-4%
GLENDALE	215	71%	204	304	0	67%	-4%
GRIFFITH WOODS	964	106%	950	911	-	104%	-2%
HILLHURST	280	78%	246	336	0	73%	-5%
JENNIE ELLIOTT	604	89%	623	677	0	92%	3%
KILLARNEY	371	100%	373	373	0	100%	1%
MOUNT ROYAL	337	73%	371	425	0	87%	14%
OLYMPIC HEIGHTS	622	92%	550	677	14	81%	-11%
QUEEN ELIZABETH	302	78%	301	387	2	78%	0%
QUEEN ELIZABETH JR/SR	1173	87%	1186	1375	0	86%	0%
RAMSAY	154	67%	160	274	0	58%	-9%
RICHMOND	220	79%	212	278	0	76%	-3%
RIDEAU PARK	490	109%	474	449	0	106%	-4%
ROSSCARROCK	170	40%	78	426	0	18%	-22%
SIMONS VALLEY	662	95%	639	694	12	92%	-3%
SUNALTA	325	83%	305	390	0	78%	-5%
UNIVERSITY	384	72%	318	537	0	59%	-12%
VINCENT MASSEY	746	79%	760	945	0	80%	2%
WEST RIDGE	870	95%	890	916	8	97%	2%
WEST SPRINGS	543	91%	550	596	12	92%	1%
WESTERN CANADA	2294	108%	2199	2127	0	103%	-5%
WESTGATE	527	78%	538	678	0	79%	2%
WILDWOOD	418	67%	445	628	0	71%	4%
WILLIAM REID	252	92%	245	273	4	90%	-3%
AREA 7 - TOTAL	19,760	89%	19,098	22,215	73	86%	-3%
GRAND TOTALS	128,548	86%	126,432	150,978	806	84%	-3%

Note: Totals may not add due to rounding.



2020 - 2021 LEASED SPACE IN OPERATING CBE SCHOOLS

(Status as of September 30, 2020 - includes both full-time and part-time leases)

AREA	SCHOOL NAME	LESSEE NAME	LEASE AREA (Square Metres)
1	Belvedere Parkway	Kids Love Bowness Ltd.	227
1	Bowcroft	Ranchlands Children Come First Association	446
1	Bowcroft	RIEL Institute for Education & Learning	82
1	Captain John Palliser	Pre-K Ed Services o/a Captain John Palliser Out-of-School Care	430
1	Dr. E.W. Coffin	Millennium Kidz N Kare Ltd.	224
1	Eric Harvie	Coded Minds Canada Incorporated	340
1	Hawkwood	Ranchlands Children Come First Association	338
1	Marion Carson	Pre-Kindergarten Educational Services	89
1	Marion Carson	Seeds of S.P.I.C.E Early Learning Centre Inc.	358
1	Terrace Road	1439723 Alberta Ltd O/a Summit Kids	297
1	Terrace Road	University Heights Nursery School Association	74
1	Tuscany	Coded Minds Canada Incorporated	165
1	West Dalhousie	Dalhousie Community Association	349
2	Banff Trail	Ranchlands Children Come First Association	264
2	Beddington Heights	1677939 Alberta Inc. O/a Adventures Child Care	84
2	Buchanan	Ranchlands Children Come First Association	114
2	Buffalo Rubbing Stone	Thornhill Child Care Society	458
2	Cambrian Heights	Ranchlands Children Come First Association	346
2	Capitol Hill	Adventurers School Age Care Ltd.	331
2	Catherine Nichols Gunn	Ranchlands Children Come First Association *new*	359
2	Collingwood	Adventurers School Age Care Ltd.	350
2	Colonel Sanders (TLC)	Student Care Inc. O/a Northmount Student Care	254
2	Dalhousie	Dalhousie Community Association	537
2	Highwood	Ranchlands Children Come First Association	436
2	Huntington Hills	1439723 Alberta Ltd O/a Summit Kids	224
2	Kenneth D. Taylor	Ranchlands Children Come First Association	342
2	King George	Pleasant Heights After School Care Association	390
2	North Haven	Topp Kids Out of School Clubs	84
2	Panorama Hills	Pleasant Heights After School Care Association	225
2	W.O. Mitchell	1439723 Alberta Ltd O/a Summit Kids	443
3	Abbeydale	RIEL Institute for Education & Learning	106
3	Belfast	Student Care Inc. O/a Belfast Student Care	270
3	Coventry Hills	Topp Kids Out of School Clubs	231
3	Niisitapi Learning Centre	Alberta Health Services (Elbow River Healing Lodge)	18
3	Northern Lights School	Little Steps Before and After School Care	156
3	Rosemont	Rosemont Community Childcare	224
3	Stanley Jones	1677939 Alberta Inc. O/a Adventures Child Care	447
3	Sunnyside	Pre-Kindergarten Educational Services	104
3	Sunnyside	Pre-K Educational Services O/a Sunnyside Out-of-School Care	110
4	Louise Dean (Kensington)	1255404 Alberta LTD. O/a Calgary Foothills Primary Care Network	28
4	Louise Dean (Kensington)	Catholic Family Service of Calgary	580
4	Manmeet Singh Bhullar	First Friends Out of School Care	84
4	Marlborough	Kidzclub Calgary Ltd.	179
4	Mayland Heights	Society of Briar Hill Children's Programs	121
4	Taradale (Childcare Portable)	Student Care Inc. o/a Taradale Student Care	201
5	Acadia	1677939 Alberta Inc. O/a Adventures Child Care	168
5	Auburn Bay	Seeds of S.P.I.C.E Early Learning Centre Inc.	458
5	Chaparral (Childcare Portable)	Juvenescence Child Development Centre Ltd.	201

