

public agenda

Regular Meeting of the Board of Trustees

December 17, 2024
11:00 a.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
11:00am	1 Call to Order, National Anthem, Acknowledgement of the Land and Welcome	Chair		
	2 Consideration/Approval of Agenda	Board	GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	5 Operational Expectations			
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Information		GC-3	
	8 Matters Reserved for Board Decision	Board	GC-2	
	8.1 Recommendation to Commence Public Input for Closure of Home Education Program for the Purpose of Relocation		GC-3E	Page 8-1
	8.2 Consideration of Closure of All Boys Program		GC-3E	Page 8-29
	8.3 CBE Ward System Bylaw		GC-1,3,3E	Page 8-108
	9 Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			
	9.1.1 Revised Meeting Minutes			



Time	Topic	Who	Policy Ref	Attachment
	<ul style="list-style-type: none"> Regular Meeting held October 29, 2024 <p><i>(THAT the Board of Trustees approves the revised Minutes of the Regular Meeting held October 29, 2024.)</i></p> <p>9.1.2 Meeting Minutes</p> <ul style="list-style-type: none"> Regular Meeting held November 5, 2024 Regular Meeting held November 21, 2024 Regular Meeting held November 26, 2024 <p><i>(THAT the Board of Trustees approves the Minutes of the Regular Meetings held November 5, 21, and 26, 2024.)</i></p> <p>9.2 Items Provided for Information</p> <p>9.2.1 Chief Superintendent's Update</p> <p>9.2.2 2024-2025 School Enrolment Report</p> <p>9.2.3 Construction Project Status Report</p> <p>Private Session</p> <p>Termination of Meeting</p> <p>Debrief</p>			<p>Page 9-1</p> <p>Page 9-9</p> <p>Page 9-14</p> <p>Page 9-17</p> <p>Page 9-24</p> <p>Page 9-29</p> <p>Page 9-76</p>
		Board	GC-2.3	

Notice |

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Office of the Corporate Secretary at corpsec@cbe.ab.ca.



**report to
Board of Trustees**

**Recommendation to Commence Public Input to
Consider the Closure of Home Education Program at
Windsor Park School for the Purpose of Relocation**

Date	Dec. 17, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Governance Policies GC-3E(2): Closure of Schools Procedure Operational Expectations OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-4: Treatment of Employees OE-5: Financial Planning OE-7: Communicating With and Support for the Board OE-8: Communicating and Engaging with the Public OE-9: Facilities
Resource Person(s)	Catherine Ford, Director Planning Ken Weipert, Education Director Area 5 and Complimentary Curriculum and Pathways David Dyck, Education Director Area 7 and Well-Being Kenny Yeung, Education Director Area 6 and Alternative Programs Martine Sawatzky, Education Director Area 2 and Languages Brenda Gibson, Manager, Transportation Peter Jeffrey, Manager, Maintenance Projects Tanya Scanga, Director, Corporate Financial Services Steven Klukas, Principal, CBE Home Education Karen Drummond, Manager, Community Engagement Deb Hamilton, Community Engagement Advisor



1 | Recommendation

It is recommended:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of CBE Home Education at Windsor Park School for the purpose of relocation in accordance with *GC-3E(2) Closure of Schools Procedure*
- THAT the Board of Trustees approves the public input period to consider the closure of CBE Home Education for the purpose of relocation be shortened from 60 calendar days to 57 calendar days in accordance with *GC-3E(2) Closure of Schools Procedure*.

2 | Issue

The Calgary Board of Education (CBE) has experienced unprecedented growth of three per cent or more in the last three years, adding 17,073 students between September 2021 and September 2024. The system utilization rate at the end of September 2024 stands at 95 per cent. There is a significant need to optimize existing student space as outlined in the [Ten-Year Student Accommodation and Facilities Strategy](#).

Some communities and schools are experiencing more growth than others. In evaluating specific schools and communities, the CBE looks for opportunities, wherever possible, to balance enrolment across schools. Balancing enrolment provides a more equitable learning experience for all CBE students.

In May 2024, the former Bel-Aire School was returned to the CBE from charter school use. The return of this school creates over 200 student learning spaces. After doing a thorough analysis of south-central Calgary communities and schools, the CBE has identified an opportunity to balance enrolment amongst a group of schools and support students more equitably.

While the full plan to balance enrolment will affect multiple schools and communities, this recommendation is focused specifically on relocating CBE Home Education from Windsor Park School to Bel-Aire School. Under the [Board's GC-3E\(2\) Closure of Schools Procedure](#), the relocation of CBE Home Education requires a formal closure for the purpose of relocation process approved by the Board of Trustees.

3 | Background

In June 2008, Windsor Park School was closed as a regular-program school and is currently the home of CBE Home Education. Regular-program kindergarten to Grade 9 students in this community are currently designated to Elboya School for the regular program.

Since then, three factors have recently aligned to create an opportunity to better serve students in this area of the City. These factors consist of:

- the return of a school to the CBE inventory within an area of strong student growth;
- significantly overutilized schools in one area; and
- underutilized schools in another nearby area.

The return of a school to the CBE inventory within an area of strong enrolment growth. In May 2024, the former Bel-Aire School was returned to the CBE from charter school use. The return of this school opens over 200 student spaces in the area, a welcome development given the rate of growth in the area.

Significantly overutilized schools in one area. Over the past few years, the community of Windsor Park has experienced significant growth in the school-aged population, and sustained growth is expected into the future. Growth in Windsor Park and other communities in south-central Calgary has resulted in Elboya School (K-9 regular program and Grades 5-9 Early and Late French Immersion programs) and Rideau Park School (K-9 regular program) becoming over-utilized. Enrolment at both schools is capped, with some students being designated to nearby overflow schools, namely Chinook Park School and Woodman School. Capping and overflow is a short-term accommodation measure that should be addressed.

Underutilized schools in another nearby area. Chinook Park School (K-6 regular and French Immersion programs) and Woodman School (Grades 7-9 regular program and Grades 5-9 French Immersion Program) are both underutilized. Utilization rates at these schools may not allow these schools to offer the full programming richness and variety that other better utilized schools can, and are below the provincial funding model's requirement of an 85 per cent or more utilization rate to receive maximum operational and maintenance dollars.

These three factors – the opening of more than 200 learning spaces, two over-utilized schools, and two under-utilized schools in south-central Calgary – are the key drivers for the proposed relocation of CBE Home Education and the redesignation of other CBE students in the area.

CBE Home Education

CBE Home Education is comprised of two distinct and complementary streams: parent-directed and shared responsibility.

The parent-directed program is a supervised home education program for Grade 1-12 students that provides families with the opportunity to homeschool their child(ren) in cooperation with the CBE. Each family works with a certificated teacher who acts as a facilitator for the child's learning, providing guidance and suggestions to further the learning process outlined and delivered by parents. For the 2024-25 school year, 153 students are enrolled in the parent-directed program.

The shared-responsibility programming typically combines aspects of the parent-directed program with a more typical school experience for students. Shared-responsibility students in Grades 1-9 currently attend school two days each week. The school assumes responsibility for teaching and assessing math, science, physical education, art, and music. In most cases, parents are responsible for all remaining subjects, with the key exception being that some shared responsibility families also access CBe-learn online programming concurrently. Students have access to various clubs and extracurricular activities while at school, including various sports in middle/junior high athletics. For the 2024-25 school year, enrolment in the shared responsibility program is 403 students. The program serves students from across this city, with only two students in the program in 2023-24 residing in the community of Windsor Park.

CBE Home Education programming serves an important role for families and the CBE. By providing a parent-directed program within a public school district, families who may otherwise turn to various private homeschooling authorities maintain a positive connection with the CBE. CBE Home Education is a valuable alternative to other program options. After experiencing CBE Home Education, many students re-engage in learning in other CBE settings.

CBE Home Education families frequently credit the close-knit school community with many benefits in both academics and well-being. Part of this close-knit community is the relationship between teachers and parents, who frequently refer to one another as colleagues, sharing responsibility for educational programming. The parent community is actively involved and frequently present at school during the school day.

4 | Analysis

Approval of the recommended closure for relocation of Home Education to Bel-Aire School will allow CBE administration to use Windsor Park School as a regular program community school. CBE administration would then be able to initiate boundary and grade configuration changes to balance enrolment and create over 200 new CBE learning spaces where they are needed the most. As indicated in the [Ten-Year Student Accommodation and Facilities Strategy 2024-2034](#), there is a growing need to find additional space, particularly at the middle and high school levels.

If the Board permits the relocation of the Home Education Program, CBE will shift elementary students to Windsor Park School and other nearby underutilized schools, thus creating additional capacity to serve the middle school population in this area of the city. The primary change proposed is the redesignation of the majority of K-4 students to Windsor Park School and a grade reconfiguration change at Elboya School to become a Grade 5-9. With this change, some redesignations will need to take place to balance enrolment. The benefit of this plan is that it creates spaces in the system in the specific location where the need for elementary space has grown significantly in the community of Windsor Park, instead of in Bel-Aire where the student population is small and stable. This change will allow CBE administration to further balance enrolment by

easing the system pressure at the middle school level by creating additional middle school spaces at Elboya School.

This recommendation is informed by a detailed analysis of past, present and anticipated future student enrolment. Detailed information for CBE Home Education, the Bel-Aire community, the Windsor Park community and other nearby schools can be found below.

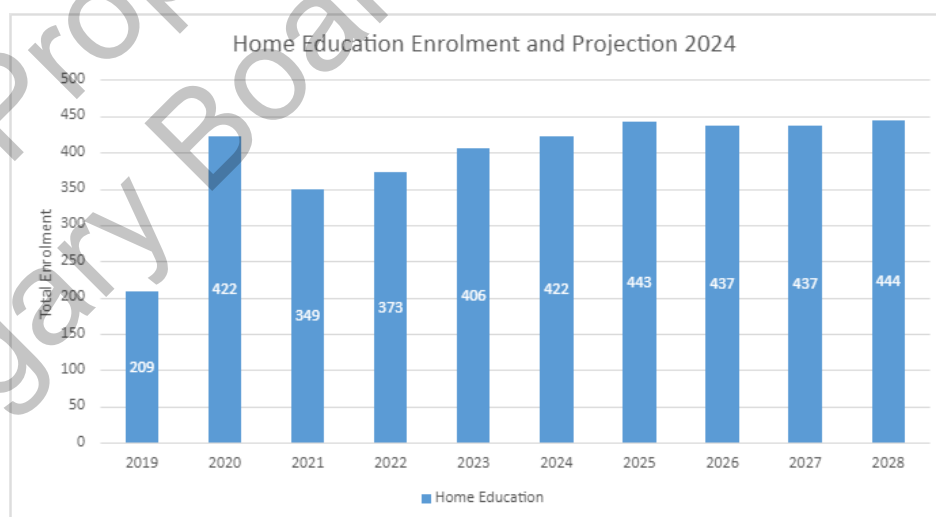
Home Education Historic Enrolment

Enrolment in CBE Home Education peaked in 2020 during the first year of the Covid-19 pandemic, when it more than doubled from 209 to 422 students. Since that time, it has declined slightly to 406 students in 2023 but stayed relatively high compared to pre-pandemic years (Table 1).

Table 1: CBE Home Education historic enrolment, 2016-2023

2016	2017	2018	2019	2020	2021	2022	2023
179	267	257	209	422	349	373	406

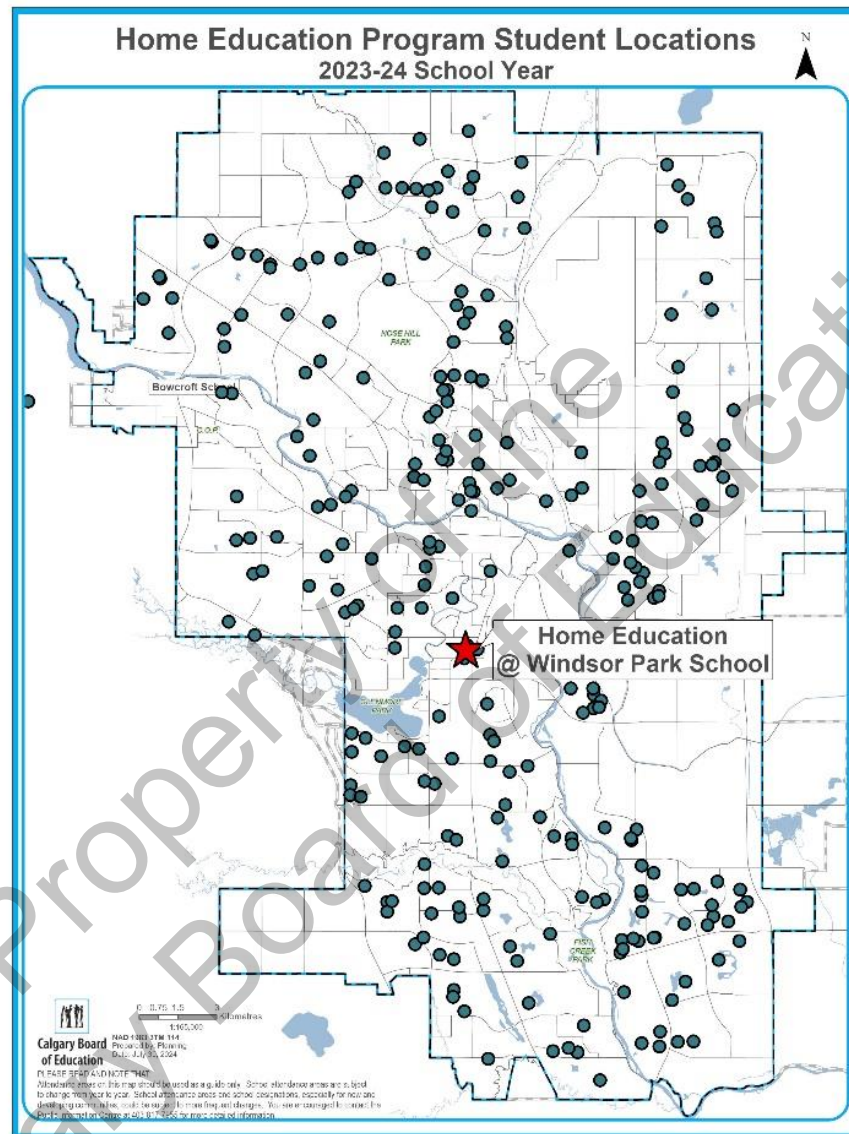
As shown in Graph 1 below, enrolment in CBE Home Education is expected to increase slightly between the end of September 2024 and 2028. It is important to note that not all students are reflected in the official enrolment number of CBE Home Education. Those who are attending CBe-learn at the same time may be captured under that program, depending on the distribution of their course load. Approximately two thirds of CBE Home Education students attend the shared responsibility program and attend classes at the school two days a week. This equates to the equivalent of approximately 175 full-time students.



Graph 1: CBE Home Education historic enrolment and projection 2019 – 2028

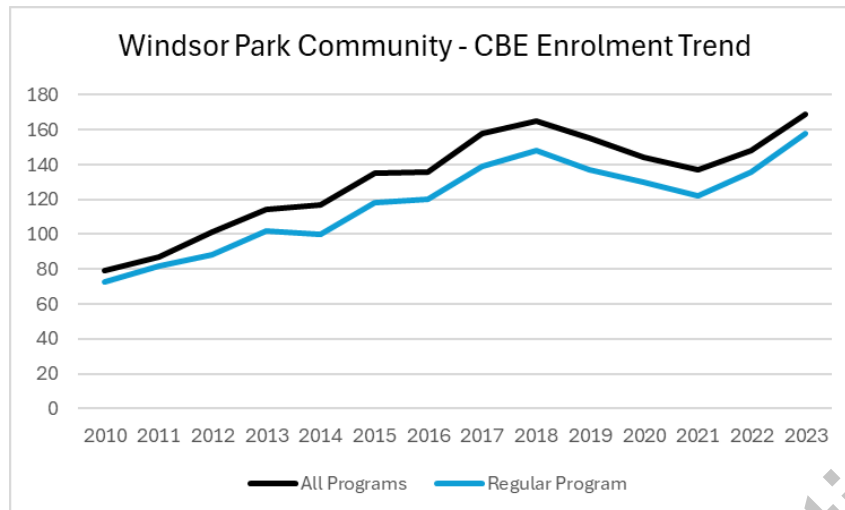
The shared responsibility program is currently offered at the Windsor Park School building. As shown in the map below, CBE Home Education serves students from all sectors of the city. In 2023-24, there were only two students from Windsor Park attending CBE Home Education, suggesting the program

could be in any central location to meet the needs of CBE Home Education families. Given that Bel-Aire School is only 1.3 km from Windsor Park School, it is ideally located. The Home Education program, if relocated, would continue to offer the same education programming options at Bel-Aire.



Windsor Park School and the Windsor Park Community

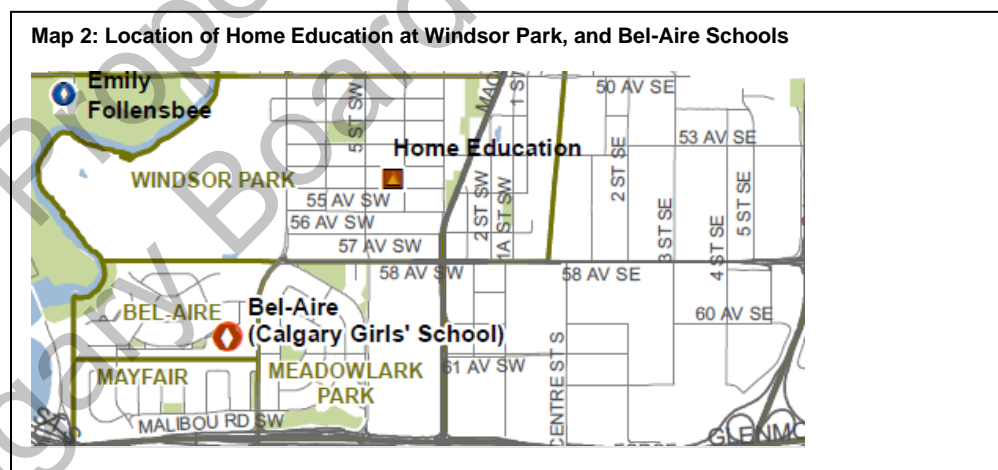
Built in 1956, Windsor Park School closed in 2008 due to low enrolment. In September 2007, there were 66 kindergarten to Grade 6 students enrolled in the regular program. The Windsor Park community has seen recent population growth and there has likewise been an increase in the number of students living in Windsor Park and attending CBE schools over the last 13 years. Since 2010, the number of students enrolled in the CBE from the Windsor Park community has increased 114 per cent, growing from 79 students in 2010 to 169 students enrolled in 2023. There was a 14 per cent increase between 2022 and 2023 alone (Graph 2).



Graph 2: Windsor Park community enrolment in CBE schools between 2010 and 2023

Bel-Aire School and the Bel-Aire Community

Bel-Aire School is located 1.3 km southwest of CBE Home Education/Windsor Park School. This school was built in 1965, closed as a regular-program school in 1984, and leased to private and charter schools since that time (Map 2). Most recently, Bel-Aire School was leased to the Calgary Girls Academy Charter School until May 2024 when it was returned for CBE use. Reopening Bel-Aire School as a CBE school would add capacity to the system and relieve some of the pressure being experienced by other nearby schools.



Area 6 and 7 Schools

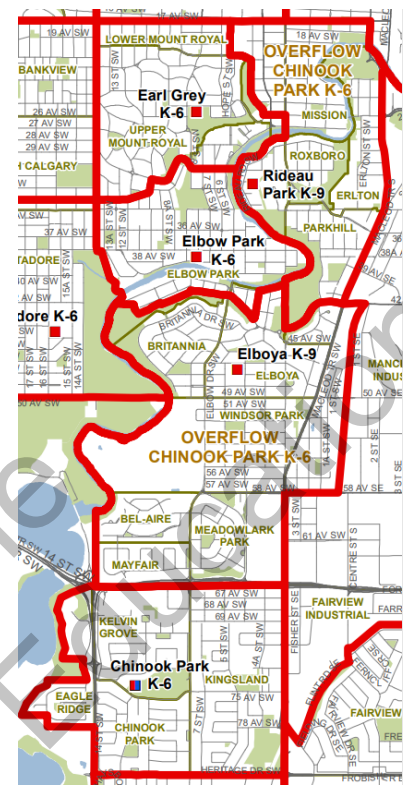
Driven by high growth in the downtown and adjacent areas, Area 7 schools are reaching full capacity with an overall utilization rate of 92 per cent at the elementary and middle/junior high level. Five schools in downtown and south of downtown Calgary (Connaught School, Elboya School, Rideau Park School, Mount Royal School and Western Canada High School) are presently in overflow to 10 receiver schools.

Area 6 schools have also seen an increase in enrolment over the last three years, however, with an overall utilization rate of 78 per cent at the elementary and middle/junior high level, this Area generally has space to accommodate additional students, particularly in the elementary and middle school grades. Chinook Park and Woodman schools in Area 6 are currently overflow receivers for Area 7 schools.

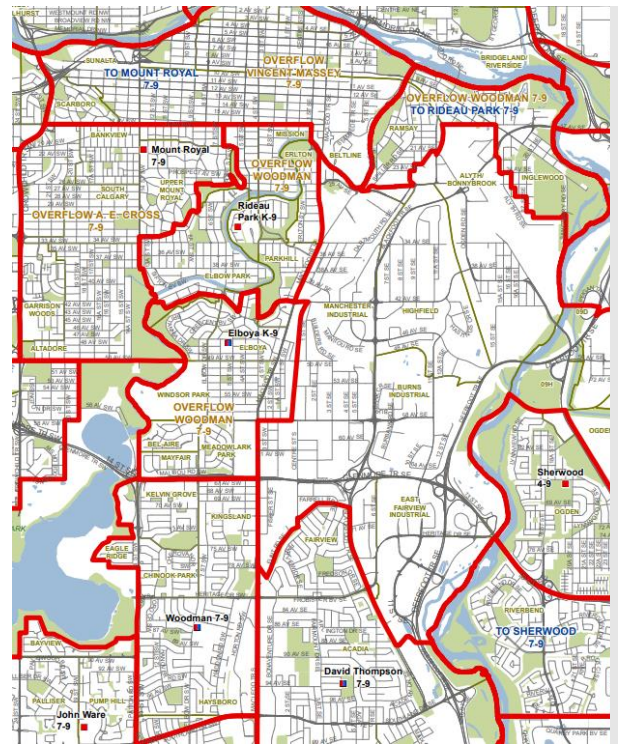
There is an opportunity to adjust the boundaries for some Area 6 schools to relieve pressure on Area 7 schools and end or reduce the need for overflows.

Student enrolment at Elboya and Rideau Park schools would be impacted favourably by boundary changes made possible by redesignating regular program students to Windsor Park. Maps 3 and 4 show the designation areas of these schools as well as overflow receivers, Chinook Park and Woodman schools.