AREA	SCHOOL NAME	LESSEE NAME	LEASE AREA (Square Metres)
5	Chaparral	Juvenescence Child Development Centre Ltd.	236
5	Copperfield	Topp Kids Out of School Clubs	344
5	Cranston	Juvenescence Child Development Centre Ltd.	330
5	Douglasdale	A Step Ahead - Child Development Services	154
5	Fish Creek	1st Class - After Class	339
5	Lake Bonavista	1133491 Alberta Ltd. O/a Rec House	226
5	Maple Ridge	Topp Kids Out of School Clubs	262
5	McKenzie Lake	Topp Kids Out of School Clubs	165
5	McKenzie Towne	1133491 Alberta Ltd. O/a Rec House	227
5	Midnapore	Mid-Sun Community Association o/a Mid-Sun Child Care	312
5	New Brighton	1st Class - After Class	344
5	Prince Of Wales	Topp Kids Out of School Clubs	461
5	Sibylla Kiddle School	1st Class - After Class <i>*new*</i>	156
6	Altadore	Seeds of S.P.I.C.E Early Learning Centre Inc.	331
6	Andrew Sibbald	1133491 Alberta Ltd. O/a Rec House	458
6	Banting and Best	Coded Minds Canada Incorporated	177
6	Braeside	Pre-Kindergarten Educational Services	79
6	Chinook Park	Adventurers School Age Care Ltd.	160
6	Dr. Freda Miller School	Seeds of S.P.I.C.E Early Learning Centre Inc. <i>*new*</i>	156
6	Ethel M. Johnson	1677939 Alberta Inc. O/a Adventures Child Care	269
6	Eugene Coste	Calgary Child's Play Inc.	515
6	Eugene Coste	Connect Society - Deafness, Education & Family Services	326
6	Evergreen	Topp Kids Out of School Clubs	338
6	Glenbrook	Glenbrook Community Preschool	73
6	Glenmeadows	Calgary Child's Play Inc.	367
6	Haysboro	Maple Roots Inc.	60
6	Janet Johnstone	Creations Child Care	244
6	Nellie McClung	1439723 Alberta Ltd O/a Summit Kids	324
6	Ron Southern	1st Class - After Class	157
6	Sam Livingston	1133491 Alberta Ltd. O/a Rec House	459
6	Sundance	Children Can Succeed Inc.	227
7	Alexander Ferguson	Alexander Ferguson Elementary School Society	255
7	Battalion Park (Childcare Portable)	Kidzinc School Care Society of Alberta	201
7	Battalion Park	Kidzinc School Care Society of Alberta	87
7	Briar Hill	Hounsfield Heights - Briar Hill Community Playschool	84
7	Briar Hill	Society of Briar Hill Children's Programs	363
7	Connaught	Churchill Park Family Care Society	222
7	Dr. Oakley	Boys and Girls Clubs of Calgary	81
7	Dr. Roberta Bondar	1439723 Alberta Ltd O/a Summit Kids	416
7	Earl Grey	Little Steps Before and After School Care	337
7	Elbow Park	Seeds of S.P.I.C.E Early Learning Centre Inc.	220
7	Glamorgan	Maple Roots Inc.	241
7	Glendale	Calgary Child's Play Inc.	141
7	Jennie Elliott	Student Care Inc. O/a Jennie Elliott Student Care	411
7	Killarney	Kidzinc School Care Society of Alberta	255
7	Olympic Heights	Kidzinc School Care Society of Alberta	349
7	Queen Elizabeth	Adventurers School Age Care Ltd.	310
7	Ramsay	Coded Minds Canada Incorporated	170
7	Richmond	Richmond Child Care Association	480
7	Rideau Park	1439723 Alberta Ltd O/a Summit Kids	154
7	Rosscarrock	Creative Discoveries	86