Map 3: K-6 designation areas for Elboya and Rideau Park in relation to Chinook Park



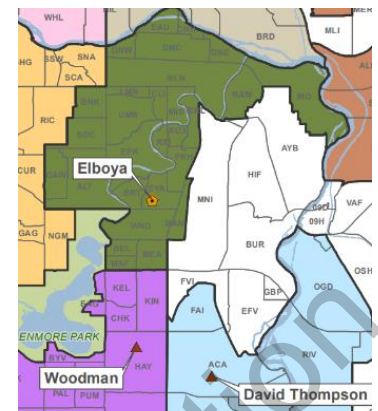
Map 4: 7-9 designation area for Rideau Park and Elboya in relation to Woodman and Mount Royal



Elboya School

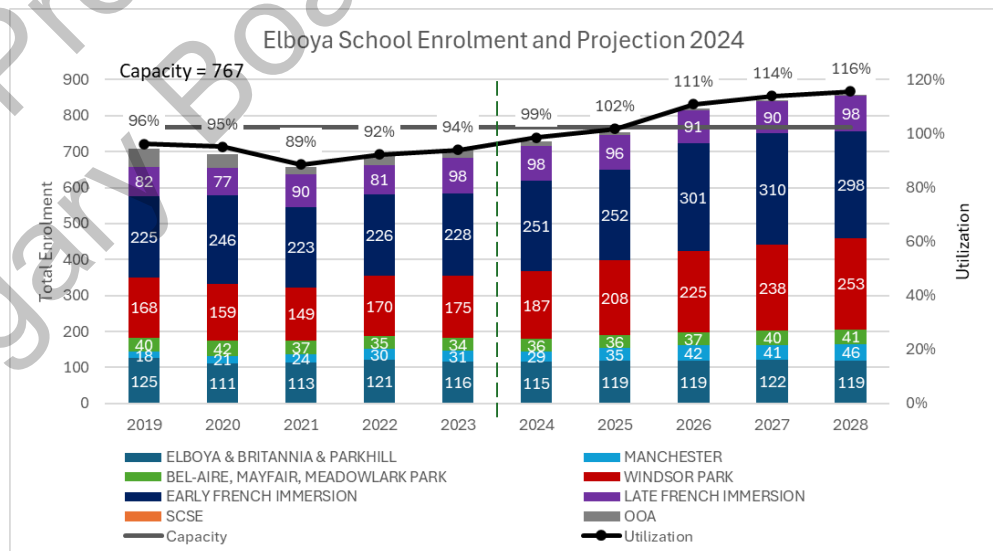
Elboya School is a kindergarten to Grade 9 school that includes regular, Early French Immersion (Grades 5-9), and Late French Immersion (Grades 7-9) programming. The regular program serves the neighbourhoods of Britannia, Parkhill, Elboya, Windsor Park, Manchester, Bel-Aire, Mayfair and Meadowlark Park (Maps 3 and 4). The early and late French Immersion designation area further extends to also include the Elbow Park, Altadore, Upper and Lower Mount Royal, Roxboro, Cliff Bungalow, Mission, Downtown, Chinatown and Beltline, Ramsay and Inglewood neighbourhoods (Map 5).

Map 5: K-9 French designation area for Elboya in relation to Woodman



Beginning in June 2023, regular-program registrations that could not be accommodated at Elboya School were overflowed to Chinook Park School (K-6) and Woodman School (Grades 7-9). Regular-program registrations were overflowed as an interim solution rather than capping the French Immersion programs because it is the regular program that is seeing enrolment pressure in specific grades. Between September 2022 and June 2023, the regular program had increased by 44 students while the combined French Immersion programs remained stable, seeing a decrease of two students. With stable enrolment in the French Immersion programs, classroom space could not be reallocated within the school buildings to accommodate the growth in regular-program enrolment.

As shown in Graph 3 below, regular-program enrolment growth is being primarily driven by growth in the Windsor Park community (red bar), which is projected to grow by approximately 66 students between 2024 and 2028.



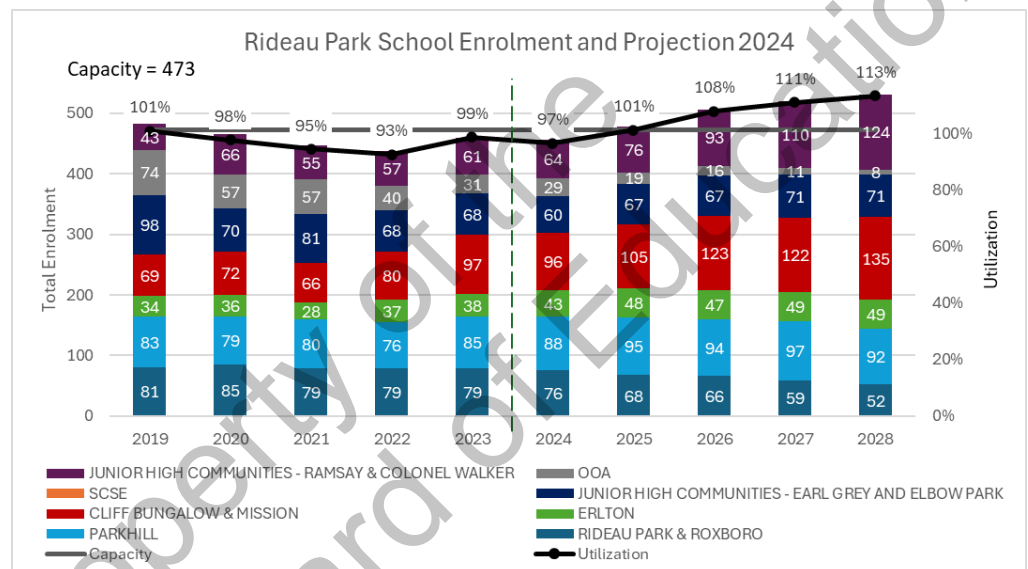
Graph 3: Elboya School historic enrolment and projection without overflow, 2019 - 2028

Rideau Park School

Rideau Park School is a kindergarten to Grade 9 regular-program school that serves the communities of Rideau Park, Roxboro, Erlton, Cliff Bungalow and a

portion of Parkhill for kindergarten to Grade 6 (Map 3) and extends further to include these communities plus the communities of Inglewood and Ramsay for Grades 7-9 (Map 4).

Since June 2023, students have been overflowed to Chinook Park School (K-6) and Woodman (Grades 7-9). Enrolment pressure on Rideau Park School is primarily caused by growth in the communities of Cliff Bungalow and Mission as well as at the junior high level from the Ramsay and Inglewood communities. The graph below shows historical and projected enrolment if Rideau Park School had not been capped and overflowed. Without overflow, the utilization rate of Rideau Park School is projected to reach 113 per cent by Sept 2028 (Graph 4). With the overflow in place, Rideau Park would stay at just under 100 per cent utilization.



Graph 4: Rideau Park School historic enrolment and projection without overflow, 2019 - 2028

This analysis of enrolment in the areas surrounding Bel-Aire School was undertaken to determine a solution that could accomplish the following:

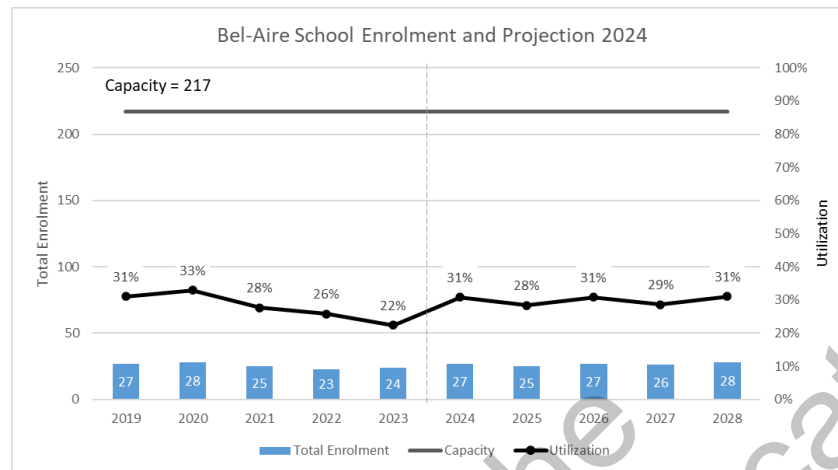
1. Reopen Bel-Aire School for CBE use; and
2. Relieve pressure on Area 7 schools in overflow.

Two opportunities were examined. The first is Bel-Aire School re-opening for regular program use and the second, which would require Board approval, is to move Home Education to Bel-Aire School and redesignate regular program students to Windsor Park School. For the sake of comparison, the opening grade configuration of kindergarten to Grade 6 was chosen.

Impacts of Reopening Bel-Aire School for Regular Program Use - If Relocation of CBE Home Education to Bel-Aire School is Not Approved

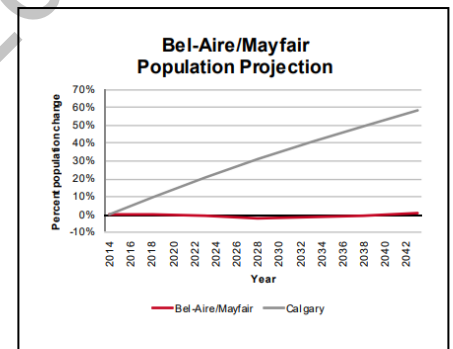
Bel-Aire School has an estimated school capacity of 217. Presently, there are 39 kindergarten to Grade 6 students living in Bel-Aire, Mayfair, and Meadowlark Park attending CBE schools, and 27 of these attend regular programs. If the CBE were to open a regular program in Bel-Aire School to serve the communities of Bel-Aire, Mayfair, and Meadowlark Park, the overall utilization rate would be 28 per cent in 2025-26, assuming all regular-program CBE

students from these neighbourhoods attended. Graph 6 below shows what the historical and projected utilization rates would be if Bel-Aire School were reopened as a regular-program school.



Graph 6: Bel-Aire School historic enrolment and projection if it accommodated CBE students from Bel-Aire, Mayfair and Meadowlark Park as a K-6 School, 2019 - 2028

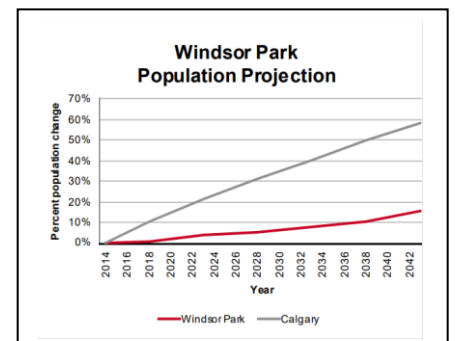
City of Calgary projections show little to no population growth is expected in the communities of Bel-Aire and Mayfair over the next 18 years.



Given the small number of students in Bel-Aire, Mayfair, and Meadowlark Park, reopening Bel-Aire School for local students would not relieve pressure on Area 7 schools in a meaningful way. To fill Bel-Aire School as a regular-program school, students from Windsor Park would also need to be designated to Bel-Aire School. Due to the large number of students in Windsor Park, not all students would be able to attend. The result would be a splitting of the Windsor Park community between Bel-Aire School (K-6) and Elboya School (K-9). Keeping some Windsor Park students at Elboya would also reduce the amount of space that could be used to relieve pressure on other Area 7 schools such as Rideau Park School.

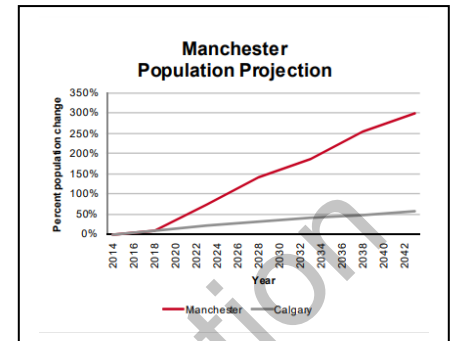
Impact of Redesignating Windsor Park School for Regular Program Use - If Relocation of CBE Home Education to Bel-Aire School is Approved

In 2023-24, there were 169 CBE kindergarten to Grade 6 students living in Windsor Park with 158 in the regular program and 11 students attending language and alternative programs. The estimated capacity of Windsor Park School is 203.

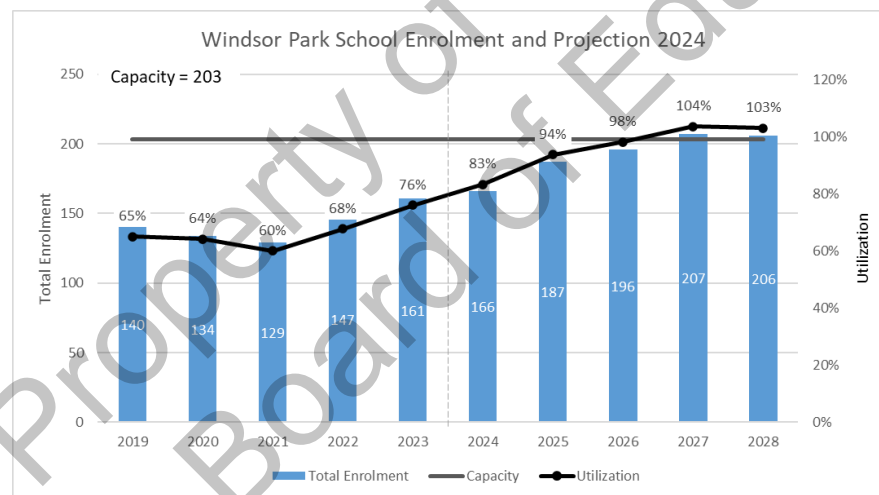


According to City of Calgary [population projections](#), Windsor Park is expected to continue to see increases in population over the next 18 years. Likewise, the neighbouring community of Manchester is also expected to increase over this period.

If kindergarten to Grade 6 regular program students in Windsor Park were redesignated to Windsor Park School, the utilization rate would be 80 per cent in 2025-26, assuming all Windsor Park regular program students attended. If both Windsor Park students and Manchester students (projected to be 29 students in 2025) were designated to Windsor Park School, the utilization rate would be 94 per cent by September 2025 and 103 per cent by September 2028, as shown in Graph 7 below.



Windsor Park School is better equipped to support a regular program, as it has a library and a large gym with a stage. Bel-Aire School has a smaller gym and does not have a library/learning commons.



Graph 7: Windsor Park School historic and projected enrolment and utilization with Windsor Park and Manchester students designated as a K-6 school. 2019 to 2028

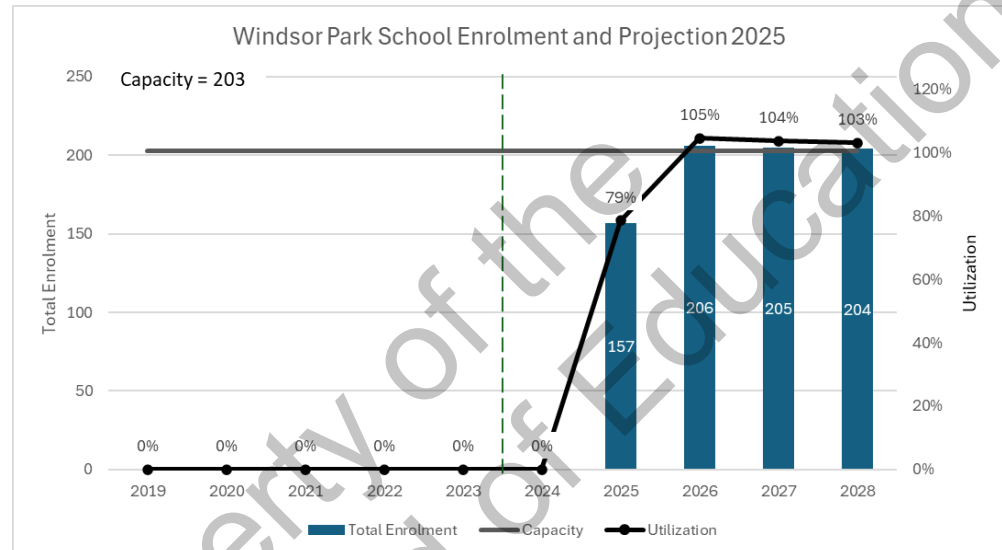
Windsor Park School has the added benefit of being on a large, flat site where modulators could be accommodated when the number of students exceed the capacity of the school. By contrast, Bel-Aire School is not conducive for placement of additional modulators due to the small site and impact on adjacent features.

Impacts on Neighbouring Schools

The pressure on both Rideau Park School and Elboya School is primarily being felt at the middle/junior high levels. The plan to create space at the junior high level would be accomplished through a grade configuration change and boundary adjustments. Windsor Park School has the capacity to accommodate multiple communities from Elboya School for K-4 regular programming. Removing K-4 regular program students from Elboya would allow Elboya to move to a Grade 5-9 configuration and focus attention on the middle years

serving regular, French Immersion and late French Immersion programs. The close proximity (1.1km apart) between Windsor Park and Elboya Schools make this a viable option.

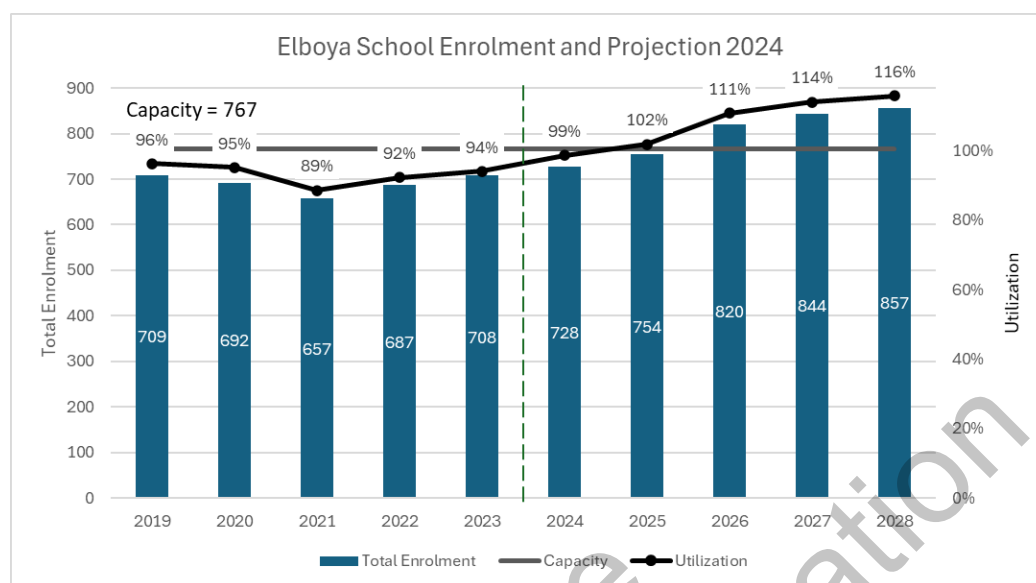
The graph below shows the utilization rate of Windsor Park School as a regular program K-4, with students in K-3 joining the school in 2025-26 and expanding to Grade 4 in 2026-27 for most of the communities currently designated to Elboya School. Enrolment would reach 105 per cent in 2026 but is anticipated to be stable, despite the growth in Windsor Park community. This is because the bulk of new student enrolment from Windsor Park and Manchester communities is in Grade 5 and above.



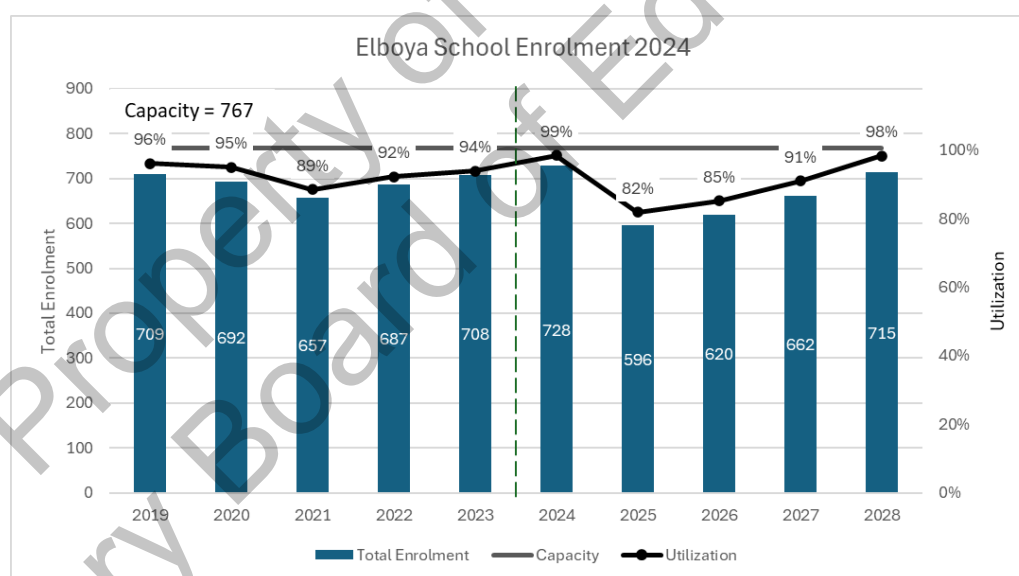
Graph 8: Windsor Park School projected enrolment and utilization with Windsor Park, Manchester, Britannia, Elboya, Parkhill students designated as a K-4 school, 2025 to 2028

Elboya School: the regular program is currently capped and overflowed to Chinook Park School for kindergarten to Grade 6 and Woodman School for Grades 7-9. Without intervention, Elboya School is projected to reach 113 per cent by Sept 2028. While this utilization rate is not desirable, the flexibility to configure class sizes and grade splits is further complicated by the number of programs (regular, Early and Late French Immersion) and the number of grades at this school (K-9). At the time of overflow, class sizes in the regular program were between 25 and 29, with certain grades receiving too many students, and with new registrations being received on a weekly basis.

The graphs below show the impact of implementing a Grade 5-9 reconfiguration at Elboya School. In this situation, Elboya would have space to accept students currently designated to Rideau Park School. Graph 9 shows the projection for Elboya School in its current K-9 grade configuration, without a cap and overflow to Chinook Park and Woodman schools, showing utilization at 99 per cent in 2024 and 116 per cent in 2028. When K-4 students are removed from Elboya School and some Grade 7-9 Rideau Park School students are redesignated, the utilization rate drops to 82 per cent utilization in 2025 and remains below 100 per cent through to 2028 (Graph 10). As detailed in the section below, this space provides the opportunity to also relieve pressure on Rideau Park School.



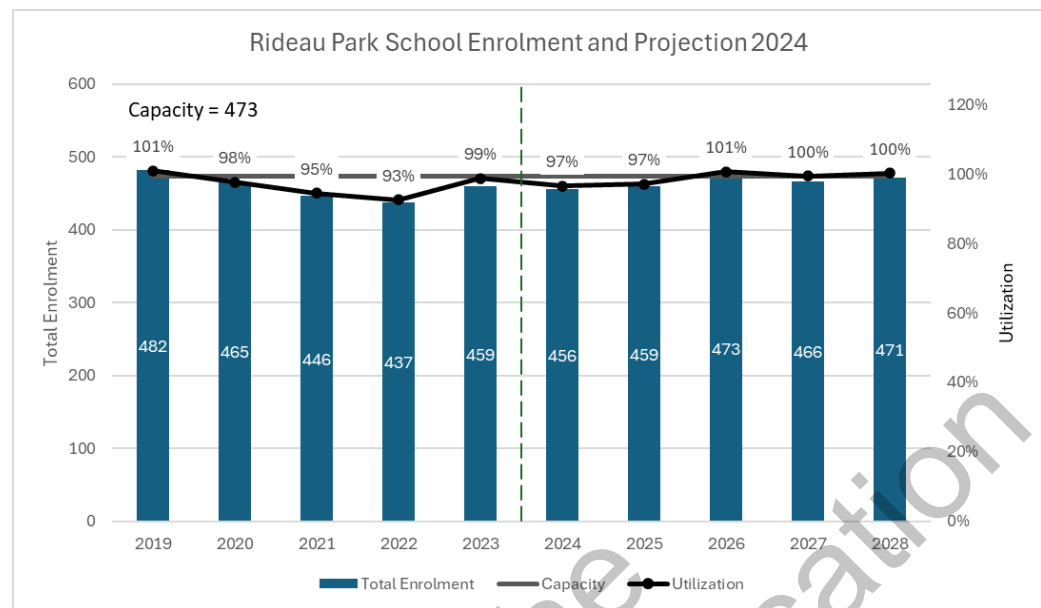
Graph 9: Elboya School historic and projected enrolment and utilization without overflow in place, as a grade K-9 2019 to 2028



Graph 10: Elboya School historic and projected enrolment and utilization as a grade 5-9

Rideau Park School: Redesignating kindergarten to Grade 4 regular program students in Windsor Park School will allow more flexibility to balance enrolment between both elementary and middle/junior high schools that are being impacted by growth. Subsequent changes to school boundaries in the area will help alleviate pressures at Rideau Park School. Without Windsor Park School as a regular-program K-4 school, these changes will not be possible and will lead to continued overflow situations in Area 7.

The space created at Elboya School would allow the redesignation of some students from Rideau Park School to Elboya School at the junior high level. Removal of approximately 10 students in 2025 and 72 students by 2028 would reduce the need to the overflow students at Rideau Park School and result in a utilization rate of 97-101 per cent between 2025 and 2028 (Graph 11).