AREA	SCHOOL NAME	LESSEE NAME	LEASE AREA (Square Metres)
7	Simons Valley	Coded Minds Canada Incorporated	309
7	Sir James Lougheed	1439723 Alberta Ltd O/a Summit Kids	339
7	Sunalta	Scarboro Community Preschool	92
7	Sunalta	Student Care Inc. O/a Sunalta Student Care	199
7	University	1439723 Alberta Ltd O/a Summit Kids	469
7	West Springs	Maple Roots Inc.	333
7	Westgate	Calgary Child's Play Inc.	531
7	Wildwood	Kidzinc School Care Society of Alberta	275
7	William Reid	Seeds of S.P.I.C.E Early Learning Centre Inc.	504

AREA 1: 3,417

AREA 2: 5,240

AREA 3: 1,665

AREA 4: 1,192

AREA 5: 4,382

AREA 6: 4,720

AREA 7: 7,911

TOTAL SQ. METERS LEASED: 28,526

2020 - 2021 LEASE OF SURPLUS SCHOOL FACILITIES

AREA	SCHOOL NAME	LESSEE NAME	LEASE AREA (Square Metres)
1	Belvedere Parkway Bungalow	Thornhill Child Care Society	373
1	Parkdale	Westmount Charter School	6,375
2	Montgomery - McKay Road	Foundations for the Future Charter Academy	6,442
3	Greenview	Foundations for the Future Charter Academy	4,669
4	Mountain View	Almadina School Society	3,853
5	Alice M. Curtis	Foundations for the Future Charter Academy	3,442
5	Andrew Davison	Foundations for the Future Charter Academy	4,309
5	Dr. Norman Bethune	Foundations for the Future Charter Academy	3,398
6	Lakeview	Calgary Girls' School Society	3,594
6	Ogden	Almadina School Society	4,888
6	Southwood	Foundations for the Future Charter Academy	4,192
6	Bel-Aire	Calgary Girls' School Society	1,252
7	Clem Gardner	Connect Charter School Society	7,107
7	Knob Hill	Calgary Arts Academy Society	2,271
7	Sir William Van Horne High	Westmount Charter School	9,670
7	Spruce Cliff	Calgary Quest Children's Society	2,388

AREA 1: 6,748

AREA 2: 6,442

AREA 3: 4,669

AREA 4: 3,853

AREA 5: 6,839

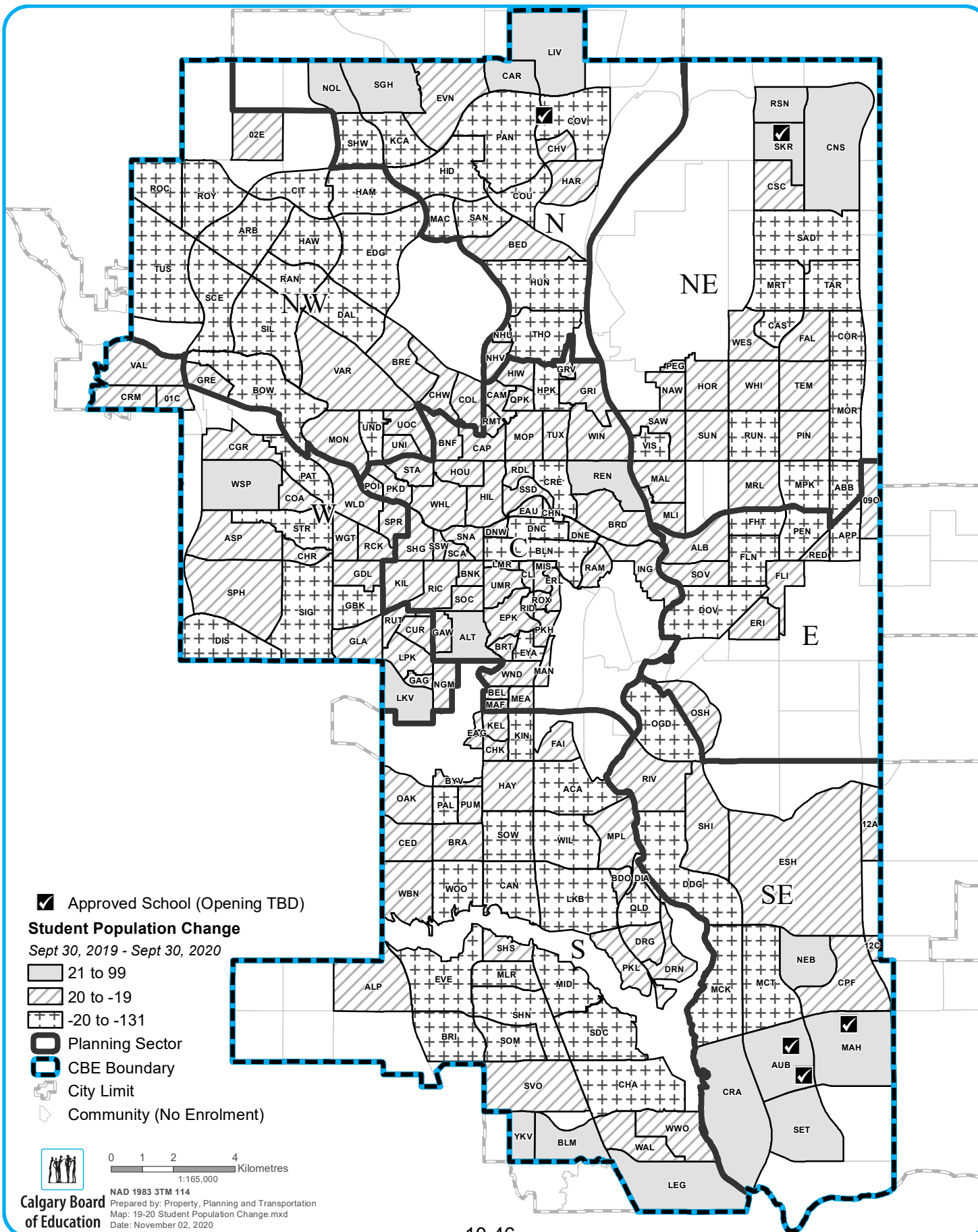
AREA 6: 13,926

AREA 7: 21,435

TOTAL SQ. METRES LEASED: 68,222

Student Population Change (By Community)