Graph 11: Rideau Park School historic and projected enrolment and utilization with some students redesignated to Elboya School in 2025, 2019 to 2028

Connecting with the Community

The CBE Home Education community was provided with the opportunity to have their questions answered and share their perspectives on implementation of the proposed program relocation in October 2024. The proposed relocation was announced to the CBE Home Education community on Oct. 3 and sessions were held for staff (Oct. 3), families and community members (Oct. 16). These sessions were followed by online surveys. Surveys were open Oct. 17 – 31, 2024 and asked people to share their perspectives on factors related to the transition to a new location, in the event that closure for the purpose of relocation is approved by the CBE Board of Trustees. The staff survey had nine responses and the survey for students, parents and community members had 118 responses. Some consistent themes identified in the perspectives shared on the surveys include the following:

- Maintaining the strong connections between students and staff and quality of programming at a new location is important.
- Providing transition support to students and families is a top priority.
- Open and timely communications with families is essential.
- An opportunity for staff, students and families to see the space prior to a move would be greatly appreciated. A greater understanding of the space might help the CBE Home Education community to better understand how the space might be effectively utilized, as there are currently questions about this.
- Having time and opportunity prior to September 2025 to adapt the Bel-Aire School space to suit the needs of CBE Home Education would be welcome to ensure a smooth transition.

- Maintaining as much consistency as possible with how the program currently operates at a new location would be helpful.

All comments provided on the public and staff surveys are in Attachments I and II to this report.

The CBE is committed to working closely with students, staff and families to share more information about the proposed location of Bel-Aire School and the transition/implementation plan, should the Board of Trustees approve closure for the purpose of relocation. As outlined in the engagement and communication plan shared with CBE Home Education community on Oct. 3, 2024 ([available on the CBE website](#)), a detailed implementation plan will be shared by April 2025. This plan will consider the input provided and questions raised on these surveys.

There will also be additional ongoing communications with students, staff and families throughout the process. As new information becomes available, it will be shared with the CBE Home Education community.

While adjustments may be needed in relocating to a new space, the CBE is confident that the quality of programming and the key aspects that currently make the program successful can be maintained in relocating to Bel-Aire School.

Abbreviation of the 60-Day Public Input Period

This report also recommends the abbreviation of the 60-day public input period laid out within GC-3E(2) Closure of Schools Procedure to a 57-day public input period for two reasons. First, shortening the period by three calendar days still provides ample time for public input to be received and the full impacts of the proposed closure for relocation to be understood by the Board of Trustees. Secondly, bringing this matter for decision to the regularly scheduled public Board meeting of Feb. 11, 2025 maximizes the opportunity for public input while also providing time for impacted families to prepare for the proposed changes, should they be approved by the Board.

5 | Financial Impact

The financial impacts associated with these changes are related to the costs of operating a school and renovation costs. There will not be any incremental CBE transportation costs associated with moving CBE Home Education students to Bel-Aire School as no transportation is provided to this program.

The Bel-Aire School building has been in continuous use and is in good condition. There is a small number of infrastructure and maintenance projects required to be ready to accommodate CBE Home Education students at Bel-Aire School, including a total upgrade of the IT system to CBE standards, minor renovations to improve accessibility and miscellaneous repairs throughout. The total budget would be \$450,000 funded from Infrastructure Maintenance & Renewal (IMR) with an additional cost of \$95,000 for the purchase of IT equipment. Bel-Aire School would need to be furnished. The cost to furnish 9 classrooms and 2 administrative spaces is estimated at \$296,000 and would be

funded through the Furniture, Fixtures and Equipment Repository. The recurring and one-time costs are summarized below.

Summary of Costs to open Bel-Aire for Home Education – One-Time Costs

Item	Cost estimate
Bel-Aire School building renovations	\$450,000
Bel-Aire School furniture and smartboards	\$296,000
Bel-Aire School IT equipment	\$95,000
Total	\$841,000

Summary of reopening Bel-Aire School for Home Education – Recurring Costs

Item	Cost estimate
Bel-Aire School operating costs	\$100,000 to \$110,000
Total	\$100,000 to \$110,000

The costs of other intended administrative changes include the redesignation of students to Windsor Park School. Windsor Park School has also been in continuous operation and is in relatively good condition requiring replacement of the original ventilation system and modifications to improve accessibility. The total budget would be \$500,000, funded from IMR funds.

The additional costs of operating a regular program at Windsor Park School as a result of redesignations would be for an administrative team at a cost of \$349,300 at 2024-25 rates. Student-based RAM costs will follow the students at the school they attend. Some students in the proposed designation area for Windsor Park School would be outside the walk zone and transportation services would be provided to these students. This cost is expected to be \$27,000. It is minimized because the bell time will be assigned to allow efficient busing partnerships.

6 | Implementation Consequences

The move of the Home Education program from Windsor Park School to Bel-Aire School will mean that Home Education students would move to a comparable school in terms of size and condition that is close to where they currently attend. Importantly, the range and variety of programming offered by CBE Home Education will remain the same.

As CBE Home Education students do not receive yellow bus transportation, traffic may increase in the Bel-Aire neighbourhood as parents drop off and pick up their children. However, the overall impact on this community is expected to be minimal as Bel-Aire was the location of a charter school prior to it being

returned to the CBE, and traffic in the area is expected to be similar to what it was in the past.

Opening Bel-Aire School for use by CBE Home Education will also allow CBE administration to designate Windsor Park School as a regular-program school and will create approximately 200 additional student spaces in Area 7. This will ease overall enrolment pressure on Area 7 schools and allow students to be more equitably supported.

Additional information on the redesignations and grade configuration change is available on the CBE website entitled [SSAP Redesignations for Schools in South-Central Calgary](#). Communities impacted by these proposed changes received information regarding the redesignation plan via SchoolMessenger on November 14, 2024 and an in-person session was held for the Elboya School community on November 20, 2024.

The proposed changes would have no impact on the Three-Year School Capital Plan.

7 | Conclusion

Moving CBE Home Education to Bel-Aire School will recapture approximately 200 spaces closer to those communities that need it the most. It also facilitates re-purposing Windsor Park as a regular program school to meet the needs of its communities. Finally, it will help reduce Area 7 enrolment pressures and overflows, allow further steps to be taken to balance enrolment between Areas 6 and 7, and align cohorts across the K-12 continuum. When enrolment is balanced across schools, CBE students will have access to a more equitable learning experience.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Home Education Public Survey Results
Attachment II: Home Education Staff Survey Results

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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Property of the
Calgary Board of Education





Calgary Board
of Education

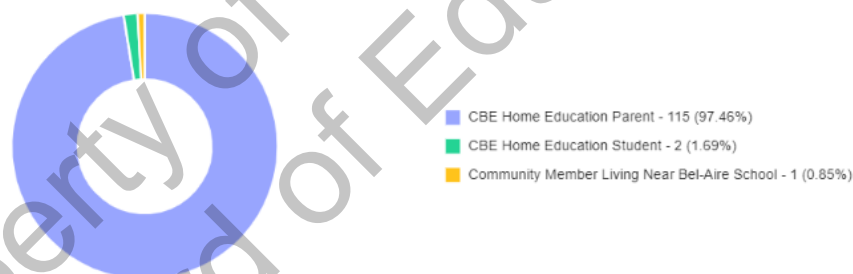
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Parent, Student & Community Survey Results: Transition Planning for Proposed Relocation of CBE Home Education

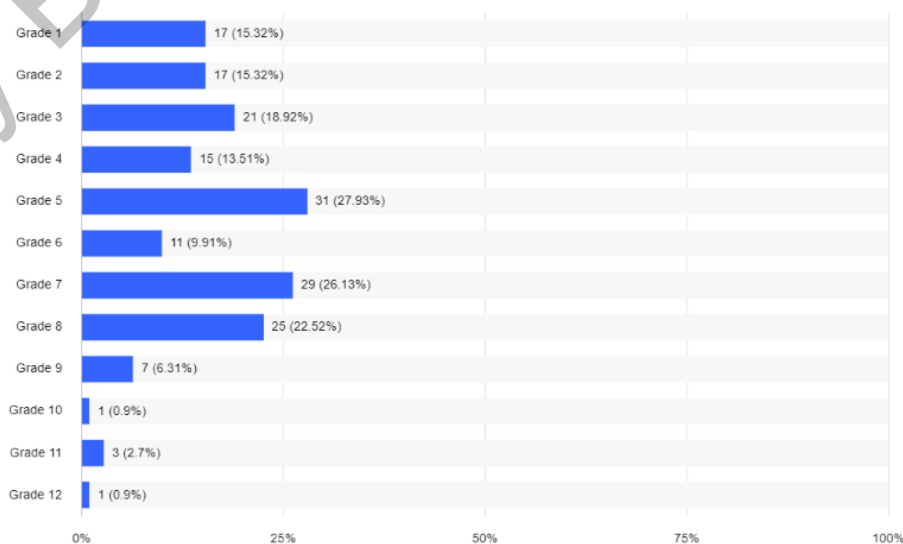
An online survey was available to CBE Home Education parents, students and community members Oct. 17 – 31, 2024. 118 people answered one or more questions on the survey. The results are provided below.

Below you will find all comments provided in the survey as they were written. Comments have not been edited for accuracy, spelling, grammar, sentence structure, truncation or otherwise. Comments may have been edited to ensure anonymity. We may also edit or omit abusive, discriminatory and otherwise inappropriate comments.

1. Please choose the category that best describes you.



2. What is the current grade of the CBE Home Education student?





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3. Please indicate what aspects are important to you in ensuring a smooth transition for staff, students and families to a new location (should the relocation of CBE Home Education be approved by the Board of Trustees).

ANSWER OPTION	COUNT	PERCENTAGE
CBE Home Education staff work with students to support them in transition to a new location	66	60%
Provide students and families with an orientation to the new site/location	79	71.82%
Maintain strong connections between CBE Home Education staff and students	80	72.73%
Other (please specify)	17	15.45%
Total	242	

Other:

- access to the new building by school council members or other parent volunteers to help ensure parent led initiatives such as our library can be set up prior to the start of the school year to help create a sense of normalcy for students
- better playground at the new site
- bringing many of the things our community has built
- have the building in optimal working order prior to classes beginning, with necessary furniture in place for the first day of school.
- having kids help decorate to make it their new "home".
- help students make the space their own together.
- i have no concerns about the transition
- i just don't want to leave my current school
- i think if you want parents and kids to feel comfortable and valued, it would be nice to see some funding for furniture. all of our current furniture has been cobbled together from highfield and it would be a huge boost to morale to get some new furniture that fits the new spaces. as well, money for library books. parents have worked hard to cull outdated books that have been donated over the years and having \$ to purchase new books, shelving, tables, etc. would be nice. all of our current books have been donated by home-ed families and it would lift school spirit and morale around moving to have some new furniture and books. in the same vein - sports equipment, science equipment would be lovely. in the webinar, it was clearly stated that parents weren't being asked for opinions on if the move should happen, but how to make it an easier transition. bottom line: spend some money on the furniture and make families feel valued instead of always getting hand-offs from other schools
- i've been quite happy with windsor park, so personally i would need to see measurable improvements due to moving locations to be persuaded that it's a great idea.



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- i would like to ensure that if the homeschool program is moved to a different facility that they have adequate room for the growing program. i walked around the outside of the belaire school and it seems like a nice enough facility and the location is convenient but the building and green space are quite a bit smaller than windsor park school. according to the city of calgary property listing, windsor park school is 23,973 square feet on a 2.98 acre lot and belaire school is 15,514 square feet on a 3.11 acre lot though there is more space used for parking, tennis courts, and the front yard at belaire. based on the mapping, it looks like the modular unit attachment isn't included in that size but it's approximately 2971 square feet for a total area of 18,485. windsor park school is fully utilized as is and it is hard to understand how the same program can be run in a smaller building.
- maintain the home ed community
- my only and main concern is accessibility since i don't drive, so location is the most important for me at this time
- please make sure all the actual staff members are going to move to the new school (bel-aire) to provide a smooth transition for all children.
- talk about the differences and similarities and see if it makes sense to move
- the kids are informed as to why they are moving and what great new things they can look forward to in the new location.
- we do not want to relocate

4. If you have other thoughts you'd like to share on ways we can provide a smooth transition for staff, students and families, please provide them below.

Sentiment Analysis



Positive (26.83%) Mixed (14.63%) Neutral (43.9%) Negative (14.63%)

- Bringing WindsorPark memorabilia/photos to new space; extensive welcome celebration; pre-opening access for parent volunteers to make the new location "ours"
- Parking looks like it will be an issue. The Windsor park children are not bussed. The families are very social and after school parking can be an issue.
- the facility is equal in terms of the size and offers gym, dining area, drinkable water etc.



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- Give the kids a chance to see the new location before school begins in the new building
- Maybe staff and students together can do brain storming pros and cons of moving to a new location versus staying in the current one.
- CBE Homeschool Students at Windsor Park are chronically underfunded. The program is not a priority for the CBE and it is evident in the treatment of requests for materials at the Windsor Park School. It took many years to get a spout to fill water bottles and even so, the water is disgusting and the kids won't drink the water. The library is almost 100% parent-run with donated books. Parent volunteers cleared out hundreds of books dating back to the 50's from that library with no funds to replace those books, leaving us at the mercy of whatever parents felt like donating. The band teacher funds any band support she needs. The entire school is a mish-mash of desks and chairs discarded from other schools. It would be incredible and would send a strong message about the value of our program by the CBE to have the building in the same working order any other public program would be for the start of a new school year in a new school location. As a former CBE teacher myself, homeschooling is not going away, and the blended program is the way forward. It should be supported and valued as such. Thank you.
- I suggest an opportunity to gather in the space before school starts in the 2025/2026 school year.
- I think the kids will do just fine, as long as they are kept with their existing classmates so they can keep the relationships they have built so far and continue to be able to lean on their peers for support in the classroom.
- Please consider the fact that Windsor park is a second home, and has been for a long time, for many of these students. Having this space taken away from them will be hurtful to many. Involve the students as much as possible in the transition. Perhaps the students and parents can help move materials, supplies, equipment over to the new space together. Also, maybe there is some kind of ceremony that can take place to honour their time at windsor park, and to say goodbye to that space. Creating experiences where they can all feel like they are in this together can help, where they can talk about their sadness around leaving, and where they can celebrate and reminisce about their time there would be really beautiful and support them moving forward.
- An Open House / tour of new school before the end of this school year. The program must have a different name than Bel Aire. That does not reflect the home school community. There are many programs in CBE schools that have names fitting to their values and community using them (eg. Discovering Choices, Alternative High School, etc.). Parking may be an issue for the community because there is less parking available than at Windsor Park. It will feel very different for our students to be in a school and playground / outdoor area that is situated among multi-million dollar mansions. We hope the current teachers have an active role in supporting the students and keeping the program inline with the students and families using it.



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- I don't support the proposed move.
- Give the teachers and support workers sufficient time to setup. Allow families an orientation.
- "Windsor Park" has become synonymous with CBE Home Education. Some way to retain and celebrate that identity would go a long way in easing the transition. There are a lot of unanswered questions and instability surrounding the move that is creating a rise in anxiety for students, parents, and staff. Feels a lot like we're being shunted off to another location as the program isn't seen as valuable as the regular program that CBE wants to run through Windsor Park. We found a place of belonging at Windsor Park after being traumatized by the CBE at another school, feels like that safety net is being taken away.
- Please share what facilities and spaces will be available at the new location.
- A video tour they can watch more than once with narration where someone points out where they will eat, where they will hang their bags, where the office is, what the playground looks like, if there are desks or tables etc.
- Maintain the class size and school schedule.
- My kids concerns are with the playground... it is significantly smaller at the new location. Please add on to it!
- A preview tour for homeschooling families, to allow involvement in the organization of the new environment. Homeschooling families make broad use of the school and its facilities and it is important to have time to plan how best to utilize spaces.
- Please provide the families with information about what will be different about the new location and any changes we will have to face. Please find strategies for dealing with the changes and share them with the community.
- Why are we moving rather than opening the public school there? What are we losing and what are we gaining? We have put a lot of heart into the current building. What about the Mount Royal students working on the learning commons design? Do they follow us to the new campus or does the new student body take it from us?
- Making sure to say "goodbye" to WP and not just focusing on the new location. It will be sad even if the new location will be exciting.
- Location I don't see resonable for the CBE homeschooling community. Windsor park allows a closer approach to families and the community is better equipped for the community size. I find Belair can benefit from near by attendance as they community is closer and in a closed in and out street.
- Please keep the learning class structures (example: Monday - Tuesday and Wednesday - Thursday)
- visiting the school during the current school year - focusing on all things that will remain the same (teachers, programs, etc) - setting up a parking/drop off plan so that there's enough space for parents to do so in the am and pm without disrupting the community - planning for



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community "feedback" (based on previous CGCS issues with neighbours) and how to minimize discord - having a plan for if/when the community decides they aren't happy with this new school moving in and ensuring the longevity of the Home Education program - safety in the backyard of the school in terms of multiple access points and ensuring children aren't exiting the area - portable use and temperature

- Maybe an event hosted at the new location to end this school year, as well as to begin the next? An arts/craft fair, a dance, something like that.
- Sharing relevant information with all stakeholders in a timely manner would be appreciated. The opportunity to visit the school before the first day of fall class 2025 would be helpful for students
- I love the space here, but there is not much space at the new school and I love the nature here, but there is not much nature in the new school, and I just don't want to leave
- -the library and Family Flex room are vital parts of the school and a big reason why this program is different from others. Please ensure that the new space has a library and flex room and that they're set up and ready to go in Fall. Please don't drag old furniture from Windsor Park over to BelAire the first week of September and make teachers scramble to set up classrooms and leave parents without a space to work and support their children. The more set-up and established the school is, the better children will be able to transition. Give tours in June to help prepare kids over the summer so they're not anticipating a scary change "sight unseen" all summer long and also stagger the entrance in Fall with orientation tours. Kids and parents will take pride in a new space if they feel seen, heard, and valued. Part of this is spending some decent money on the facilities to make it look good and functional. Very little money has been spent on this program in the past and it's time to do-so if you're going to uproot an established program.
- Consistent communication with families to ensure everyone is aware of what to expect. An efficient plan for the move so the first year in the new location is not chaotic. Care to ensure symbols of our school community are preserved and transferred (osprey mascot painted on the gym wall) The opportunity for families to visit the school prior to the first day of school (e.g. our annual Welcome Back Celebration) to get familiar with the building. Access to the building by the School Council or other parent volunteers to ensure parent led initiatives such as the library are set up prior to the school year to create a welcoming, settled feel to the new school.
- Provide staff and parent volunteers access to the new location with ample time to set up the space (e.g., classrooms, library, family resource room) to create a warm and welcoming feeling for the students and staff with school begins. If this change is approved, I would like to see an official school name change process commence immediately so that the new name is approved by September 2025.
- Give all information possible needed. Make sure the parents are well informed! I called 4 places over the course of 3 weeks before my son



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could get started schooling and I ended up missing out on the funding thanks to being misinformed by many.

- Would appreciate all maps being shared. All surrounding communities be properly informed so that no neighbours are surprised or opposed to the change, or create problems related to parking, children playing etc.
- Perhaps including the students in the packing up and moving of items to allow them to feel apart of the relocation process and to have a sense of community, connection and contribution. Excited for the staff and students to explore a new school together.
- Ensuring the same dedicated art space at the new location
- How will parking be like? The field and playground are too small, so that would have to be extended somehow. Hopefully there will not be too much tech at the new school as well. Will it be as cozy as the old area?
- As stated above, help kids (via teachers and parents) understand the reasons why the school is moving, and what's in it for them. This will reduce resistance to the change for them, and build understanding.
- Provide staff and parent volunteers access to the new location with ample time to set up the space (e.g., classrooms, library, family resource room) to create a warm and welcoming feeling for the students and staff with school begins. If this change is approved, I would like to see an official school name change process commence immediately so that the new name is approved by September 2025.
- This survey is not asking whether or not we approve of the move. The meeting and this survey seem to be formalities, and it seems that we don't and won't have a say in this change. Many families (including ours) are upset about it - the school holds so many memories for the students. Many parts of the school were fundraised and personalized (e.g., murals on the walls). If the change is happening no matter what, it would be helpful if that was communicated directly instead of giving the impression that our feedback will make a difference.
- We do not wish to relocate to downtown. The reason being is crime increase in those communities.
- I'm not too worried about kids adapting to a new location as long as it still allows them similar facilities and access. My concern would be adequate gym equipment, playground equipment and space for an art program. My other concern is parking and convenient access to yhe building
- Time to see the new building. Assurance that staff will stay the same. Explanation of new class planning (ie. will all grades be split or not?) Help with drop off in the am and pm pickup as the location isn't ideal for all the cars coming/going (previous school had bussing which was better as less traffic for the community).



Calgary Board
of Education

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Staff Survey Results: Transition Planning for Proposed Relocation of CBE Home Education

An online survey was available to CBE Home Education staff Oct. 17 – 31, 2024. Nine staff members answered one or more questions on the survey. The results are provided below.

- Please indicate what aspects are important to you in ensuring a smooth transition for staff, students and families to a new location (should the relocation of CBE Home Education be approved by the Board of Trustees).**

ANSWER OPTION	COUNT	PERCENTAGE
CBE Home Education staff work with students to support them in transition to a new location	7	77.78%
Offer staff orientation to a new site/location	8	88.89%
Provide students and families with an orientation to a new site/location	6	66.67%
Maintain strong connections between CBE Home Education staff and students	6	66.67%
Other (please specify)	1	11.11%
Total	28	

Other: support in setting up the new building so when we walk in it reflects our program and the past 12 years of community building.

- If you have other thoughts you'd like to share on ways we can provide a smooth transition for staff, students and families, please provide them below.**

Sentiment Analysis

28.57% 0%

Positive (28.57%) Mixed (28.57%) Neutral (42.86%) Negative (0%)

Below you will find all comments provided in the survey as they were written. Comments have not been edited for spelling, grammar, sentence structure, truncation or otherwise.

- Ensuring that our extra work is minimized and compensated. It doesn't seem like we can avoid multiple extra days of work during this transition while also working with our facilitation families and preparing for the academic year. - Ensure that the school is Jr High



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ready. Jr high students need access to extra breakout spaces, lockers and good quality technology.

- I feel that full transparency about the new location is crucial. I think staff, students and many of our families can handle change more positively when provided with accurate information. I truly believe that sustaining the program is the priority for all involved, so being reassured that this move is a step towards committing to the program may be helpful.
- A transition should not be a step back in any manner. A transition should highlight what has been achieved and what more can be accomplished with the new location. Not simply putting more bodies in a new building but a level of service as well.
- It would be great if the school could be prepped and ready for move-in by the end of June so we can start the next year ready to go. Our start-up is unique due to our Facilitation roles, and having a school set up so our students and families feel comfortable would be an asset. A big concern about the move is the storage in the building, we run a full PE program for 1 to 9 along with other clubs, and having outdoor storage ready for move-in would greatly reduce the complexities of stashing equipment until storage could be arranged. I think spending some time with an Elder with the staff and students about the move and setting the program up for success from day one would be a remarkable opportunity. Support with furniture as needed for new spaces. Lastly, we would be moving away from our naturalized area, if there was some support to gentrify the courtyard and the field so we have some elements from our community-built and managed area, it would go a long way towards bringing part of our community with us.
- It would be helpful to have access to the new location in June and over the summer so that when we are back in August, the focus is on the school year and not organizing a new space.
- I think providing staff and families with an accurate summary/write up of spaces, rooms, parking, special features. etc. so that people have a good understanding of what the facility is like would be helpful.

**report to
Board of Trustees**

Consideration of Closure of All Boys Program

Date	December 17, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities & Environmental Services
Governance Policy Reference	Governance Policies GC-3E(2): Closure of Schools Procedure: Operational Expectations OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-5: Financial Planning OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging With the Public OE-9: Facilities
Resource Person(s)	Catherine Ford, Director, Planning Tanya Scanga, Director, Corporate Financial Services Patricia Minor, Corporate Secretary Joanne Anderson, Communications Advisor

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the minutes of the Public Input Meeting for All Boys held on October 22, 2024, provided in Attachment I to this report.
- THAT the Board of Trustees approves the closure of the All Boys Program effective June 30, 2025.