September 30, 2019 to September 30, 2020



☑ Approved School (Opening TBD)

Student Population Change

Sept 30, 2019 - Sept 30, 2020

- 21 to 99
- 20 to -19
- 20 to -131

- Planning Sector
- CBE Boundary
- City Limit
- Community (No Enrolment)



0 1 2 4 Kilometres
1:165,000

| 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 (3 years to 4 years 8 months old as of September 1st of the school year) who have been identified with 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).

In EDC each child receives a continuum of supports and services targeting based on a student's needs and strengths. Class sizes typically fall between 10 and 12 children. Exact class sizes depend on the complexity of the children's needs.

Learner Profile:

- Identified with moderate to severe disabilities as outlined by Alberta Education's guidelines.
- If identified with a severe delay or disability they are 2 years 6 months of age as of September 1st.
- If identified with a mild/moderate delay or disability they are 3 years 6 months of age as of September 1st.

English Language Learners (ELL)

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

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

Learner Profile:

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

Gifted and Talented (GATE)

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

Learner Profile:

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

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

Learning Disabilities

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

Learner Profile:

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

Mental Health and Wellness

Bridges

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

Learner Profile:

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

The Class

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

Learner Profile:

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

Transitions

The Transitions class is offered in collaboration with Alberta Health Services (AHS) and Wood's Homes (Wood's). The Transitions 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 Transitions 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.

report to Board of Trustees

Construction Projects Status Report

Date	December 8, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Marc Aquin, Director, Facility Projects Erin Hafichuk, Project Manager, Capital Projects

1 | Recommendation

It is recommended:

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

2 | Issue

The Chief Superintendent is required to provide the Board of Trustees with an update regarding the status of new and replacement facilities under development or construction.



3 | Background

The Calgary Board of Education (CBE) is currently undertaking 8 new school construction projects and 1 modernization project.

On March 21, 2017, the Alberta Government announced the approval of three new elementary schools for Dr. Freda Miller School (Evergreen), Sibylla Kiddle School (Cranston), and Northern Lights School (Coventry Hills/Country Hills), as well as a major modernization for Forest Lawn High School. Construction for the three new schools is complete with landscaping outstanding, with all three schools opening on September 8, 2020.

On April 12, 2017, the Alberta Government advised that at the CBE's request, the design and construction of the three new elementary schools would be managed by Alberta Infrastructure, and that the Forest Lawn High School Modernization would be Grant Funded and managed by the CBE.

On March 23, 2018, the Alberta Government announced the approval of an elementary school for Mahogany and a K-9 school for Skyview Ranch. They also provided design approval for a middle school in Auburn Bay and a new north high school to be located in Coventry Hills.

On July 26, 2019, the Government of Alberta approved to adjust the scope of work for the Forest Lawn High School Modernization project. This adjustment will allow the CBE to retain the southwest wing of the school, or 325 student spaces, to accommodate projected high school enrollment pressures over the short and medium term.

On November 1, 2019, the Government of Alberta approved full construction funding for a middle school in Auburn Bay, and a new north high school in Coventry Hills. The Government of Alberta also announced the approval of a second elementary school for Auburn Bay.

On April 14, 2020, the Government of Alberta announced that the second elementary school in Auburn Bay will be procured through a design-build contract.

4 | Analysis

Information on the current status of the projects under development and being administered by the CBE and Alberta Infrastructure is provided in **Attachment I**.

The locations of the various new school and modernization capital projects under development are shown in **Attachment II**.

There are three Project Steering Committees set up for the current school projects as follows:

- Forest Lawn HS Modernization
- New Elementary/Middle Schools (Mahogany, Skyview Ranch, Auburn Bay)

- North Calgary HS

5 | Conclusion

This report provides the current update on the status of new and modernized facilities under development or construction by the CBE.