2 | Issue

The *Education Act* together with the Board of Trustees' policy GC-3E(2) Closure of Schools Procedure identifies a formal process that must be followed when closure is being considered. Under the direction of the Board of Trustees, the steps necessary for this consideration have been undertaken. This report is being provided to document compliance and to assist the Board of Trustees with its further deliberations.

3 | Background

Where the Board of Trustees is considering closure, it must raise the matter through a motion at a regular meeting of the Board of Trustees. On September 24, 2024, the Board of Trustees passed a motion to commence the public input process to consider the closure of the All Boys Program. The September 24, 2024, report to the Board of Trustees provides a detailed analysis of the reasons for the recommendation to close the All Boys Program (Attachment II).

Attachment III to this report provides a compliance chart that identifies the timelines and actions taken in compliance with the Board Policy GC-3E(2) Closure of Schools Procedure.

4 | Financial Impact

Should the recommendation to close All Boys Program be approved by the Board, the financial impact is as follows:

- programming efficiencies will be enhanced. As students from this program are reintegrated into regular CBE programs, the average Operations and Maintenance (O&M) and deferred maintenance costs currently associated with supporting the program will be reduced by approximately \$46,000 per student (or approximately \$1.5M total);
- cost avoidance of additional Criteria Based Response Funds (CBRF) to support extra staffing which equalled \$467,592 (or \$14,000 per student) between 2018-2023;
- transportation cost avoidance of \$68,250 with the elimination of two buses that serve All Boys students; and
- ongoing maintenance costs of approximately \$165,000/year of the Sir James Lougheed building to continue as this building will be retained for CBE programming.

5 | Conclusion

The Calgary Board of Education has complied with the requirement of the Education Act and Board Policy GC-3E(2) Closure of Schools Procedures. The Board of Trustees is now in a position to deliberate and to decide whether to close the All Boys Program.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: Minutes of the October 22, 2024 All Boys Program Public Input Meeting
- Attachment II: Recommendation to Commence Public Input to Consider Closure of the All Boys Program
- Attachment III: GC-3E(2) Closure of Schools Procedure Compliance Chart for All Boys Program
- Attachment IV: Letter to Parents, Guardians and Students of All Boys Program
- Attachment V: Letter to Rutland Park Community Association
- Attachment VI: Letter to Her Worship Mayor Gondek
- Attachment VII: Rationale and Pertinent Facts Available on CBE Public Website
- Attachment VIII: October 22, 2024 All Boys Public Input Meeting Presentation
- Attachment IX: October 22, 2024 All Boys Public Input Meeting Agenda
- Attachment X: October 22, 2024 Public Input Meeting Posters
- Attachment XI: Written Submissions from the Public (Trustees only)

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The Calgary Board of Education

Minutes of the Public Input Meeting Regarding Consideration of Closure of All Boys Program, held at Sir James Lougheed School, 3519 36 Avenue SW, Calgary, AB, on Tuesday, October 22, 2024 at 7:00 p.m.

ATTENDANCE

Board of Trustees:

P. Bolger, Chair
N. Close
M. Dennis
L. Hack
S. Vukadinovic

Absent:

C. May

Administration:

J. Pitman, Chief Superintendent of Schools
D. Breton, Superintendent, Facilities and Environmental Services
Dr. J. Turner, Superintendent, School Improvement
Dr. M. Nelson, Superintendent, School Improvement
K. Fenney, General Counsel
D. Dyck, Education Director, Area 7
K. Yeung, Education Director, Area 6
C. Ford, Director, Planning
R. Atallah, Director, Corporate Financial Services
J. Anderson, Communications Advisor
P. Minor, Corporate Secretary
M. Graham, Board Administrator

WELCOME, ACKNOWLEDGEMENT AND INTRODUCTIONS

Chair Bolger called the meeting to order at 7:00 p.m. and noted she would Chair the meeting.

Chair Bolger acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. She also acknowledged the Tsuut'ina and Stoney Nakoda First Nations, the Métis Nation, and all people who make their homes in the Treaty 7 region of Southern Alberta.

Introductions were made of The Calgary Board of Education (CBE) Trustees and Administration in attendance. The Chair noted the resignation of Trustee Dana Downey and that the Board has determined not to hold a by-election given the next municipal election less than one year from

now. Wards 1 and 2 schools will be looked after by the Board of Trustees until the 2025 municipal election is held. The Chair also welcomed CBE teachers, staff, and members of the public.

Chair Bolger reviewed the agenda for the meeting, as follows:

1. Opening Remarks
2. Meeting Purpose and Outline
3. Meeting Guidelines
4. CBE Administration Presentation
5. Questions and Comments
6. Closing Remarks

Chair Bolger stated that the audio portion of the meeting was being recorded for the purpose of maintaining an accurate internal record of the proceedings, and that minutes of the meeting will be available on the CBE website at www.cbe.ab.ca prior to the Board of Trustees making a decision on this matter.

OPENING REMARKS

Chair Bolger spoke to the role of the Board of Trustees in the closure consideration process. She noted that the Board of Trustees has the sole responsibility and authority to make closure decisions, and she clarified that no decision has been made at this time.

In accordance with Alberta legislation and the Board's Closure of Schools Procedure, the consideration of closure process has many steps to it.

As part of the process, at the regular Board of Trustees' meeting held Tuesday, September 24, 2024, the Board passed a motion to commence the public input process to consider the closure of the All Boys Program. This was a decision to initiate the consideration of closure process - not a decision to proceed with the closure.

The rationale, pertinent facts, and information about the proposed closure is available on CBE's public website and All Boys Program website. This information is one part of the information that has been, and will be, reviewed and considered by The Board of Trustees. Before making any final decision on the closure of a school, the Board follows a process to secure additional input from parents and the general public, including:

- convening this public input meeting to provide important and relevant information; and
- providing an opportunity for the public to share their perspectives with the Board.

Following this meeting, additional comments or concerns may be provided in writing by Tuesday, December 10, 2024. The details for written submissions are set out in the parent letter sent through School Messenger on September 25, 2024, and the details for submissions are also available on the CBE public website. Trustees are here to listen to your comments and questions as your input will inform the Board's decision-making on this matter. Throughout tonight's discussion and the entire consideration of closure process, Trustees will be paying close attention to what the public have to say.

All of the information collected during the consideration of closure process will be weighed very carefully by the Board of Trustees before any final decision is made.

The Board of Trustees tentatively anticipates debating the merits of this matter and making a decision regarding the proposed closure on Tuesday, December 17, 2024 at a public meeting of the Board of Trustees.

The Board of Trustees' ongoing commitment is to provide educational programs and services in learning environments throughout Calgary that are safe, welcoming, caring, and respectful to promote the wellbeing of each student. To honour that commitment, the Board needs to take into consideration many factors, including student enrolment levels, the ability to resource instructional programming, the health and safety of students, and accessibility. The Board also considers financial factors to ensure the CBE is using resources effectively. The Board takes the information received and makes decisions, on a system-wide basis, serving the overall interests of public education within the CBE.

Consideration of closure of a school is a serious matter to the Board of Trustees. The Board also appreciates that it is very significant to the students, parents, and other members of the community.

The attendance of CBE administration is to assist the Board of Trustees with the presentation, to respond to the public's questions, and to help Trustees manage the process for this meeting.

On behalf of the Board of Trustees, Chair Bolger thanked everybody for attending the meeting.

MEETING PURPOSE AND OUTLINE

Chair Bolger noted the purpose of the meeting is two-fold: firstly, it is for Administration to outline the rationale for the proposed closure, and to share relevant information about the timing of the proposed closure and the proposed accommodation plans for students affected; secondly, it is to provide the public an opportunity to share their perspectives about the proposed closure with the Board.

The agenda has been arranged to ensure that everyone will have ample opportunity to ask questions and make any comments they may have. The public's comments and questions at this meeting will form part of the formal material that the Board of Trustees will consider, as they review this matter and ultimately reach a decision.

MEETING STRUCTURE

Chair Bolger asked everyone to observe the meeting structure, which included:

- comments and questions to be addressed following the presentation portion of the meeting;
- limiting questions or comments to five minutes; and
- being respectful of differing opinions and everyone's right to speak.

ADMINISTRATION PRESENTATION

What is the All Boys Program

Administration provided an overview of alternative programs that can be developed to meet the specific educational interest of students and their parents, as required by the Education Act and as outlined in the *Government of Alberta Alternative Programs Handbook*, and if the program is aligned with the specific program mandate and intended outcomes. Highlights regarding the All Boys Program were shared, including:

- The All Boys Program is a stand-alone K-6 alternative program within Sir James Lougheed School offering single-gendered programming for boys.
- It has been an alternative program at the CBE since 2012.
- The program's mandate is to actively engage students in a single-gendered environment to boost self-confidence and foster supportive relationships through coaching and mentorship.

Rationale for the Proposed Closure

Administration provided an overview of the following factors considered in bringing a recommendation to the Board of Trustees to commence the public input process to consider the closure of the All Boys Program:

- The All Boys Program is not meeting its intended alternate program mandate, specifically as in the *Government of Alberta Alternative Programs Handbook* and as in the stated program objectives of the CBE *Program Integrity Framework for All Boys Program*.
- The focus has shifted from the intended outcome to ensuring the social-emotional wellbeing of students is maintained, with the All Boys Program having up to 61% of students with special education coding, as compared to the CBE average of 19.4%. A summary of supports across the CBE was provided, noting that the students' learning needs may be met equally in other CBE school settings.
- Operating this school at the current enrolment levels is not sustainable. A steady decline in enrolment means it has become more challenging to offer a full range of educational programs, resulting in a multi-grade configuration based on enrolment, complexity, and staffing resources.
- Responsible stewardship of the CBE budget, noting the cost per-student in the All Boys Program is inequitably high compared to other CBE alternative programs or other school settings.
- The utilization rate is too low to optimize program richness and variety and to receive maximum operational and maintenance dollars as per the current provincial funding model.

Financial Impacts

Administration provided an overview of financial impacts:

- If the Board of Trustees decides to close the All Boys Program, the ongoing maintenance costs of \$165,000 for Sir James Lougheed School will continue, as the building will remain in use for elementary programming. Higher enrolment will significantly reduce the cost per students.
- Over the next five years, additional funding of \$470,000 would be needed to support the program. This is a reflection of the fact that a small student population does not attract sufficient funding since the CBE receives funding based on the number of students.
- The overall cost per student at the All Boys Program is 60% higher than the average cost per student. Higher enrolment as a regular program school would bring the average cost per student in line with the CBE average.
- No financial impact is expected for schools that will receive students from the All Boys Program.
- Closing the All-Boys Program would allow for more equitable distribution of CBE funds and resources, ultimately supporting student success.

Three-Year System Student Accommodation Plan

Administration provided an overview of the Three-Year System Student Accommodation Plan, noting the annually published report identifies schools with very high or very low utilization rates and may require an accommodation plan in the near future to manage areas of concern.

The All Boys Program was first identified on the SSAP during the 2018-19 school year and parents received an update letter in January 2022 informing them of the program's continued inclusion in the SSAP. It was additionally noted that:

- Registration has decreased 50% over five years.
- Enrolment peaked at 177 students in 2016 and has been declining ever since.
- In September 2024 only 33 students were enrolled, putting the utilization rate at 23%, well below the current provincial funding model's requirement of an 85%+ utilization rate to receive maximum operational and maintenance dollars.
- There have been no kindergarten registrations since the 2020-21 school year.

Proximity, Access and Transportation

Administration provided an overview of transportation impacts should the Board of Trustees decide to close the All Boys Program, noting:

- For 90% of students in the All Boys Program, their designated regular-program school is closer to home, in some cases significantly closer.
- The rest of the students live close to the Sir James Lougheed School building. If it were opened for regular program use, their travel distance would remain the same.
- Two buses currently serve students in the All Boys Program.

Enrolment and Impacts

Administration provided an overview of current enrolment and impacts, noting:

- The 33 students currently attending the All Boys Program live in 23 communities across Calgary.
- Of those 33 students, seven are in grade 6 and will move to middle/junior high schools in the 2025-26 school year; next year there would be 26 students who would need to move back to their designated schools, should the program close.
- These students are designated to 19 different regular program schools.
- Given the small number of students who would be attending each school, the impact of enrolment in their designated schools is expected to be low.
- There is space available in most of the designated schools.

Student Supports in Regular Program Schools

Administration provided an overview of student supports in regular program schools, highlighting:

- Educating students with diverse learning needs in inclusive settings is the first placement option considered by school authorities as per the Education Act.
- A significant majority of students with identified special education needs are supported in inclusive community settings; there are many supports available through Area learning teams and system resources.
- Every CBE school has staff that provide hands-on learning activities through a social-emotional lens supporting students in identifying strategies for regulation and emotional wellbeing.
- In some cases, additional supports are provided.

Transition Plans

Administration provided an overview of transition planning, noting that if the Board of Trustees decides to close the All Boys Program, CBE students will be transitioned between schools through a thoughtful process involving staff, students, and families. The successes of each student are celebrated, and the accommodations the current school has in place that support student success would be shared with the receiving schools to best support each student as individual learners. Parent and student voice are an important part of the transition process, and students and families can often visit a school in advance and meet with some of the staff members they could be interacting with before attending a new location. Transition plans may address student learning, supports and/or safety, and are created collaboratively between the school and family.

Transition plans may include:

- Opportunities for parent and student voice during the transition process;
- Transition conferences with parents/guardians;

- Collaboration and sharing between All Boys Program staff and receiving staff;
- IPP articulation meetings between schools to ensure successful transition and integrity in the IPP process;
- Clearly communicated transportation plans;
- Invitation to school council meetings at receiving schools to ensure parent connection and community;
- Clear communication about timelines; and
- Opportunity for All Boys Program students to leave a legacy project at Sir James Lougheed School.

The Future of the Sir James Lougheed School Building

Administration provided an overview of plans for the Sir James Lougheed School building, should the Board of Trustees decide to proceed with closure of the All Boys Program, highlighting the intention to use the school for a regular elementary school program to reduce enrolment pressures at other CBE schools.

Proposed Timeline for Implementation

The proposed timeline for implementation, should the Board of Trustees decide to proceed with closure of the All Boys Program, was reviewed:

- Board of Trustees' public meeting, decision for All Boys Program on December 17, 2024.
- If the Board of Trustees' decision is to close All Boys Program, there will be a six-month period for transition planning for students that will occur from February to June 2025.
- Implementation in the September 2025/26 school year.

OPEN DISCUSSION, QUESTIONS AND COMMENTS FROM PARENTS AND PUBLIC

Chair Bolger reiterated that the Board of Trustees were present to hear public input and that the Board will ultimately be the sole decision makers regarding the status of the All Boys Program. She pointed out it would not be appropriate in the middle of the process for Trustees to respond directly to questions or to engage in debate. She noted that as the meeting Chair she would direct the question to an appropriate CBE staff member for response. She asked the public to state their first and last name and spell it for the record and identify their interest or relationship to the All Boys Program.

Simone Lalonde, parent and school council chair – spoke to the complex needs of the students, the model of supports for students, and how these students will be supported in regular program schools. She also expressed concerns about the loss of community and specialized supports.

Administration responded, highlighting the importance of the practices that support complex learners and addressed concerns about accessing those supports in regular program schools, noting that this would be part of individualized transition plans for each student.

Patrick Cloutier, parent – spoke to concerns about the social and mental wellness impacts on the students who will be separated from the community they have built in this program.

Administration responded to these concerns and the challenges of transition that students experience, noting the work that would be done in transition planning to address the individual needs of each student, and the skilled staff across the system in place to address complex learning needs.

Patrick Cloutier, parent – spoke to the neurodiversity of the students in All Boys Program, and the fact that many of the students chose to leave their regular programs as their needs were not being met.

Administration responded noting that there are other alternate program options that can be explored for individual students, offering programs of choice for parents and families. It was also noted that there are many neurodiverse students who are accommodated in their regular programs on an individual basis.

Ashley Hug, parent – spoke to concerns about the capacity for neurodivergent students' needs to be met in regular programming and the importance of recognizing neurodivergent student needs.

Sarah McKenzie, parent – spoke to concerns about the capacity for neurodivergent students' needs to be met in regular programming, student improvement in the All Boys Program, and the lack of common knowledge of the All Boys Program.

Jennifer Hardy, parent – spoke to poor experiences in regular school programming, the lack of common knowledge of the All Boys Program; student improvement in the All Boys Program, and the concern that regular school programming is not equitable for complex learners.

Sheila McKenzie, grandparent – spoke to the lack of common knowledge about the All Boys Program.

Isabell Reznik, Rutland Park community member – spoke about previous involvement in the closure process of the Sir James Lougheed regular program elementary and her pleasure to know that the school building will continue to be used for school programming, either through the continuation of the All Boys Program or as a regular program elementary school.

Pam Kuhn, parent – spoke to poor experiences in regular school programming, positive impact on students and families in the All Boys Program; the lack of kindergarten at the All Boys Program this year, the community of special needs parents, and concerns about returning to regular school programming.

Administration responded to concerns shared, noting the importance of these concerns, but noted that the All Boys Program mandate is not aligned with its original intent as is required by Alberta Education and the Education Act, as in the *Government of Alberta Alternative Programs Handbook*, to which the CBE is bound. Administration also noted the requirement for CBE to be fiscally responsible to fund programs equitably and to provide supports for students within the principles of inclusive education, whether that be in other alternative programs or in regular

program classrooms. Administration also affirmed the commitment of the CBE to make the decisions that are best for all students.

Simone Lalonde, parent and school council chair – questioned why other options were not considered to ensure continued success of the All Boys Program, including promoting the program or adding other programming to the building alongside the All Boys Program. She also spoke to concerns that regular program classrooms are not able to provide efficient supports and about the lack of educational assistants in schools.

Administration responded, highlighting the ways that the All Boys Program has been promoted and to the availability of resources and supports in regular program classrooms.

Simone Lalonde, parent and school council chair – questioned why the All Boys Program mandate was not updated and promoted as a program for neurodiverse students.

Administration spoke to staffing in area schools, and to the restrictions of *the Alberta Government Alternative Programs Handbook* and the *CBE Program Integrity Framework for All Boys Program* and the All Boys Program mandate that CBE must remain in alignment with.

Keith Wilson, community member – spoke to having his mind changed about the need for the program as it exists.

Kayla Caravan, family member, community member, and mental health practitioner – spoke to the positive impact of the All Boys Program on students, the capacity of regular program classrooms to meet the needs of complex learners, the lack of promotion of the All Boys Program, the possibility of updating the school's mandate to meet the need, the possibility of sharing the space with another program, the accessibility of other specialized programs for these students, and questions what parts of the mandate are not being met.

Administration responded, highlighting the high utilization pressures across the CBE, noting that within the limited space of the Sir James Lougheed School building, a school-within-a-school option would still result in higher than equitable costs. It was also noted that increased promotion of the All Boys Program to reach equitable enrolment rates would result in the same high class sizes as in other CBE schools, as a single-gender program, noting it would not still be the specialized complex learner environment parents are speaking about, as that is not the mandate of the All Boys Program.

Amanda Nori, former parent – shared on the success of students in the school, the cost barriers to private school options; and asked how a school mandate for neurodiverse students could be created.

Deborah Mathias, former parent - spoke to concerns about access to supports in regular program schools, the desire to see programming for neurodiverse students available to girls, and concerns about the impact of closing the program on student wellbeing and mental health.

Paul Webster, former teacher – spoke about the financial in-equitability and teacher-student ratio in-equitability of the All Boys Program and the impacts on transportation for local neighbourhood students.

Rosa Marcaeau, parent of an adult ASD son – spoke to poor experiences in regular school programming, the needs of complex learner students, and questioned whether a specialized learning program could be opened to junior high and high school students to increase utilization.

Janelle Sunderland, parent – spoke to the positive impact on students and families in the All Boys Program and the need for specialized programming.

Sarah Jorawsky, parent – thanked Trustees and administration for listening, and spoke to the context of the pressures in the CBE, poor experiences in regular school programming, the positive impact on students in the All Boys Program, concern about having to transition to another school, and the need for specialized programming.

Alex Boubetrin, parent – spoke to poor experiences in regular school programming, lack of supports, the lack of common knowledge of the All Boys Program, and the need for specialized programming.

Heather Humble, parent – thanked Trustees and administration for listening and spoke to the mandate of the school and belief that it is being met, the positive experience with the All Boys Program, charter schools, concerns about the transition and loss of community, and concerns about availability of space in other specialized program options.

Craig Marceau – president of the Rutland Park Community Association, parent of an adult ASD son – spoke to the benefits of specialized programming for neurodiverse students and asked about opportunities to increase enrolment and utilization in the All Boys Program.

Administration responded, highlighting promotion of the All Boys Program that has been done, and addressed the costs that would remain if the class sizes stayed as small as they are, noting that for the school to become financially equitable the class sizes and programming would become similar to other regular program schools, likely not meeting the desired expectations of parents of current All Boys Program students.

CLOSING REMARKS

Chair Bolger reiterated that following this public input meeting the public has until Tuesday, December 10, 2024 to provide further written submissions to the Board of Trustees regarding this closure consideration, to the following:

Attention: David Dyck
CBE
3445-37 Street SW
Calgary AB T3E 3C2
t | 403-777-8750
e | Area7@cbe.ab.ca

Email directly to BoardofTrustees@cbe.ab.ca

Chair Bolger thanked everybody for attending the meeting and for providing respectful comments and input. The Board of Trustees tentatively anticipates debating the merits of this matter and

making a decision regarding this school closure consideration on or about Tuesday, December 17, 2024 at a public meeting of the Board. The observations, comments and questions by the public are valued and will form part of the material that Trustees will consider as they review the matter and ultimately reach a decision. She noted that the public's input at this meeting has been an important contribution to the Board of Trustees' decision-making process.

Chair Bolger declared the meeting closed at 9:05 p.m.

Note to Reader:

The Minutes of the Public Input Meeting Regarding Consideration of Closure of All Boys, in-person at Sir James Lougheed School on Tuesday, October 22, 2024 include the major points of discussion - they are not a verbatim transcript of the meeting.

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**Calgary Board
of Education**

report to Board of Trustees

Recommendation to Commence Public Input to Consider Closure of the All Boys Program

Date	September 24, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator(s)	Dany Breton, Superintendent, Facilities and Environmental Services Michael W. Nelson, Superintendent, School Improvement Jennifer Turner, Superintendent, School Improvement
Governance Policy Reference	Governance Policies GC-3E(2): Closure of Schools Procedure Operational Expectations OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-4: Treatment of Employees OE-5: Financial Planning OE-7: Communicating With and Support for the Board OE-8: Communicating and Engaging with the Public OE-9: Facilities
Resource Person(s)	David Dyck, Education Director, Area 7 and Well-Being Lisa Nachtigal, Education Director, Area 4 and Alternative Programs Aubrey Fletcher, Education Director, Area 1 and Teaching and Learning with Technology Chris Radu, Education Director, Inclusive Education Catherine Ford, Director, Planning Tanya Scanga, Director, Corporate Financial Services Erik Sprong, Principal, All Boys Program Karen Drummond, Manager, Community Engagement Brenda Gibson, Manager, Transportation Services Deb Hamilton, Community Engagement Advisor



1 | Recommendation

It is recommended:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process for the proposed closure of the All Boys Program at Sir James Lougheed School in accordance with *GC-3E(2) Closure of Schools Procedure*.

2 | Issue

The All Boys Program is a stand-alone K-6 alternative program within Sir James Lougheed School offering single-gendered programming for boys.

The All Boys Program's mandate is to actively engage students in a single-gender environment to boost self-confidence and foster supportive relationships through coaching and mentorship. However, over time, the program's focus has shifted to address the increasingly complex learning and behavior profiles of its students, a need that is already being met by community schools and various CBE special education services. This shift resulted in the intended outcomes of the alternative program not being met.

Additionally, the program has seen low and declining enrolment and, as such, was first identified in the CBE *Three-Year System Student Accommodation Plan* (SSAP) in the 2018-19 school year. All Boys Program families received an update letter in January 2022 informing them that the school was continuing to be included in the SSAP due to declining student enrolment.