It is provided to the Board of Trustees as monitoring information in compliance with Operational Expectation 7: Communication With and Support for the Board.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: New/Modernized Facility Construction Status
Attachment II: Project Location Map
Attachment III: Construction Photos

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's performance.

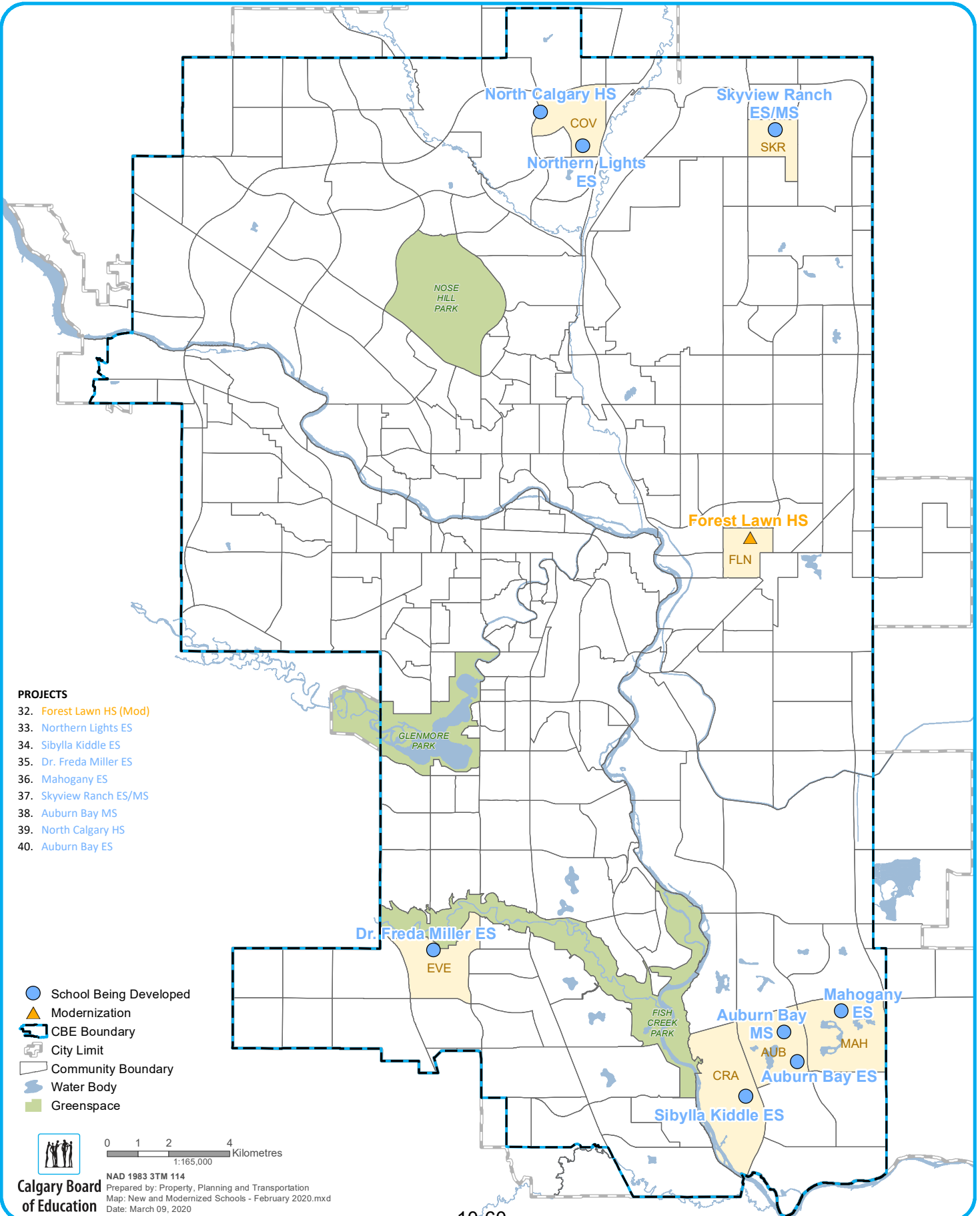
**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
December 2020**