A program evaluation, completed in 2023, found that this program was not effectively meeting intended alternative program outcomes and that there was a need to make changes to ensure funds and services are utilized in an equitable way for all CBE students. This is further discussed *Background*.

Under the Board's *GC-3E(2) Closure of Schools Procedure*, the closure of a program requires a formal closure process.

3 | Background

The All Boys Program has been an alternative program at the Calgary Board of Education (CBE) since 2012. Enrolment in the program peaked at 177 students in 2016 and has been declining ever since. For the 2023-24 school year, 51 students were enrolled in September. The number declined to 48 as of May 2024. Enrolment as of August 29, 2024 was 30 students. The enrolment is lower than expected as several students moved out of the city, relocated to private schools or other schools in CBE. Some of these families chose to relocate to other CBE schools due to the late, unexpected cessation of the before-and-after school care provider.

The All Boys Program was first identified on the SSAP during the 2018-19 school year and has remained on the SSAP since that time. In the 2022-23 school year, the CBE conducted a program evaluation of the All Boys Program that considered the program's effectiveness, efficiency and economy.

The evaluation looked at the program's intended outcomes, student results data, school development plans, facility costs and per student funding data. The CBE also conducted surveys to understand the thoughts and perspectives of staff, students and parents. Four staff, 17 parents and 54 students shared their perspectives via the surveys conducted during the program evaluation. Survey results indicated strong support for the program while also highlighting challenges related to increased student complexity within a small cohort of students.

The intended outcome of the program is identified as providing active engagement in a single-gender program to increase self-confidence and develop caring relationships through coaching and mentorship. The findings of the program evaluation indicate that the program is not operating in alignment with the Government of Alberta [Alternative Programs Handbook](#), the *Education Act* or the stated program objectives of the CBE *Program Integrity Framework for All Boys Program* (see Attachment I). The focus has shifted from the intended outcome to ensuring the social-emotional well-being of students is maintained, with the All Boys Program having up to 61 per cent of students with special education coding as compared to the CBE average of 19.4 per cent. Students with similar special education codes are supported in schools across our system. Teachers in CBE schools provide hands-on learning activities through a social-emotional lens and support students in identifying strategies for regulation and emotional well-being. As such, students' learning needs attending the All Boys Program may be met equally well in other CBE school settings.

The program evaluation also indicated the program's efficiency and economy are limited, with the program experiencing declining enrolment, high attrition rates, increasing student complexity and, as a result, disproportionately high costs per student.

A program evaluation summary was shared with staff and families in February 2024 (see Attachment I).

4 | Analysis

Program Evaluation

The 2023 All Boys Program evaluation considered its economy, efficiency and effectiveness.

Despite a strong and committed administration and staff and support from passionate families, educational outcomes for the All Boys Program are not being significantly impacted as a result of single-gendered teaching and the program is not effectively meeting its intended outcomes. Contributing factors include declining enrolment, with registration having decreased by 50 per cent over five years and

increasing complexity of student learning/behaviour profiles relative to total student population.

Moreover, the program is unable to maximize efficiency, with low and declining enrolment making it challenging to use space and resources efficiently. The utilization rate of the school is 32 per cent; this during a time where most CBE schools are experiencing record enrolment and space for students is in high demand. The current utilization rate is also well below the 85 per cent required to receive maximum operational and maintenance dollars from the Government of Alberta. Class sizes are significantly smaller than the CBE average, which has resulted in the school being unable to staff appropriately within the Resource Allocation Method (RAM) funding. In addition, significant system funding has been necessary to have the required teachers. All these factors make it challenging to use this facility and associated funding for maximum impact across the CBE.

Additionally, the program is not economically sustainable, with the cost per student in the All Boys Program 60 per cent higher than the cost per student in other elementary school programs. In the context of the broader budget available to support student needs across the CBE and a budget that has been challenged further during these years of record enrolment, the allocation over five years of an extra \$460,000+ to the All Boys Program has impacted the supports and services available for students enrolled in other schools. Continued funding of this program in its current form is not sustainable nor equitable for CBE students.

After close consideration of the findings of this evaluation in relation to other CBE programming and student learning opportunities, CBE Administration is proposing the closure of the All Boys Program. The closure is proposed to be implemented at the end of the 2024-25 school year (June 2025). Students' learning needs will be reviewed in alignment with our current placement processes to determine the best educational placement (regular program or another program), commencing in September 2025.

There are multiple reasons for the closure to be recommended, including the following:

- The program is not operating in alignment with the Government of Alberta *Alternative Programs Handbook* or the stated intent and alternative program outcomes within the *Program Integrity Framework*.
- Student learning needs can be effectively met in other CBE school settings.
- Enrolment is low and declining. Operations at current enrolment levels are not sustainable.
- The cost per All Boys Program student is inequitably high.
- Utilization rates are insufficient to receive maximum operational and maintenance dollars as per the current provincial funding model's requirement and the space may be better utilized to support other educational programming opportunities as the system utilization rate continues to rise.

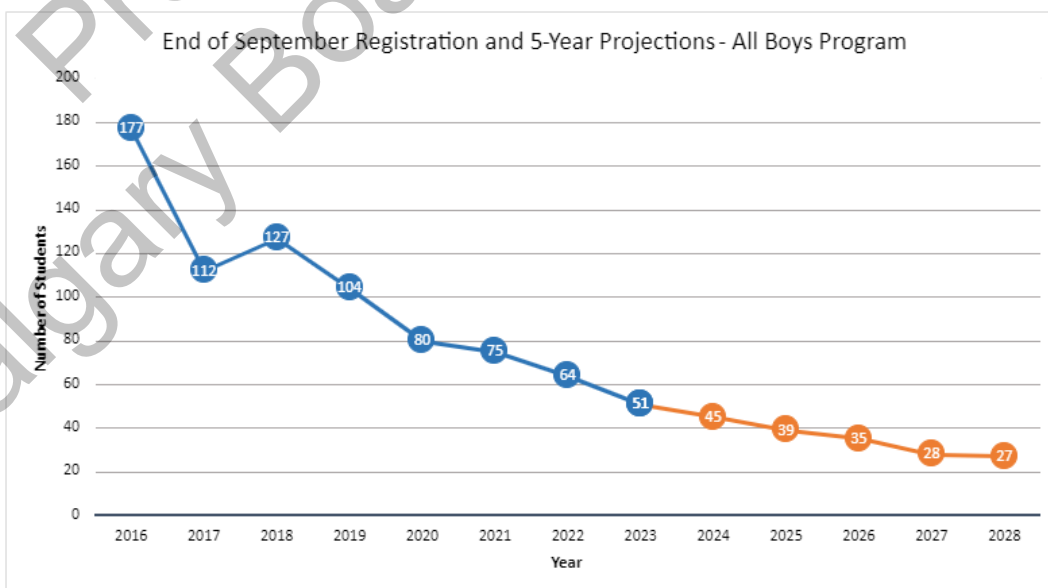
In addition, other considerations suggested by parents such as moving, repurposing or renaming the program are not feasible for the following reasons:

- Moving the All Boys Program to operate alongside another program still poses the problem of small class sizes and is not sustainable during a time when we are experiencing increased space limitations throughout the system. Also, this would result in continued inequity among programs.
- Moving the program would not resolve the primary challenge that the All Boys Program is currently operating out of alignment with the intended focus of the program and is not meeting the program's learning outcomes.
- Creating a single-gender specialized education program is not consistent with the CBE's continuum of specialized supports and services and would continue to allocate disproportionate resources to a specific group where their needs can be met in an inclusive setting.
- Intended learning outcomes of an alternative program cannot be significantly changed. Rather, repurposing an alternative program requires adherence to processes and guidelines set by the Alberta Government and would require closing the current program and applying to create a new program, in accordance with the outlined guidelines.

Student Enrolment, Space, and Utilization

Enrolment in the All Boys Program peaked at 177 students in 2016 and has been declining ever since to the 51 students enrolled in the program at the end of September 2023, putting the utilization rate of the school at 32 per cent.

Future enrolment projections based on the current rate of attrition would see the number of students decline to 27 students by 2028, leaving the school substantially under-utilized at a time when the CBE needs space to accommodate unprecedented growth in the student population.



The All Boys Program was first identified on the SSAP during the 2018-19 school year due to low enrolment and has been included on the report every year since that time. Low enrolment impacts the richness and variety of program offerings and operating efficiencies, and all schools with enrolment less than 70 per cent are reviewed annually for inclusion on the SSAP. Schools operating below the 85 per cent utilization threshold do not receive full funding for operations and maintenance of the school facility.

Proximity, Access and Transportation

If the proposed closure is approved, students in the All Boys Program would have the opportunity to attend their designated regular-program school or another CBE program starting in the 2025-26 school year. For 90 per cent of students in the All Boys Program, this would provide the opportunity to attend a school closer to home, in some cases significantly closer. The rest of the students live close to the Sir James Lougheed School building itself and if it were opened for regular program use, their travel distance would remain the same.

As of May 14, 2024, there were 48 students attending the All Boys program. There are 31 regular-program schools to which current students in the All Boys Program are designated. Regular-program designation areas for current All Boys Program students were mapped to determine impacts upon receiving schools (see Appendix II). Given the small number of students who would be attending each school, the impact on enrolment in their designated schools is expected to be low. In addition, there is space available in the majority of the designated schools to accommodate students currently enrolled in the All Boys Program. Six of the designated schools, to which six current All Boys students would be designated, are currently being overflowed to other nearby schools that are nonetheless closer to their residence than the current All Boys Program.

Student Supports in Regular-Program Schools

Based on 2022-23 CBE special education data, the system-wide percentage of students with special education coding is 19.4 per cent. Given this reference point, the All Boys Program can be considered to have significantly higher rates of students requiring special education coding. The rate of student complexity over the past five years has ranged from 51 to 61 per cent and in the last three years has been within two percentage points of the 61 per cent high.

Coding	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Mild/Moderate	39	30	25	22	18
Severe	26	28	24	24	20
Population %	51%	56%	61%	61%	59%

The All Boys Program is not intended to be a program focused on serving the needs of students with exceptional needs.

In Alberta, educating students with diverse learning needs in inclusive settings is the first placement option considered by school authorities (Alberta Education, 2020). We support a significant majority of our students with identified special education needs in inclusive community school settings, and there are many supports available through Area learning teams and other system resources.

Every CBE school has staff that provide hands-on learning activities through a social-emotional lens supporting students in identifying strategies for regulation, and emotional well-being. In some cases, additional supports are provided. This continuum of supports may include:

- alternative seating (e.g., ability to work in different spaces, using a standing desk to support need for movement)
- visual schedules (schedule for the day posted in highly visible space)
- timers (show how much time a student has to work on tasks)
- social stories (visual tool to illustrate desired behaviours)
- sensory tools and spaces (e.g., supports for students that require sensory input such as squishy ball or theraputty, and sensory rooms)
- checklists to support executive functioning skills (e.g., organization, staying focused, multiple step instructions, task initiation, planning, time management, self-regulation, etc.)
- specific and targeted Individual Program Plan (IPP) goals and conditions for success
- structured and built-in movement opportunities
- noise-cancelling headphones
- flexible schedules
- student-specific task bins
- preferred and non-preferred tasks to build stamina and efficacy
- support from speech-language pathologists, occupational therapists and physiotherapists where needed

In addition to the continuum of supports listed, all schools have access to Area learning team supports including strategists, behaviour support workers, family school liaisons and psychologists. Schools can also request supports for service from the Inclusive Education, Indigenous Education, Well-Being, Diversity and Inclusion, Sexual Identity and Gender Identity (SOGI), and English as an Additional Language teams in support of student success.

In addition to the breadth and depth of resources, supports and services for students, schools with larger student populations can also provide a wider range of extracurricular opportunities, enabling students to explore what interests them more deeply.

Hearing from Affected Communities

In early February 2024, staff, students and families of the All Boys Program were informed about the CBE's plans to submit a report to the Board of Trustees recommending the commencement of the public input process for the proposed closure of the All Boys Program.

Communication included the following: a [project webpage](#) launched February 7 with links to the project plan, program evaluation summary, FAQs, and other information (see Attachment III: Project Communication); parent emails sent February 7, 15, 21, and March 5 and 21; and in-class conversations with students on February 8.

Students, families and staff were invited to learn more and share their thoughts through the following opportunities:

- February 7 All Boys Program staff meeting;

- February 27 in-person parent information session: approximately 30 parents attended;
- Staff online survey open March 5-22: seven staff completed;
- Online discussion forum available for families March 5-April 5 to share comments and questions: 15 parents participated, posting a total of 21 comments and questions;
- March 20 discussion at virtual school council meeting: 10 parents attended; and
- One-on-one conversations with Area 7 education director in late March to April.

Perspectives gathered from the above opportunities were largely consistent amongst parents and staff. There were two key points that emerged: concern about students receiving the supports they need in a regular-program environment and advocacy for the program as a space for neurodiverse learners. Advocacy for maintaining the program was not tied to the original intended focus and learning outcomes of the All Boys Program.

The full comments from the discussion forum for parents and the staff survey are available in Attachment V. These comments are consistent with the perspectives shared at the February 27 parent session, March 20 school council meeting and the February 7 staff meeting. While families were invited to participate in one-on-one conversations with the Area 7 Education Director, no one availed themselves of the opportunity.

The perspectives that were shared will be considered in transition planning and communication with families in the event that closure of the program is approved.

Transition Planning

If the proposed closure is approved, CBE and school leaders will work closely with All Boys Program students and families to develop an appropriate transition plan for each student.

CBE students are transitioned between schools through a thoughtful process that involves staff, students, and families. The successes of each student are celebrated, and the accommodations current schools have in place that support student success are shared with receiving schools to best support each student as an individual. Parent and student voice are an important part of the transition process, and students and families can often visit a school in advance and meet some of the staff members they could be interacting with before attending a new location.

Transition plans may address student learning, supports and/or safety. They are created collaboratively between the school and family. Transition plans may include the following:

- opportunities for parent and student voice during the transition process;
- transition conferences with parents/guardians;
- if a student has an IPP, parents will meet with the existing and receiving school;
- collaboration and sharing between All Boys Program staff and receiving staff;

- IPP articulation meetings between schools to ensure successful transitions and integrity in the IPP process;
- clearly communicated transportation plans;
- invitation to school council meetings at receiving schools to ensure parent connection and community;
- clear communication about timelines; and
- opportunity for All Boys Program students to leave a legacy project at Sir James Lougheed School.

The Future of the Sir James Lougheed School Building

The CBE has experienced record-breaking enrolment for the last two years, adding over 13,000 students between September 2021 and September 2023. Additionally, the CBE's enrolment is forecasted to increase by over 22,000 by 2033. As of the end of September 2023, the system utilization rate for kindergarten to Grade 4 was 86 per cent and 93 per cent for Grades 5-9. Ergo, although a specific accommodation plan for the school would be developed following a potential Board decision to close the All Boys Program, the school building is expected to continue to be used for elementary-level school programming.

5 | Financial Impact

A detailed financial analysis was done as part of the program evaluation that took place in 2022-23. When this evaluation was done, it showed the combined Operations & Maintenance (O&M) and deferred maintenance cost per student in the All Boys Program is ~\$59,000, as compared to the elementary school average of ~\$13,000. The O&M cost per student without deferred maintenance is \$2,700, as compared to the elementary school average of ~\$850.

Between 2018-2023, the All Boys Program received over \$45,500 in additional Area funding and \$422,092 from the Criteria Based Response Fund (CBRF) to support extra staffing.

Overall, the cost per student in the All Boys Program is 60 per cent above the cost per student in other elementary school programs. In addition, the two buses serving students of the All Boys Program operated at a combined loss of over \$68,250 in the 2023-24 school year.

The high cost of operating the All Boys Program is not sustainable into the future, nor does it support equity for all CBE students across our system.

Should the proposed closure be approved, the school building is expected to be retained for elementary-level school programming. This means the ongoing maintenance costs for the building (approx. \$165,000/year) would continue. However, the cost per student would be expected to be close to the CBE average as higher student numbers can eliminate the dependency upon the CBRF for supplemental funding. This would allow operations to be more efficient while concurrently reducing enrolment pressures being experienced by other CBE schools.

Given the distribution of students in the All Boys Program across the city and the small number of students that would be added to each of the 30 identified schools, there is no significant financial impact anticipated for those schools.

In considering all of the additional costs currently required to operate the All Boys Program, closure of the program would allow for a more equitable distribution of CBE funds and resources in support of student success.

6 | Implementation Consequences

If the proposed closure is approved, implementation would help the CBE to equitably and effectively support strong learning outcomes for all students across our system.

CBE and school leaders would work closely with All Boys Program students and families to develop an appropriate transition plan for each student. There would be ample time for discussions and collaboration amongst leaders, staff, students and families.

The All Boys Program administration and staff would gather feedback from parents on additional areas on which they would like the school to focus during their child's transition that have not been mentioned under section 'transition planning'. These plans would include a learning profile for each student identifying strengths and areas for growth. A meeting with the receiving school would take place prior the end of June 2025 to share the transition plan with both the parent/guardian and student.

7 | Conclusion

It is important to ensure alternative programs are operating in alignment with the Government of Alberta *Alternative Programs Handbook*, and the CBE's *Program Integrity Framework for All Boys Program*, which outline the stated intent and learning outcomes for the program. In evaluating the All Boys Program, a major finding was that the program has evolved from the intended single-gender focused education to providing boys with structured social-emotional supports, based on the needs of the boys enrolled in the program. This shift has resulted in the originally intended learning outcomes of the All Boys Program not being met. Additionally, the program evaluation found low and declining enrolment, inequitably high costs per student and unsustainable funding requirements.

Program evaluation findings indicate students' learning needs may be met equally well in other CBE school settings, with teachers able to provide hands-on learning activities and support students in identifying strategies for regulation and emotional well-being. Students may also find increased extracurricular opportunities and more student supports and services in schools with larger school populations.

While it is the CBE's firm belief that All Boys Program students' needs can be met equally well in other CBE school settings, it is important to pay close attention to the concerns and experiences expressed by the families of current All Boys Program students. As such, thoughtful and individualized transition plans are essential to this process.



JOANNE PITMAN
CHIEF SUPERINTENDENT

ATTACHMENTS

Attachment I: Program Integrity Framework for All-Boys Program

Attachment II: All Boys Program - Summary of the 2023 Program Evaluation

Attachment III: All Boys Program Student Locations and Designated Schools

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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



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Program Integrity Framework for All- Boys Program



May
2012

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



Advisory Committee:

Carol Murray
Garry Jones
Diane Nowlan

System Principal, Area IV
Principal
Specialist, Learning Services

Stakeholder Feedback:

Teachers
Parents

All teachers

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May
2012

Program Integrity Framework All-Boys Program

Statement of Principle

Calgary Board of Education students have equitable access to a program that develops the academic, social, physical and emotional needs of boys.

Key Characteristics

- Alberta Programs of Study through an instructional approach that best meets the learning needs of boys¹
- development of leadership through “Just for Boys” and “The Leader in Me” programs
- books and curricular materials that excite boys and are integrated into all aspects of curriculum
- opportunities for boys to express themselves through the fine arts
- encourages full participation in appropriate personalized activities including wellness, physical fitness and athletic activity
- opportunities for mentorship networks with successful men
- builds on boys’ strengths to create an optimistic culture and an encouraging learning environment where boys achieve their personal best
- school uniform

Key Outcomes

- active engagement in a learning environment that focusses on the academic, physical, emotional and social needs of boys
- enhanced self confidence
- development of caring relationships through coaching and mentorship

Learner Profile

The All-Boys Program is especially suited for boys who:

¹ Younger, M., & Warrington, M. et.al., (2005). *Raising boys’ achievement* (Research Report: Key Stage 3 National Strategy key messages), Cambridge, UK: Department for Education. Available: <http://www.education.gov.uk/search/results?q=Raising+Boys'+achievement&page=2>

- benefit from a single gender approach to instruction
- are interested in curriculum that highlights what it means to be male in today's society

Entry Points

- open entry depending on space

Application Process

- Calgary Board of Education Student Registration Form (<http://www.cbe.ab.ca/Parents/register/default.asp>)
- Application Form for parent (see school website)
- Copy of the most recent report card if outside CBE
- An Individual Program Plan (IPP) if applicable

Costs to parents

- Calgary Board of Education Fees (<http://www.cbe.ab.ca/Parents/fees.asp>)
- Uniform fees (approximately \$400.00)

Transportation: <http://www.cbe.ab.ca/transportation/alternative.asp>

- bussing is provided from all quadrants of the city

For internal use

Administrator Skill-Set

- interest in single-gender education
- ability to articulate about and advocate for single-gender education
- mentor and role model to males

Teacher Skill-Set

- desire to work with male learners
- understanding of the learning needs of boys
- commitment to participate in and implement gender specific professional development

Professional Development

- focus on innovation and research regarding male single-gender education

Indicators for Program Monitoring

(Provided as a guide for program monitoring)

- academic improvement for all students
- increased enrolment
- sustained registration over the elementary years

System Requirements

- system support for cohesion across alternative programs
- longitudinal research of student success in an all-boys learning environment

References

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Sax, L. (2005). *Why Gender Matters*. Broadway Books: New York.

Spielhagen, F.R. (2011). "It all depends.."; Middle School Teachers Evaluate Single-Sex Classes. *RMLE Online*. Westerville: 2011. Vol. 34, Iss. 7; p. 1.

Younger, M., & Warrington, M. et.al., (2005). *Raising boys' achievement* (Research Report: Key Stage 3 National Strategy key messages), Cambridge, UK: Department for Education. Available: <http://www.education.gov.uk/search/results?q=Raising+Boys'+achievement&page=2>

All Boys Program - Summary of the 2023 Program Evaluation

Ongoing Monitoring and Evaluation

The CBE continually monitors and assesses schools and programs to ensure we are operating efficiently and economically while prioritizing student learning. Ongoing monitoring includes:

Three-Year System Student Accommodation Plan

Every year the CBE identifies schools that have a utilization rate of less than 70 per cent or greater than 95 per cent. This data serves as an indicator to school communities that changes may need to happen in the future.

Program Evaluations

At the CBE, periodic program evaluations are conducted to ensure each program is meeting its intended student learning outcomes effectively, efficiently and economically and that a program is demonstrating success in the areas of achievement, equity and well-being identified in our Education Plan.

The All Boys Program, a stand-alone K-6 program within Sir James Lougheed School, offers single-gender programming for boys. It has been an alternative program at the Calgary Board of Education (CBE) since 2012 with an intended outcome of providing active involvement in a single-gender program to increase self-confidence and develop caring relationships through coaching and mentorship. Meeting the program outcomes has been challenging due to declining enrolment, increasing student complexity and financial implications.

The All Boys Program and the CBE Three-Year System Student Accommodation Plan

Enrolment in the program peaked at just over 175 students in 2016 and has been declining ever since. When a school's utilization rate goes below 70 per cent, it is identified on the CBE's [Three-Year System Student Accommodation Plan](#) (SSAP). This means the CBE will closely monitor the school and may need to take action if utilization rates remain low. The All Boys School was first identified on the SSAP during the 2018-19 school year. All Boys families received an update letter in January 2022 informing them that the school was continuing to be included in the SSAP due to declining student enrolment.

Program Evaluation

In the 2022-23 school year, the CBE conducted a program evaluation of the All Boys Program that considered the program's:

Effectiveness

Is the program meeting its intended learning outcomes for students?

Efficiency

Is the program using space and resources efficiently?

Economy

Are learning outcomes being achieved economically and in line with CBE averages?

The evaluation looked at the program's intended outcomes, student results data, school development plans, facility costs and per student funding data. The CBE also conducted surveys to understand the thoughts and perspectives of staff and parents. Survey results indicated strong support for the program while also highlighting challenges related to increased student complexity within a small cohort of students.

The findings of the All Boys Program Evaluation clearly indicate support from a strong and passionate group of staff and families. As detailed on page three, findings also show that the program is not effectively meeting the intended outcome of providing active engagement in a single-gender program to enhance self-confidence and caring relationships through coaching and mentorship alongside male role models.



The CBE Approach to Monitoring and Evaluation

The CBE takes a thorough and thoughtful approach to monitoring schools and programs. This approach is:

- Rooted in CBE values:
 - Students come first.
 - Learning is our central purpose.
 - Public education serves the common good.
- Based on data and evidence.
- Mindful of the thoughts and perspectives of staff, students and families.

While students, staff and parents note the importance of the program for the male students it serves, decreasing enrolment alongside increasing complexities has resulted in a shifting focus to ensure the social-emotional well-being of students is maintained. This shift is not outside the scope of any community school in our system. Teachers in community schools provide hands-on learning activities through a social-emotional lens supporting students in identifying strategies for regulation, and emotional well-being. As such, students' learning needs may be met equally well in a community school setting.

Measures of the program's efficiency and economy are detailed on pages four and five. They show a program with declining enrolment, relatively high attrition rates, increasing student complexity and, as a result, disproportionately high costs per student.

Recommendation Based on Program Evaluation Findings

When considering economy, efficiency and effectiveness together for the All Boys Program, there is a need to make changes to ensure funds and services are utilized in an equitable way for all CBE students. After close consideration of the findings of this evaluation in relation to other CBE programming and student learning opportunities, CBE has decided to move forward with a recommendation to the Board of Trustees to commence the public input process on the proposed closure of the All Boys Program.

This recommendation is being put forward out of a desire to provide the best possible learning opportunities for students of the All Boys Program. Low student enrolment in the All Boys Program is limiting the learning and extra-

curricular opportunities available to students in comparison to what is available at other CBE schools with higher enrolment. With higher enrolment comes a wider range of resources, supports and services for students. These additional supports would be beneficial to students in the All Boys Program.

As we prepare the recommendation to commence the public input process for the proposed closure, we will have important conversations with staff and families from February to May of this year. We will answer your questions, share program options available to your student(s), and learn from you what is important to consider in individualized transition plans should the program close. The perspectives shared by the school community will be considered in developing the recommendation report, which will be submitted to the CBE Board of Trustees in fall 2024.

If the Board approves the commencement of the public input process on the proposed closure, they will provide time for public input before a final decision is made. The decision about whether or not to close the All Boys Program will be made by the Board of Trustees in alignment with [GC-3E\(2\): Closure of Schools Procedure](#). It is expected the decision would be made by December 2024.

All Boys Program Evaluation - Effectiveness

Effectiveness Summary

Despite a strong and committed administration and staff and passionate families, educational outcomes for the All Boys Program are not being significantly impacted as a result of single-gendered teaching. A contributing factor is the increasing complexity of student learning/behaviour profiles relative to total student population at All Boys Program. While the overall class sizes are small, the level of class complexity would suggest that over half of the students in each class would require an Individual Program Plan.

What We Looked At

- Intended and actual educational outcomes
- Report card results
- Provincial Achievement Test results (PATs)
- Professional learning opportunities
- School Development plans
- Staff, student and parent responses to a survey conducted in the 2022-23 school year.

What We Found

- For the past four years, the average report card result for students in the program for both English Language Arts and Mathematics was generally lower than the overall CBE average.
- In Grade 6 PAT results, students are achieving similar results at the acceptable level to their CBE and provincial peers. In both 2018-19 and 2021-22, no students from the All Boys Program achieved at the standard of excellence in the PATs with the exception of 2021-22 Mathematics.
- There is no evidence that single-gendered programming is directly impacting student achievement for the All Boys Program.
- Professional learning has focused on regulation and strategies to support challenging behaviours based on student complexities, rather than on topics related to single-gendered education.
- Parent survey responses indicate the program recognizes students' diverse ways of learning, student interests and abilities through hands-on learning, STEAM-focused tasks and collaborative projects, art residencies and opportunities for students to build confidence in learning and developing friendships.
- Teacher survey responses identified professional learning opportunities have not been specific to single-gendered learning and additional support is required for inclusive education, special education and the inclusion of male mentors/speakers. They also identified a need for more male staff and education assistant support for the All Boys Program.
- Analysis of the School Development Plans reveal a focus on literacy and mathematics instruction with some alignment to a single-gender approach.

All Boys Program Evaluation - Efficiency

Efficiency Summary

The low and declining enrolment in the All Boys Program makes it challenging to use space and resources efficiently. The utilization rate is well below the 85 per cent required to receive maximum operational and maintenance dollars from the Government of Alberta. While class sizes are significantly smaller than the CBE average, increased student complexity has required a higher investment, which has not made efficient use of funds for maximum impact across the CBE.

What We Looked At

- Student registration
- Attrition rates
- Class size
- Student complexity
- School utilization rates

What We Found

- Registration has decreased by 50 per cent over five years.
- The All Boys Program over the past four years has experienced varying rates of attrition ranging from 10.14 to 27.91 per cent with the highest rates in 2020-21 and 2022-23.
- There have been no kindergarten registrations since the 2020-21 school year.
- Class sizes have averaged 17 over the past four years, with a low of 15 students per class in the 2022-23 school year. This is well below the CBE target of 25 students per class.
- The All Boys Program has implemented a multi-grade configuration based on enrolment, complexity and staffing resources.
- The rate of student complexity in the program over the past five years has ranged from 51 to 61 per cent as compared to 19.4 per cent across the CBE.
- School utilization has decreased from 67 per cent in 2018-19 to 39 per cent in 2022-23. This is well below the current provincial funding model's requirement of an 85 per cent+ utilization rate to receive maximum operational and maintenance dollars.

All Boys Program Evaluation - Economy

Economy Summary

The average cost per student in the All Boys Program is substantially higher than the CBE average. In the context of the broader budget available to support student needs across the CBE, the allocation of significant extra funding to the All Boys Program has impacted the supports and services available for other students. Continued funding of this program in its current form is not sustainable and is not equitable for CBE students.

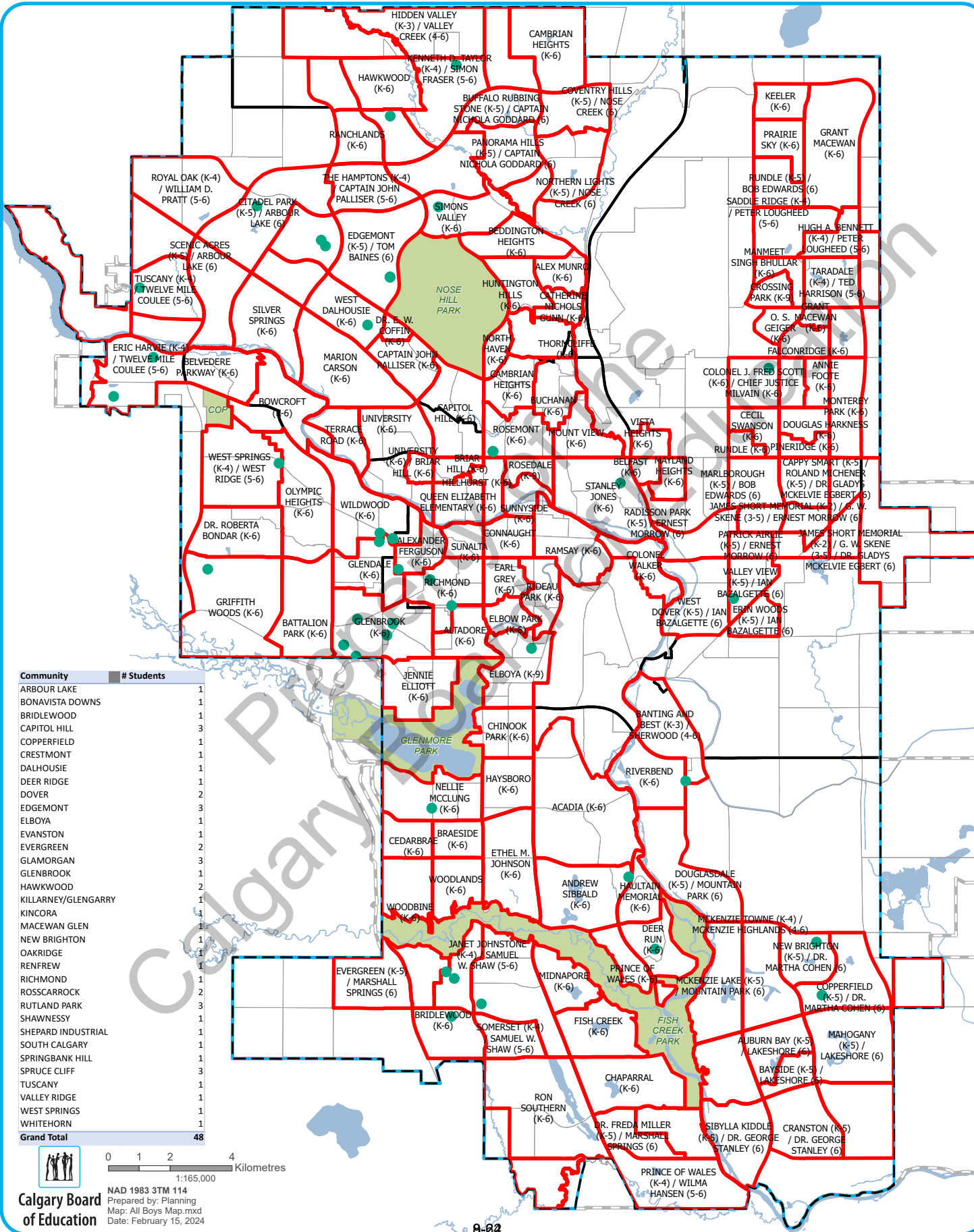
What We Looked At

- Facility costs
- School-based budget
- Other sources of funding redirected from the global budget (e.g., Criteria Based Response Fund (CBRF) and Area funding
- Transportation costs

What We Found

- The combined Operations & Maintenance (O&M) and deferred maintenance cost per student in the All Boys Program is ~\$59,000, as compared to the elementary school average of ~\$13,000. The O&M cost per student without deferred maintenance is \$2,700, as compared to the elementary school average of ~\$850.
- The annual operating cost for Sir James Lougheed School is ~\$165,000/year.
- Between 2018-2023, the All Boys Program received over \$45,500 in additional Area funding and \$422,092 from the Criteria Based Response Fund (CBRF) to support extra staffing.
- Overall, the cost per student in the All Boys Program is 60 per cent above the cost per student in other elementary school programs.
- In the 2022-23 school year, the two buses serving the students of the All Boys Program operated at a combined loss of over \$59,500.

Students Enrolled in All Boys Program





GC-3E Closure of Schools Procedure Compliance Chart for All Boys Program

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
<p>1. A decision by the Board to commence the public input into the proposed closure process shall be made, by motion, at a public meeting of the Board</p>	<p>At the September 24, 2024 public meeting of the Board of Trustees of the Calgary Board of Education (CBE), the Board of Trustees (Board) approved a recommendation from CBE administration to commence the public input process to consider the closure of the All Boys Program, Attachment II to this report, as set out in its Board Policy GC-3E – Closure of Schools Procedure. The Board passed the following motion:</p> <ul style="list-style-type: none"> ▪ THAT the Board of Trustees is satisfied that there is cause to commence the public input process for the proposed closure of the All Boys Program at Sir James Lougheed School in accordance with GC-3E(2) Closure of Schools Procedure.
<p>2. Parents of every student enrolled in the school are entitled to be notified of the proposed closure in writing. Those parents shall be notified in writing of the proposed school closure including:</p> <p>(a) the date and time of the public meeting set for the purposes of allowing public input into the decision;</p> <p>(b) where parents can access information about the proposed school closure;</p> <p>(c) process, method and timelines, for parents and other interested persons to provide written responses into the proposed decision;</p>	<p>On September 25, 2024 the Board of Trustees sent a letter to all parents, guardians and students of the All Boys Program, Attachment IV to this report, containing the following information on the proposed closure of the All Boys Program:</p> <ul style="list-style-type: none"> ▪ Board motion passed at the September 24, 2024 regular meeting of the Board of Trustees; ▪ Date, time and location of a public meetings being held by the Board to hear from parents, students and other persons on the proposed closure; ▪ Information on the rationale, pertinent facts and proposed closure is available to parents and the public on the CBE public website and the school website: <p>https://cbe.ab.ca/schools/managing-space-students/Pages/all-boys-program-consideration-of-closure-2024.aspx</p>

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
<p>(d) the date and time of the meeting of the Board of Trustees where the matter will be deliberated; and</p> <p>(e) any other information that the Board believes is relevant in the circumstances.</p>	<p>https://allboys.cbe.ab.ca/consideration-of-closure-of-the-all-boys-program</p> <ul style="list-style-type: none"> ▪ The process for parent/guardian and students to provide written submission and questions to the Board of Trustees was outlined. The public was given until Tuesday, December 10, 2024 to provide written submissions on the proposed closure; ▪ The Board advised the parents, guardians and students that it will decide whether to close the All Boys Program on Tuesday, December 17, 2024 at a meeting of the Board of Trustees.
<p>3. The Board may notify in writing any other persons, municipality, or community organizations who, in the opinion of the Board, may be significantly affected by the decision.</p>	<p>On September 25, 2024 letters were sent to Rutland Park Community Association and the City of Calgary, Attachments V and VI to this report, containing the following information on the proposed closure of the All Boys Program:</p> <ul style="list-style-type: none"> ▪ Board motions passed at the September 24, 2024 regular meeting of the Board of Trustees; ▪ Date, time and location of a public meeting being held by the Board to hear from parents, students and other persons on the proposed closure; ▪ Information on the rationale, pertinent facts and proposed closure is available to parents and the public on the CBE public website and the school website <p>https://cbe.ab.ca/schools/managing-space-students/Pages/all-boys-program-consideration-of-closure-2024.aspx</p> <p>https://allboys.cbe.ab.ca/consideration-of-closure-of-the-all-boys-program</p> <ul style="list-style-type: none"> ▪ The process for the public to provide written submission and questions to the Board of Trustees was outlined. The public was given until Tuesday, December 10, 2024 to provide written submissions to the Board on the proposed closure;

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
	<ul style="list-style-type: none"> The Board advised the other persons that may be significantly affected it will decide whether to close the All Boys Program on Tuesday, December 17, 2024 at a public meeting of the Board of Trustees.
<p>4. The Board shall ensure that the rationale, pertinent facts, and information about the proposed closure is available on the CBE public website and school website, which may include, where applicable:</p> <p>(a) The number of students who could be affected by the decision, at the school proposed for closure and the schools of receiving schools and surrounding schools;</p> <p>(b) Future growth or decline in student enrolment;</p> <p>(c) Use of and availability of space at receiving schools;</p> <p>(d) Proximity of the receiving schools and the need for busing;</p> <p>(e) Educational and program impacts for the affected students;</p> <p>(f) Financial considerations including cost savings and future disposition;</p> <p>(g) Consideration of possible alternative educational or community uses for all or part the school building;</p> <p>(h) Impact, if any, on the CBE's long-term capital plans.</p>	<p>On September 25, 2024 the CBE posted the following information on the CBE's Managing Space for Students – All Boys Program webpage, Attachment VII to this report:</p> <ul style="list-style-type: none"> September 24, 2024 public Board Report entitled Recommendations to Commence Public Input to Consider the Closure of All Boys Program September 24, 2024 motion passed by the Board of Trustees Notification letter to parents, guardians and students regarding consideration of closure Background Information including: <ul style="list-style-type: none"> Student enrolment Proposed new lease space Educational and program impacts Financial impacts Public Input meeting date, location and RSVP information The process for the public to provide written submission and questions to the Board of Trustees Powerpoint presentation for the October 22, 2022 public input meeting held related to the All Boys Program The Board will decide whether to close on Tuesday, December 17, 2024 at a meeting of the Board of Trustees.
<p>5. The Board will organize at least one (1) public meeting, along with the opportunity to provide written submissions, as part of the public input process.</p>	<p>On October 22, 2024 a public input meeting was held at Sir James Lougheed School for the All Boys Program to allow CBE Administration to outline the rationale for the proposed closure; shared relevant information about the timing of the proposed closure; the</p>

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
<p>6. The Board will convene a meeting to provide parents, community members, community organizations and other members of the public, with an opportunity to provide input into the proposed closure decision.</p>	<p>accommodation plans for students affected; to provide the public an opportunity to share their perspectives about the proposed closure with the Board; and ask questions on the proposed closure.</p> <p>At the conclusion of the public input meeting, the process to provide written submissions to the Board was reviewed.</p> <p>Trustees Bolger, Close, Dennis, Hack and Vukadinovic attended the October 22, 2024 public input meeting.</p>
<p>7. The date, time and place of the public input meeting will be advertised through a variety of methods. This will include sharing information with neighbouring schools, school councils, if any, employee groups, and by posting information on the CBE's public website and school websites, and by any other reasonable means that are likely to bring the matter to the attention of affected persons or groups.</p>	<p>Details on the public input meeting were posted as follows:</p> <p><u>Posters advertising the public input meeting</u></p> <p>On October 3, 2024 poster size notices, Attachment X to this report, indicating the date, time and RSVP information for the October 22, 2024 public input meeting regarding the consideration of closure of All Boys Program were posted at the following locations:</p> <ul style="list-style-type: none"> ▪ Front entry door of Sir James Lougheed School, the location of the All Boys Program; and ▪ Main office of Sir James Lougheed School, the location of the All Boys Program. <p><u>Bold signs</u></p> <p>On October 7, 2024 two bold signs were assembled to inform the public of the October 22, 2024 All Boys Program public input meeting time and RSVP information. The bold signs were installed at the following locations:</p> <ul style="list-style-type: none"> ▪ 3519 – 36 Avenue SW, Sir James Lougheed School ▪ North side of Richmond Road, West of 37th Street SW <p><u>CBE Website</u></p> <p>On September 25, 2024 the All Boys Program webpage was linked to Managing Space for Students webpage, All Boys Program Consideration of Closure which contained the date, time and RSVP information for the public input meeting.</p> <p><u>Reminder</u></p>

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
	On October 16, 2024 a reminder regarding the details of the public input meeting and how to RSVP was sent through SchoolMessenger to all parents, guardians and students of the All Boys Program.
8. Parents of students in the affected school will be notified of the date, time and location of the meeting as set out in section 15 above.	On September 25, 2024 the Board of Trustees sent a letter to all parents, guardians and students for the All Boys Program indicating the date, time and RSVP information for the October 22, 2024 public input meeting.
9. The public meeting will include: (a) a presentation setting out the rationale for the proposed closure, including the pertinent facts and information, set out in the report prepared in support of the proposed closure; and (b) sharing information on the timing of the proposed closure, the accommodation plan for students affected by the closure, and information about possible future uses of the school building; and (c) a means for the attendees to offer comment and questions.	On October 22, 2024 a public input meeting was held at Sir James Lougheed School for the All Boys Program to allow CBE Administration to outline the rationale for the proposed closure; shared relevant information about the timing of the proposed closure; the accommodation plans for students affected; to provide the public an opportunity to share their perspectives about the proposed closure with the Board; and ask questions on the proposed closure. The agenda for the October 22, 2024 public input meeting is Attachment IV to this report. The Powerpoint presentation from the October 22, 2024 public input meeting was posted to the CBE's Managing Space for Students – All Boys Program Consideration of Closure webpage, Attachment VIII to this report. The meeting was audio recorded for internal administration purposes.
10. The Board shall prepare draft minutes of the public meeting and ensure that the draft minutes are posted on the CBE's public website.	Draft minutes of the October 22, 2024 public input meeting were prepared, Attachment I to this report.
11. The Board shall provide an opportunity for affected persons to provide their input on the proposed school closure in writing. 12. The Board will provide directions and information on how to submit written input including timelines for submissions.	The September 25, 2024 letter to all parents, guardians and students of the All Boys Program and a letter to affected persons contained details on how to provide written submission and questions to the Board of Trustees. The CBE's Managing Space for Students – All Boys Program Consideration of Closure webpage contains the process for the public to provide written submission and questions to the Board of Trustees.

Relevant Excerpts from Board Policy GC-3E: Closure of Schools Procedure	Action
	<p>At the conclusion of the October 22, 2024 public input meeting the process to provide written submissions to the Board was reviewed.</p> <p>The public was given until Tuesday, December 10, 2024 to provide written submissions on the proposed closure.</p>
<p>13. After the public meeting has been convened and the time for written submission is concluded, the Board shall deliberate and decide on the proposed closure at a public meeting of the Board of Trustees.</p> <p>14. The Board will publish, on CBE's public website, the date and time of the Board meeting when the final decision on the proposed school closure will be deliberated.</p>	<p>The September 25, 2024 letter to all parents, guardians and students of the All Boys Program and the letter to affected persons stated the Board will decide whether to close the All Boys Program on Tuesday, December 17, 2024 at a meeting of the Board of Trustees.</p> <p>The CBE's Managing Space for Students webpage, All Boys Program Consideration of Closure webpage indicated the Board will decide whether to close the All Boys Program on Tuesday, December 17 2024 at a meeting of the Board of Trustees.</p> <p>At the commencement and conclusion of the October 22, 2024 public input meetings, the public was informed that the Board will make a decision regarding the closure of the All Boys Program on or about Tuesday, December 17, 2024, at a public meeting.</p> <p>Board meeting materials for the December 17, 2024 public meeting were published to the corporate website on December 13, 2024 and the agenda and related materials states that the proposed closure will be decided by the Board on that day.</p>



**Calgary Board
of Education**

Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | www.cbe.ab.ca

www.cbe.ab.ca

Board Chair

Patricia Bolger Wards 6 & 7

Vice-Chair

Nancy Close Wards 11 & 13

Trustees

Dana Downey Wards 1 & 2

Laura Hack Wards 3 & 4

Marilyn Dennis Wards 5 & 10

Susan Vukadinovic Wards 8 & 9

Charlene May Wards 12 & 14

September 25, 2024

To: Parents/Guardians and Students of the All Boys Program

This letter is to advise you that at the September 24, 2024 regular meeting of the Board of Trustees of The Calgary Board of Education (CBE), the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of the All Boys Program as set out in its Board Policy GC-3E – Closure of Schools Procedure. The Board passed the following motion:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process for the proposed closure of the All Boys Program at Sir James Lougheed School in accordance with GC-3E(2) *Closure of Schools Procedure*.

The Board of Trustees' Closure of Schools Procedure (GC-3E) sets out the formal process that must be followed when closure is being considered, prior to the Board making its decision on whether or not to close the All Boys Program. This includes providing notice to parents/guardians and students who are affected by the decision.

Public Input Meeting

The Board of Trustees will hold a public meeting to hear from parents/guardians, students and other persons on the proposed closure. At the meeting CBE will share information about the proposed closure including the rationale, the plans for students, and the timing (amongst other things). The meeting will be held as follows:

Date: October 22, 2024
Time: 7:00 p.m.
Location: Sir James Lougheed School,
3519 – 36 Avenue SW, Calgary

To participate in this meeting, kindly RSVP by providing your first and last name, and email address to BoardofTrustees@cbe.ab.ca by **Monday, October 21, 2024**.

We encourage you to attend this meeting to hear more about the proposed closure of the All Boys Program and to share your viewpoints.

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Access to Information

Information on the rationale, pertinent facts and proposed closure is available to the parents/guardians, students and the public on the CBE public website and the school website:

<https://cbe.ab.ca/schools/managing-space-students/Pages/all-boys-program-consideration-of-closure-2024.aspx>

<https://allboys.cbe.ab.ca/consideration-of-closure-of-the-all-boys-program>

We strongly encourage you to review the information on CBE's website so that you are informed about the proposed closure.

Questions and Written Submissions

The Board of Trustees welcome your views and input and invite you to provide comments to them directly at: BoardofTrustees@cbe.ab.ca, or through administration at the Area 7 Office in writing to:

Attention: David Dyck
Calgary Board of Education
3445 – 37 Street SW
Calgary AB T3E 3C2
t | 403-777-8750
e | Area7@cbe.ab.ca

Please note all written submissions must be received by **Tuesday, December 10, 2024** for Board of Trustees to give due consideration to the written submissions received prior to making a final decision on the proposed closure.