Building	Opening Date	Notes/Comments	
32. Forest Lawn High School Modernization	Fall-20	Phase One Design and Construction	100%
		Phase Two Design and Specifications	100%
		Phase Two Construction Award	100%
		Phase Two Construction Progress	95%
		Note: Phase Two construction ongoing. Learning Commons, remaining classroom and four computer labs turned over. Science prep room outstanding; to be completed by mid-December 2020. Deficiency correction underway.	
33. Northern Lights School (Coventry Hills/Country Hills Village) Grades K-4 Capacity 600 students	Sept. 8 2020	Design and specifications	100%
		Construction Award	100%
		Construction Progress	99%
		Note: Project Managed by Alberta Infrastructure. School complete; deficiency correction underway. Landscaping outstanding.	
34. Sibylla Kiddle School (Cranston) Grades K-4 Capacity 600 students	Sept. 8 2020	Design and specifications	100%
		Construction Award	100%
		Construction Progress	99%
		Note: Project Managed by Alberta Infrastructure. School complete; deficiency correction underway. Landscaping outstanding.	
35. Dr. Freda Miller School (Evergreen) Grades K-4 Capacity 600 students	Sept. 8 2020	Design and specifications	100%
		Construction Award	100%
		Construction Progress	99%
		Note: Project Managed by Alberta Infrastructure. School complete; deficiency correction underway. Landscaping outstanding.	
36. Mahogany School Grades K-4 Capacity 600 students	Summer 2022	Design and Specifications	100%
		Construction Award	100%
		Construction Progress	1%
		Note: Project managed by Alberta Infrastructure. Construction team has mobilized to site; excavation underway	

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
December 2020**

Building	Opening Date	Notes/Comments	
37. Skyview Ranch ES/MS Grades K-9 Capacity 900 students	TBC	Design and Specifications	98%
		Note: Project managed by Alberta Infrastructure. Construction documents nearly complete; development permit approval outstanding. Tender anticipated December 2020	
38. Auburn Bay MS Grades 5-9 Capacity 900 students	Summer 2022	Design and Specifications	100%
		Construction Award	100%
		Construction Progress	1%
		Note: Project managed by Alberta Infrastructure. Construction team has mobilized to site; excavation underway	
39. North Calgary HS Grades 10-12 Capacity 1800 students	TBC	Design and Specifications	100%
		Construction Award	5%
		Note: Project managed by Alberta Infrastructure. Issued for Tender November 2020. Construction award anticipated December 2020	
40. Auburn Bay School Grades K-4 Capacity 600 students	TBC	Design Build - Basis of Design/Bid package	100%
		Construction Award	100%
		Design and Specifications	50%
		Note: Project managed by Alberta Infrastructure. Detailed design underway.	

New and Modernized Schools As of December 2020



PROJECTS

- 32. Forest Lawn HS (Mod)
- 33. Northern Lights ES
- 34. Sibylla Kiddle ES
- 35. Dr. Freda Miller ES
- 36. Mahogany ES
- 37. Skyview Ranch ES/MS
- 38. Auburn Bay MS
- 39. North Calgary HS
- 40. Auburn Bay ES

- School Being Developed
- Modernization
- CBE Boundary
- City Limit
- Community Boundary
- Water Body
- Greenspace



0 1 2 4
1:165,000 Kilometres

**Calgary Board
of Education**

NAD 1983 3TM 114
Prepared by: Property, Planning and Transportation
Map: New and Modernized Schools - February 2020.mxd
Date: March 09, 2020

Forest Lawn High School



Northern Lights School



Sibylla Kiddle School



Dr. Freda Miller School



Mahogany Elementary School



Auburn Bay Middle School