Any questions regarding the Board of Trustees' consideration of closure of the All Boys Program may be submitted in writing to Area7@cbe.ab.ca. There will also be an opportunity to direct questions to CBE administration at the October 22 public input meeting, and you are invited to do so.

Board Decision

The Board of Trustees will hold a regular scheduled meeting to deliberate and decide on whether or not to close the All Boys Program. The meeting will be held on:

Date: Tuesday, December 17, 2024
Time: 11:00 a.m.
Location: Multipurpose Room, Education Centre,
1221 – 8 Street SW, Calgary



Members of the public may offer comment at this Board meeting in accordance with the public comment procedure outlined in the Board Meeting Procedures:

<https://cbe.ab.ca/GovernancePolicies/Board-Meeting-Procedures-with-Public-Comment-Excerpt.pdf>

Following the December 17th Board meeting, the Board of Trustees will communicate its final decision and any other information relevant to support the implementation of the decision.

The Board of Trustees looks forward to your input regarding this important matter.

Yours truly,



Patricia Bolger
Chair, Board of Trustees
Calgary Board of Education

cc: J. Pitman, Chief Superintendent of Schools
D. Breton, Superintendent, Facilities & Environmental Services
C. Ford, Director, Planning
D. Dyck, Education Director, Area 7
E. Sprong, Principal of All Boys Program





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of Education**

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Marilyn Dennis Wards 5 & 10

Susan Vukadinovic Wards 8 & 9

Nancy Close Wards 11 & 13

September 25, 2024

Rutland Park Community Association
3130 40 Avenue SW
Calgary, AB T3E 6W9

DELIVERED VIA EMAIL

Attention: Mr. Craig Marceau, President

Dear Mr. Marceau:

Re: Calgary Board of Education All Boys Program

This letter is to advise you that at the September 24, 2024 regular meeting of the Board of Trustees of The Calgary Board of Education (CBE), the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of the All Boys Program as set out in its Board Policy GC-3E – Closure of Schools Procedure. The Board passed the following motion:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process for the proposed closure of the All Boys Program at Sir James Lougheed School in accordance with GC-3E(2) *Closure of Schools Procedure*.

The Board of Trustees' Closure of Schools Procedure (GC-3E) sets out the formal process that must be followed when closure is being considered, prior to the Board making its decision on whether or not to close the All Boys Program. This includes providing notice to other persons who are significantly affected by the decision.

Public Input Meeting

The Board of Trustees will hold a public meeting to hear from parents, students and other persons on the proposed closure. At the meeting CBE will share information about the proposed closure including the rationale, the plans for students, and the timing (amongst other things). The meeting will be held as follows:

Date: Tuesday, October 22, 2024
Time: 7:00 p.m.
Location: Sir James Lougheed School,
3519 – 36 Avenue SW, Calgary

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

To participate in this meeting, kindly RSVP by providing your first and last name, and email address to BoardofTrustees@cbe.ab.ca by **Monday, October 21, 2024**.

We encourage you to attend this meeting to hear more about the proposed closure of the All Boys Program and to share your viewpoints.

Access to Information

Information on the rationale, pertinent facts and proposed closure is available to the parents, students and the public on the CBE public website and the school website:

<https://cbe.ab.ca/schools/managing-space-students/Pages/all-boys-program-consideration-of-closure-2024.aspx>

<https://allboys.cbe.ab.ca/consideration-of-closure-of-the-all-boys-program>

We strongly encourage you to review the information on CBE's website so that you are informed about the proposed closure.

Questions and Written Submissions

The Board of Trustees welcome your views and input and invite you to provide comments to them directly at: BoardofTrustees@cbe.ab.ca, or through administration at the Area 7 Office in writing to:

Attention: David Dyck
Calgary Board of Education
3445 – 37 Street SW
Calgary AB T3E 3C2
t | 403-777-8750
e | Area7@cbe.ab.ca

Please note all written submissions must be received by **Tuesday, December 10, 2024** for Board of Trustees to give due consideration to the written submissions received prior to making a final decision on the proposed closure.

Any questions regarding the Board of Trustees' consideration of closure of the All Boys Program may be submitted in writing to Area7@cbe.ab.ca. There will also be an opportunity to direct questions to CBE administration at the October 22 public input meeting, and you are invited to do so.

Board Decision

The Board of Trustees will hold a regular scheduled meeting to deliberate and decide on whether or not to close the All Boys Program. The meeting will be held on:



Date: Tuesday, December 17, 2024
Time: 11:00 a.m.
Location: Multipurpose Room, Education Centre,
1221 – 8 Street SW, Calgary

Members of the public may offer comment at this Board meeting in accordance with the public comment procedure outlined in the Board Meeting Procedures:

<https://cbe.ab.ca/GovernancePolicies/Board-Meeting-Procedures-with-Public-Comment-Excerpt.pdf>

Following the December 17th Board meeting, the Board of Trustees will communicate its final decision and any other information relevant to support the implementation of the decision.

The Board of Trustees looks forward to your input regarding this important matter.

Yours truly,



Patricia Bolger
Chair, Board of Trustees
Calgary Board of Education

cc: J. Pitman, Chief Superintendent of Schools
D. Breton, Superintendent, Facilities & Environmental Services
C. Ford, Director, Planning
D. Dyck, Education Director, Area 7
E. Sprong, Principal of All Boys Program





**Calgary Board
of Education**

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Susan Vukadinovic Wards 8 & 9

Charlene May Wards 12 & 14

September 25, 2025

The City of Calgary Council
c/o Her Worship, Mayor Jyoti Gondek
P.O. Box 2100 Station M
Calgary, Alberta T2P 2M5

Dear Mayor Gondek:

Re: Calgary Board of Education All Boys Program

On behalf of the Board of Trustees of The Calgary Board of Education (CBE), I am writing to advise you that at the September 24, 2024 regular Board meeting, the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of the All Boys Program. The Board passed the following motion:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process for the proposed closure of the All Boys Program at Sir James Lougheed School in accordance with *GC-3E(2) Closure of Schools Procedure*.

It is expected a decision will be made by the Board of Trustees on Tuesday, December 17, 2024 at a regular meeting of the Board. In addition to this official notification regarding commencement of the public input process to consider the closure of the All Boys Program, the *Education Act* states:

62(4) Where a board is considering an action referred to in subsection (1), the board shall, in writing, notify ...

(b) any other person, municipality or community organization who, in the opinion of the board, may be significantly affected.

The Board of Trustees will hold a public meeting on Tuesday, October 22, 2024, to hear from parents, students and other persons on the proposed closure. At the meeting, CBE will share information about the proposed closure including the rationale, the plans for students, and the timing (amongst other things).

The details of the meeting will be advertised and available on the CBE corporate website:

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<https://cbe.ab.ca/schools/managing-space-students/Pages/all-boys-program-consideration-of-closure-2024.aspx>

Following the December 17th Board meeting, the Board of Trustees will communicate its final decision to those affected parents/guardians, students and other interested persons.

Yours truly,



Paricia Bolger
Chair, Board of Trustees
Calgary Board of Education

cc: D. Duckworth, City Manager, City of Calgary
J. Pitman, Chief Superintendent of Schools

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Calgary Board of Education




Calgary Board
of Education


CBE Website | All Boys Program | Consideration of Closure

<https://cbe.ab.ca/schools/managing-space-students/Pages/all-boys-program-consideration-of-closure-2024.aspx>

All Boys Program | Consideration of Closure

At the September 24, 2024 regular meeting of the Board of Trustees of The Calgary Board of Education (CBE), the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of the All Boys Program as set out in its Board Policy [GC-3E – Closure of Schools Procedure](#) .

The Board passed the following motion:

- That the Board of Trustees is satisfied that there is cause to commence the public input process for the proposed closure of the All Boys Program at Sir James Lougheed School in accordance with [GC-3E\(2\) Closure of Schools Procedure](#) .

The Board of Trustees' Closure of Schools Procedure (GC-3E) sets out the formal process that must be followed when closure is being considered, prior to the Board making its decision on whether or not to close the All Boys Program. This includes providing notice to parents and students who are affected by the decision.

Public Input Meeting

The Board of Trustees will hold a public meeting to hear from parents, students and other persons on the proposed closure. At the meeting CBE will share information about the proposed closure including the rationale, the plans for students, and the timing (amongst other things). The meeting will be held as follows:

Date: Oct. 22, 2024

Time: 7 PM

Location: [Sir James Lougheed School, 3519 – 36 Avenue SW, Calgary](#)

To participate in this meeting, kindly RSVP by providing your first and last name, and email address to BoardofTrustees@cbe.ab.ca by Monday, October 21, 2024. We encourage you to attend this meeting to hear more about the proposed closure of the All Boys Program and to share your viewpoints.


Board Decision

The Board of Trustees will hold a regular scheduled meeting to deliberate and decide on whether or not to close the All Boys Program. The meeting will be held on:

Date: Tuesday, Dec. 17, 2024

Time: 11 AM





Location: [Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary](#)

Members of the public may offer comment at this Board meeting in accordance with the public comment procedure outlined in the [Board Meeting Procedures](#) .

Following the Dec. 17 Board meeting, the Board of Trustees will communicate its final decision, the effective date and any other information relevant to support the implementation of the decision.

The Board of Trustees looks forward to your input regarding this important matter.

Supporting Documents

- [Sept. 23, 2024 - Board of Trustee Meeting - Recommendation to Commence Public Input to Consider Closure of the All Boys Program](#) 
- [Sept. 25, 2024 - Notification Letter to Parents and Students - Public Input for Closure of the All Boys Program](#) 
- [Closure of School Procedure](#) 
- [Oct. 22, 2024 - Public Input Meeting Presentation](#) 

All Boys Program

- [All Boys Program School Website](#)
- [Previous Communication and Engagement](#)

Questions and Written Submissions

The Board of Trustees welcome your views and input and invite you to provide comments to them directly at: BoardofTrustees@cbe.ab.ca, or through administration at the Area 7 Office in writing to:

Attention: David Dyck
Calgary Board of Education
3445 – 37 Street SW
Calgary AB T3E 3C2
t | 403-777-8750
e | Area7@cbe.ab.ca

Please note all written submissions must be received by Tuesday, Dec. 10, 2024 for Board of Trustees to give due consideration to the written submissions received prior to making a final decision on the proposed closure.

Any questions regarding the Board of Trustees' consideration of closure of the All Boys Program may be submitted in writing to Area7@cbe.ab.ca. There will also be an opportunity to direct questions to CBE administration at the October 22 public input meeting, and you are invited to do so.

School Website | All Boys Program | Consideration of Closure

<https://allboys.cbe.ab.ca/consideration-of-closure-of-the-all-boys-program>

Consideration of Closure of the All Boys Program

[HOME](#) / [GET INVOLVED](#) / [COMMUNITY ENGAGEMENT](#) / [CONSIDERATION OF CLOSURE OF THE ALL BOYS PROGRAM](#)

At the September 24, 2024 regular meeting of the Board of Trustees of The Calgary Board of Education (CBE), the Board of Trustees (Board) accepted a recommendation from CBE administration to commence the public input process to consider the closure of the All Boys Program as set out in its Board Policy [GC-3E – Closure of Schools Procedure](#).

The Board passed the following motion:

- That the Board of Trustees is satisfied that there is cause to commence the public input process for the proposed closure of the All Boys Program at Sir James Lougheed School in accordance with [GC-3E\(2\) Closure of Schools Procedure](#).

The Board of Trustees' Closure of Schools Procedure (GC-3E) sets out the formal process that must be followed when closure is being considered, prior to the Board making its decision on whether or not to close the All Boys Program. This includes providing notice to parents and students who are affected by the decision.

Related Information

- [Sept. 23, 2024 - Board of Trustee Meeting - Recommendation to Commence Public Input to Consider Closure of the All Boys Program](#)
- [Sept. 25, 2024 - Notification Letter to Parents and Students - Public Input for Closure of the All Boys Program](#)

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Date: Oct. 22, 2024

Time: 7 PM

Location: Sir James Lougheed School, 3519 – 36 Avenue SW, Calgary

To participate in this meeting, kindly RSVP by providing your first and last name, and email address to BoardofTrustees@cbe.ab.ca by Monday, October 21, 2024. We encourage you to attend this meeting to hear more about the proposed closure of the All Boys Program and to share your viewpoints.

- Previous Communication and Engagement
- Closure of School Procedure
- All Boys Program | Consideration of Closure (CBE Website)
- Oct. 22, 2024 – Public Input Meeting Presentation



Questions and Written Submissions

The Board of Trustees welcome your views and input and invite you to provide comments to them directly at: BoardofTrustees@cbe.ab.ca, or through administration at the Area 7 Office in writing to:

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Date: Tuesday, Dec. 17, 2024

Time: 11 AM

Location: Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary

Members of the public may offer comment at this Board meeting in accordance with the public comment procedure outlined in the [Board Meeting Procedures](#).

Following the Dec. 17 Board meeting, the Board of Trustees will communicate its final decision, the effective date and any other information relevant to support the implementation of the decision.

The Board of Trustees looks forward to your input regarding this important matter.



All Boys Program

Public Input Meeting

Oct. 22, 2024



Calgary Board
of Education

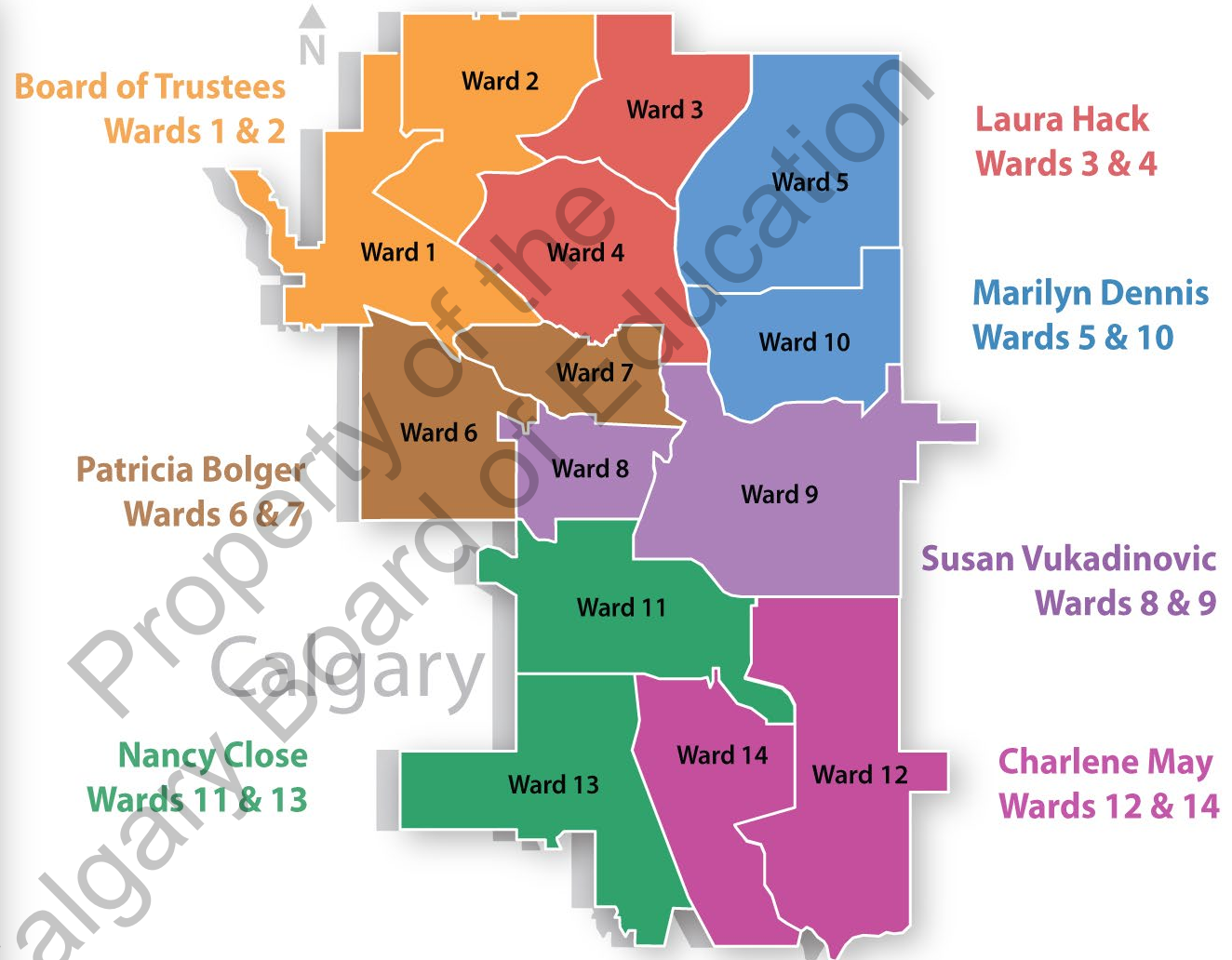
Acknowledging the Land Where We Gather



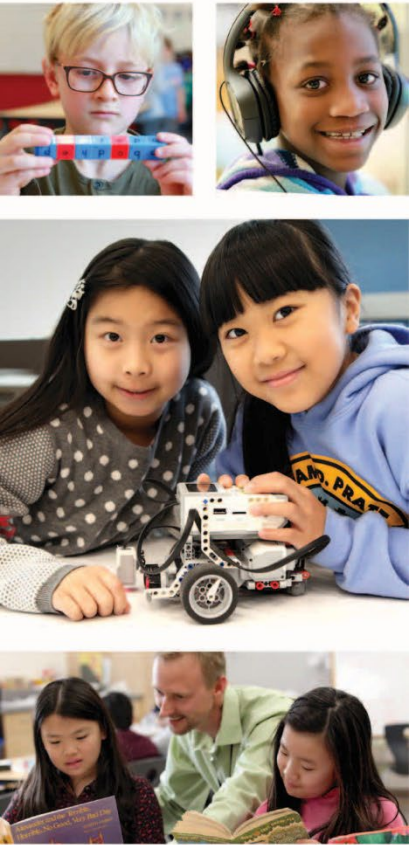
Welcome and Introductions - CBE Board of Trustees

Board of Trustees

Learn more about the Trustees and the schools within each ward on the [CBE website](#).



Welcome and Introductions – CBE Administration



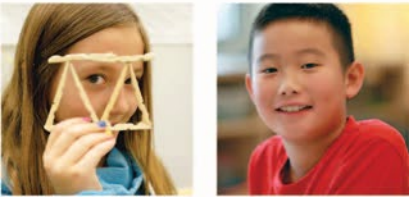
- Patricia Bolger, Board Chair
- Joanne Pitman, Chief Superintendent of Schools
- Dany Breton, Superintendent, Facilities and Environmental Services
- Dr. Jennifer Turner, Superintendent, School Improvement
- Dr. Mike Nelson, Superintendent, School Improvement
- Kelly-Ann Fenney, General Counsel and Procedural Advisor
- David Dyck, Education Director, Area 7
- Kenny Yeung, Education Director, Area 6
- Catherine Ford, Director, Planning
- Ray Atallah, Director, Corporate Financial Services
- Erik Sprong, Principal, All Boys School
- Patricia Minor, Corporate Secretary
- Joanne Anderson, Communications Advisor

Agenda



1. Welcome, Acknowledgement of the Land and Introductions
2. Meeting Agenda
3. Opening Remarks
4. Meeting Purpose
5. Meeting Structure
6. CBE Administration Presentation
7. Questions and Comments
8. Closing Remarks

Opening Remarks



- Chair, Board of Trustees – Patricia Bolger

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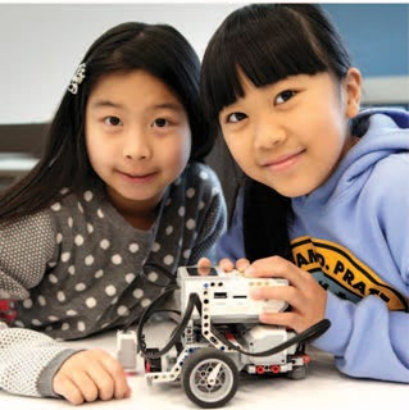
Meeting Purpose



- Outline the rationale for the proposed closure.
- Share relevant information.
- Provide the opportunity for questions and comments on the proposed closure.

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Meeting Structure



- Comments and questions will be addressed following the presentation portion of the meeting.
- Comments and questions limited to no longer than 5 minutes.
- Structure is designed to respect differing opinions and everyone's right to speak.

What is the All Boys Program?



- The All Boys Program is a stand-alone K-6 alternative program within Sir James Lougheed School offering single-gendered programming for boys.
- It has been an alternative program at the CBE since 2012.
- The program's mandate is to actively engage students in a single-gender environment to boost self-confidence and foster supportive relationships through coaching and mentorship.

Rationale for Closure of the All Boys Program



- Alternative program mandate not being met.
- Student learning needs can be effectively met in other CBE school settings.
- Operations at current enrolment levels are not sustainable.
- The cost per student is inequitably high.
- Utilization rate is too low to receive maximum operational and maintenance dollars as per the current provincial funding model.
- Space may support other educational programming as system utilization rate continues to rise.

Financial Impacts



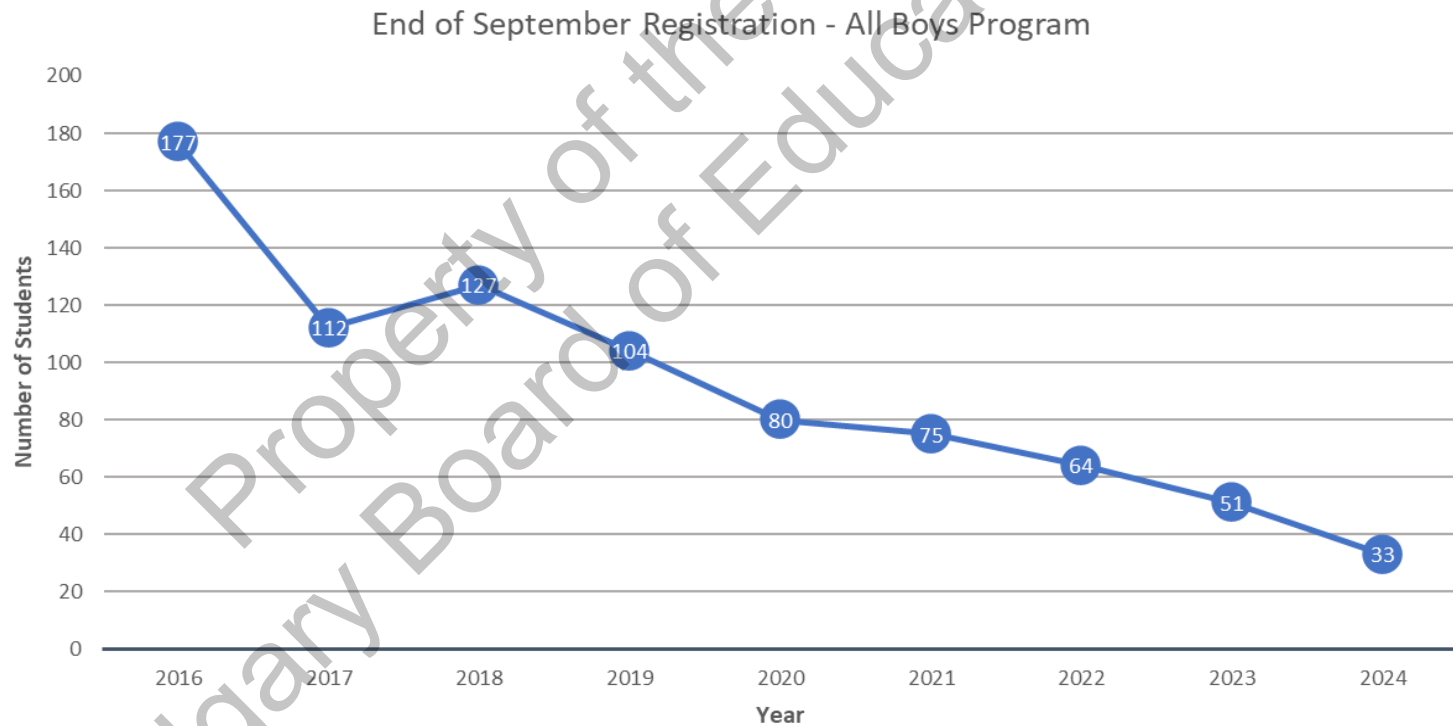
- Ongoing maintenance costs of ~\$165K will continue as the building will remain in use.
- Over five years additional funding of ~\$470K required to support the Program.
- Overall cost-per-student is 60% more than the average. Higher enrolment within a re-opened school would help bring the cost-per-student in line with the CBE average.

Financial Impacts



- No significant financial impact anticipated for schools to which students from the All Boys Program would be added.
- Closure of the program would allow for a more equitable distribution of CBE funds and resources in support of student success.

Three-Year System Student Accommodation Plan



Proximity, Access and Transportation



- For 90% of students in the All Boys Program, their designated regular-program school is closer to home, in some cases significantly closer.
- The rest of the students live close to the Sir James Lougheed School building. If it is opened for regular program use, their travel distance would remain the same.
- Two buses serve students in the All Boys Program.

Enrolment and Impacts



- As of end-September 2024, there were 33 students attending the All Boys program. These students live in 23 communities across Calgary.
- Given the small number of students who would be attending each school, the impact on enrolment in their designated schools is expected to be low.
- There is space available at most of the designated schools.

Student Supports in Regular-Program Schools



- In Alberta, educating students with diverse learning needs in inclusive settings is the first placement option considered by school authorities (Alberta Education, 2020).
- We support a significant majority of our students with identified special education needs in inclusive community school settings. There are many supports available through Area learning teams and other system resources.
- Every CBE school has staff that provide hands-on learning activities through a social-emotional lens supporting students in identifying strategies for regulation, and emotional well-being.
- In some cases, additional supports are provided.

Transition Planning



- CBE students are transitioned between schools through a thoughtful process that involves staff, students, and families.
- Accommodations current schools have in place that support student success are shared with receiving schools.
- Students and families can often visit a school in advance and meet some of the staff members they could be interacting with before attending a new location.
- Transition plans may address student learning, supports and/or safety.

The Future of the Sir James Lougheed School Building



- CBE enrolment increased by more than 17,000 students between September 2021 and September 2024.
- CBE enrolment is forecasted to increase further by more than 18,000 students by 2033.
- As of the end of September 2024, the system utilization rate was 95%.
- Specific accommodation plan for the school would be developed following the Board decision.
- The school will be used as an elementary program to reduce enrolment pressures at other CBE schools.

Proposed Timeline for Implementation



Questions and Comments



How to Share

- Please come forward to the microphone. When it is your opportunity to speak, state your first and last name and spell it for the record. Then state the nature of your interest, as a parent, community member, or other stakeholder.
- Comments and questions limited to no longer than five minutes.

Principles of Participation

- Balance airtime fairly.
- Speak one at a time.
- Share thoughts and comments in a respectful way.

Written Submissions

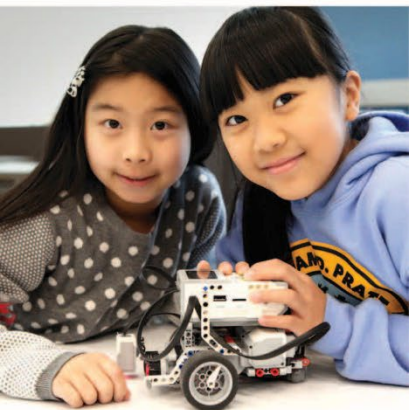
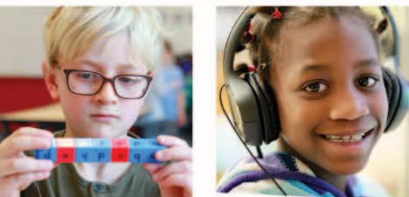


Attention: David Dyck
Calgary Board of Education
3445 – 37 Street SW
Calgary AB T3E 3C2
403-777-8750
Area7@cbe.ab.ca

or

Email directly to BoardofTrustees@cbe.ab.ca

Please respond in writing
by Tuesday, Dec. 10, 2024



Closing Remarks

Property of the
Calgary Board of Education

Property of the
Calgary Board of Education

learning | as unique | as every student



**Calgary Board
of Education**

agenda

All Boys Program Consideration of Closure - Public Input Meeting

Tuesday, Oct. 22, 2024

Time: 7:00 p.m.

Location: Sir James Lougheed School, 3519 36 Ave. SW, Calgary, AB

- | | | |
|---|---|----------------------|
| 1 | Welcome, Acknowledgement of the Land and Introductions | Board Chair |
| 2 | Meeting Agenda | Board Chair |
| 3 | Opening Remarks | Board Chair |
| 4 | Meeting Purpose | Board Chair |
| 5 | Meeting Structure | Board Chair |
| 6 | CBE Administration Presentation | Administration |
| 7 | Questions and Comments | Board/Administration |
| 8 | Closing Remarks | Board Chair |

Board of Trustees

Patricia Bolger, Wards 6 & 7, Chair
Nancy Close, Wards 11 & 13, Vice-Chair
Laura Hack, Wards 3 & 4
Marilyn Dennis, Wards 5 & 10
Charlene May, Wards, 12 & 14
Susan Vukadinovic, Wars 8 & 9

Administration

Joanne Pitman, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities and Environmental Services
Dr. Jennifer Turner, Superintendent, School Improvement
Dr. Mike Nelson, Superintendent, School Improvement
Kelly-Ann Fenney, General Counsel and Procedural Advisor
David Dyck, Education Director, Area 7
Kenny Yeung, Education Director, Area 6
Catherine Ford, Director, Planning
Ray Atallah, Director, Corporate Financial Services
Erik Sprong, Principal, All Boys School

POSTERS AT SIR JAMES LOUGHEED SCHOOL – DETAILS OF ALL BOYS PROGRAM OCTOBER 22, 2024 PUBLIC INPUT MEETING





report to Board of Trustees

Bylaw to provide for the Nomination and Election of Trustees by Wards and to Determine the Boundaries of the Wards (the Ward System Bylaw)

Date	December 17, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor, Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-1: Board Purpose GC-3: Board Job Description GC-3E(2): Ward Boundary Review

1 | Recommendation

It is recommended:

- THAT the Board of Trustees authorize Bylaw Number 2 of 2024, being a Bylaw of The Calgary Board of Education to provide for the Nomination and Election of Trustees by Wards and to Determine the Boundaries of the Wards ("Bylaw 2 of 2024") be given first reading.
- THAT the Board of Trustees approves first reading of Bylaw 2 of 2024, being a Bylaw of The Calgary Board of Education to provide for the Nomination and Election of Trustees by Wards and to Determine the Boundaries of the Wards.
- THAT the Board of Trustees authorize Bylaw 2 of 2024 be given second reading.
- THAT the Board of Trustees approves second reading of Bylaw 2 of 2024, being a Bylaw of The Calgary Board of Education to provide for the Nomination and Election of Trustees by Wards and to Determine the Boundaries of the Wards.



- THAT, in accordance with Section 6(2) of the Board Procedure Regulation (AR 82/2019) under the *Education Act*, the Board of Trustees authorizes Bylaw 2 of 2024 be given third reading.

(Note: if the Board unanimously approves the above recommendation, it can proceed with the following motion.)

- THAT the Board of Trustees approves third reading of Bylaw 2 of 2024, being a Bylaw of The Calgary Board of Education to provide for the Nomination and Election of Trustees by Wards and to Determine the Boundaries of the Wards.

2 | Background

Section 76(1)(a) of the *Education Act* provides that a board of a school division may by bylaw, provide for the nomination and election of trustees by wards and determine the boundaries of the wards.

The Board of Trustees' Governance Culture Policy GC 3E(2): The Calgary Board of Education Ward Boundary Review addresses the legislative requirements for the Board to establish, implement and make publicly available a policy respecting the considerations and process used by the Board to determine ward structures. This policy supports the Board's compliance with the *Education Act* and provides a well defined process for the establishment of ward boundaries for the purpose of trustee elections and in support of Board structure to carry out its work.

Section 76(2.2) of the *Education Act* provides that if a board of trustees intends to pass a bylaw to provide for the nomination and election of trustees by wards, a copy of the bylaw be provided to the Minister prior to December 31 in the year prior to an election year.

ATTACHMENTS

Attachment I: Bylaw 2 of 2024, being a Bylaw of The Calgary Board of Education to provide for the Nomination and Election of Trustees by Wards and to Determine the Boundaries of the Wards





Calgary Board of Education
Bylaw 2 of 2024

A Bylaw of The Calgary Board of Education to provide for the Nomination and Election of Trustees by
Wards and to Determine the Boundaries of the Wards
(the Ward System Bylaw)

WHEREAS it is deemed expedient by the Board of Trustees of The Calgary Board of Education (The Calgary School Division), that the election of trustees shall be by ward system in accordance with Section 76(1)(a) of the *Education Act*;

AND WHEREAS the Board of Trustees of The Calgary Board of Education (The Calgary School Division) desires to replace Bylaw 1 of 2021 approved by the Board of Trustees on May 20, 2021 providing for the nomination and election of trustees by wards and submitted to the Minister of Education prior to May 31, 2021 in accordance with Ministerial Order #006/2021;

NOW THEREFORE, IT IS HEREBY RESOLVED THAT THE BOARD OF TRUSTEES OF THE CALGARY BOARD OF EDUCATION (THE CALGARY SCHOOL DIVISION) ENACTS AS FOLLOWS:

PART 1 – INTERPRETATION AND DEFINITIONS

1. This Bylaw may be cited as the “Ward System Bylaw”.
2. (1) In this Bylaw “Act” means the *Education Act*, SA 2012, c. E-0.3;

PART 2 – ELECTION BY WARDS

1. Pursuant to Section 76(1)(a) of the *Act*, The Calgary Board of Education provides for the nomination and election of Trustees by ward in the following manner:
 - (i) One (1) trustee to be elected in Wards 1 and 2
 - (ii) One (1) trustee to be elected in Wards 3 and 4
 - (iii) One (1) trustee to be elected in Wards 5 and 10
 - (iv) One (1) trustee to be elected in Wards 6 and 7
 - (v) One (1) trustee to be elected in Wards 8 and 9
 - (vi) One (1) trustee to be elected in Wards 11 and 13
 - (vii) One (1) trustee to be elected in Wards 12 and 14.

2. The boundaries of the wards for school purposes shall be as shown in the map attached as Schedule "A" hereto, shaded areas excluded, and hereby incorporated as part of this Bylaw and the description of Ward boundaries are set out in Schedule B attached hereto and hereby incorporated as part of this Bylaw.
3. All schedules attached to this Bylaw shall form part of this Bylaw. In case of any discrepancy between Schedule "A" and Schedule "B", the description of Ward boundaries for school board election purpose set out in Schedule "B" shall prevail.
4. This Bylaw comes into force on the day it is passed.

READ A FIRST TIME THIS _____ DAY OF DECEMBER, 2024.

READ A SECOND TIME THIS _____ DAY OF DECEMBER, 2024.

READ A THIRD TIME THIS _____ DAY OF DECEMBER, 2024.

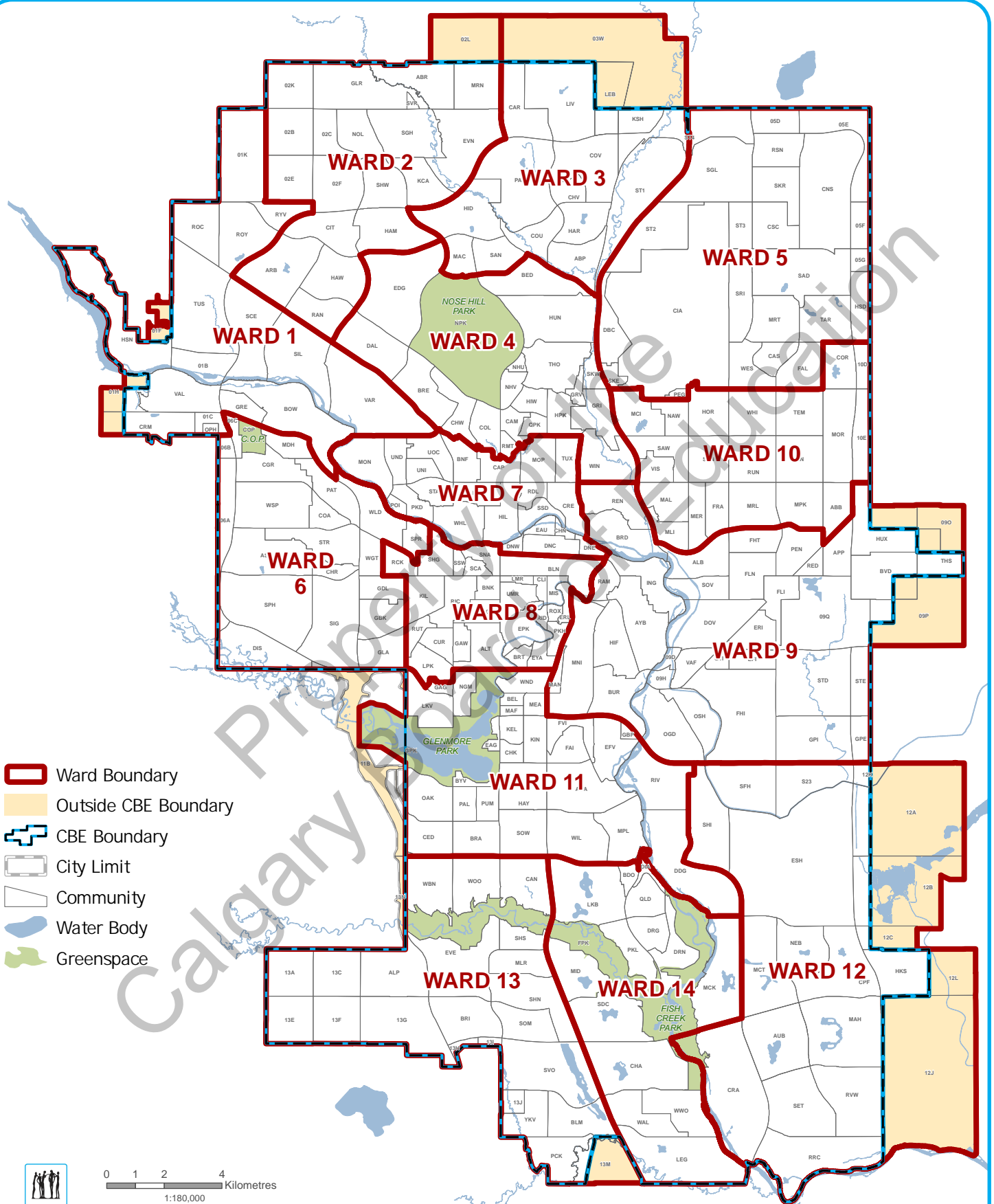
Patricia Bolger
Chair, Board of Trustees

Signed this _____ day of December, 2024

Patricia Minor
Corporate Secretary

Signed this _____ day of December, 2024

City of Calgary | Ward Boundaries Effective August 2023



Description of Ward Boundaries for The Calgary Board of Education

Effective August 2, 2023

Ward 1

North Boundary	144 Avenue NW
East Boundary	85 Street NW, 112 Avenue NW, 69 Street NW, 69 Street alignment, Stoney Trail NW, Crowchild Trail NW
South Boundary	32 Avenue NW, Bow River, East parcel boundary of 1830 Sarcee Trail W, Sarcee Trail SW, Trans-Canada Highway, Stoney Trail SW, 2 Avenue SW, west along the south boundary of Crestmont community (Township Road 245 alignment)
West Boundary	Horizon View Road SW, 133 Street NW, 48 Avenue NW, west boundary of Valley Ridge community, Bow River, Haskayne Community Boundary, 117 Street NW, Twelve Mile Coulee Road NW, Country Hills Blvd NW, Rocky Ridge Road NW

Ward 2

North Boundary	North boundary of 02K, North boundary of Glacier Ridge, North Boundary of Ambleridge, North Boundary of Moraine
East Boundary	14 Street NW, Stoney Trail NW, Shaganappi Trail NW, Country Hills Boulevard NW, Sarcee Trail NW
South Boundary	Crowchild Trail NW
West Boundary	Stoney Trail NW, 69 Street NW alignment, 69 Street NW, 112 Avenue NW alignment, 85 Street NW

Ward 3

North Boundary	North boundary of Carrington, North boundary of Livingston, 6 Street NE, 144 Avenue NW
East Boundary	Deerfoot Trail NE
South Boundary	Beddington Trail NE, Berkshire Boulevard NW, MacEwan Glen Drive NW, MacEwan Park View NW, North parcel boundary Nose Hill Park
West Boundary	Shaganappi Trail NW, Stoney Trail NW, 14 Street NW

Ward 4

North Boundary	Country Hills Boulevard NW, Shaganappi Trail NW, North parcel boundary Nose Hill Park, MacEwan Park View NW, MacEwan Glen Drive NW, Berkshire Boulevard NW, Beddington Trail NW, Beddington Trail NE
East Boundary	Deerfoot Trail NE
South Boundary	16 Avenue NE, Edmonton Trail NE, 32 Avenue NE, 32 Avenue NW, 32 Avenue NW alignment, North parcel boundary of Confederation Park, 14 Street NW, South parcel boundary of Confederation Park, 19 Street NW, Canmore Road NW, Cochrane Road NW, Morley Trail NW, Charleswood Drive NW
West Boundary	Crowchild Trail NW, Sarcee Trail NW

Ward 5

North Boundary	City Limits
East Boundary	City Limits
South Boundary	64 Avenue NE alignment, 64 Avenue NE, 68 Street NE, McKnight Boulevard NE, 48 Avenue NE alignment, 48 Avenue NE, East/North and West parcel boundary 2600 – 48 Avenue NE, North parcel boundary 2520 – 48 Avenue NE, Barlow Trail NE, McKnight Boulevard NE, 15 Street NE alignment, 1530 Aviation Road NE - north and west parcel boundary, McKnight Boulevard NE alignment, McKnight Boulevard NE
West Boundary	Deerfoot Trail NE

Ward 6

North Boundary	2 Avenue SW, Stoney Trail SW alignment, Stoney Trail SW, 16 Avenue NW, Sarcee Trail W, East parcel boundary of 1830 Sarcee Trail W, Bow River
East Boundary	29 Street SW alignment (to north), 8 Avenue SW, Spruce Drive SW, Bow Trail SW, 45 Street SW, 17 Avenue SW, 37 Street SW
South Boundary	City Limits
West Boundary	City Limits

Ward 7

North Boundary	32 Avenue NW alignment, 32 Avenue NW, Charleswood Drive NW, Morley Trail NW, Cochrane Road NW, Canmore Road NW, 19 Street NW, South parcel boundary of Confederation Park, 14 Street NW, North parcel boundary of Confederation Park, 32 Avenue NW alignment, 32 Avenue NW, 32 Avenue NE
East Boundary	Edmonton Trail NE, 4 Street NE, Bow River, Elbow River
South Boundary	CP Rail Tracks north of 10 Avenue SE & 10 Avenue SW, 14 Street SW, south bank of Bow River
West Boundary	South bank of Bow River

Ward 8

North Boundary	Bow River, 14 Street SW, CP Rail Tracks north of 10 Avenue SW & 10 Avenue SE
East Boundary	Elbow River, Macleod Trail S
South Boundary	50 Avenue SW, 50 Avenue SW alignment, 50 Avenue SW, Crowchild Trail SW, Regional Pathway 54 Avenue SW alignment, East and North parcel boundary 2922 Peacekeepers Way SW, Peacekeepers Way SW, Richard Road SW, Glenmore Trail SW
West Boundary	37 Street SW, 17 Avenue SW, 45 Street SW, Bow Trail SW, Spruce Drive SW, 8 Avenue SW, 29 Street SW alignment (to north)

Ward 9

North Boundary	16 Avenue NE, Deerfoot Trail NE, Memorial Drive SE, 68 Street SE, CNR Tracks, Stoney Trail NE, 16 Avenue NE
East Boundary	84 Street SE, North Parcel Boundary of 104 84 ST SE, North Parcel Boundary of 333 100 ST SE, North Parcel Boundary of 100 Street S, North parcel boundary 1100 100 ST SE, North parcel boundary 11510 17 AV SE, Range Road 284, 17 Avenue SE, 92 Street S, 34 Ave SE, 84 Street SE
South Boundary	Glenmore Trail SE
West Boundary	Macleod Trail S, Elbow River, Bow River, 4 Street NE, Edmonton Trail NE

Ward 10

North Boundary	McKnight Boulevard NE, McKnight Boulevard NE alignment, 1530 Aviation Road NE - West and north parcel boundary, 15 Street NE alignment, McKnight Boulevard NE, Barlow Trail NE, North parcel boundary 2520 – 48 Avenue NE, West/North and East parcel boundary 2600 – 48 Avenue NE, 48 Avenue NE, 48 Avenue NE alignment, McKnight Boulevard NE, 68 Street NE, 64 Avenue NE, 64 Avenue NE alignment
East Boundary	City Limits
South Boundary	16 Avenue NE, Stoney Trail NE, CNR Tracks, 68 Street SE, Memorial Drive E
West Boundary	Deerfoot Trail SE & NE

Ward 11

North Boundary	Glenmore Trail SW, Richard Road SW, Peacekeepers WY SW, North and East parcel boundary 2922 Peacekeepers WY SW, Regional Pathway 54 Avenue SW alignment, Crowchild Trail SW, 50 Avenue SW, 50 Avenue alignment, 50 Avenue SW, Macleod Trail SW, Glenmore Trail SW & SE
East Boundary	24 Street SE, 86 Avenue SE alignment, 24 Street SE, Deerfoot Trail SE
South Boundary	130 Avenue SE, Bow River, Deerfoot Trail SE, off-ramp to Southbound Deerfoot Trail from Northbound Bow Bottom Trail, on-ramp to Bow Bottom Trail from Anderson Road SE, Anderson Road SE & SW
West Boundary	37 Street SW alignment, 37 Street SW

Ward 12

North Boundary	Glenmore Trail SE
East Boundary	84 Street SE, 146 Avenue SE alignment, 146 Avenue SE, 104 Street SE, Stoney Trail, 88 Street SE
South Boundary	City Limits
West Boundary	Bow River, Stoney Trail SE, Deerfoot Trail SE, 24 Street SE, 86 Avenue SE alignment, 24 Street SE

Ward 13

North Boundary	Anderson Road alignment, Anderson Road SW
East Boundary	Macleod Trail S
South Boundary	210 Avenue SW alignment, Sherif King Grove SW alignment, CPR Tracks, City Limits
West Boundary	City Limits

Ward 14

North Boundary	Anderson Road S, off-ramp from Anderson Road to Bow Bottom Trail, off-ramp from Northbound Bow Bottom Trail to Southbound Deerfoot Trail, Bow River, 130 Avenue SE alignment, 130 Avenue SE
East Boundary	Deerfoot Trail, Stoney Trail SE, Bow River, City Limits
South Boundary	City Limits
West Boundary	Macleod Trail SE

report to Board of Trustees

Chief Superintendent's Update

Date December 17, 2024

Meeting Type Regular Meeting, Public Agenda

To Board of Trustees

From Joanne Pitman
Chief Superintendent of Schools

Purpose Information

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

1 | Recommendation

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

2 | Issue

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

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

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



requirement of OE-3 in planning for and providing challenging, relevant and high quality programming opportunities that consider the educational needs of students.

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

3 | Background

OE-2 Learning Environment/Treatment of Students | Maatoomsii’Pookaiks 2024 Indigenous Education Professional Learning Day

The Indigenous Education Team planned a full day of learning and activities for Maatoomsii’Pookaiks | Children First, the CBE system-wide Indigenous Education Professional Learning Day that took place on November 8, 2024. The learning for the day focused on the Mind Domain | To Know and the CBE Education Plan Key Action: Advance the Truth and Reconciliation Calls to Action (Education for ReconciliACTION). To support with planning and facilitation, the Indigenous Education Team created a comprehensive Planning Tool for School Leaders to help school planning teams design a personalized day of learning based on Indigenous Education resources, existing work, interest, and alignment with the school TRC Commitment to Action, School Development Plan, and system professional learning (e.g., K-6, Middle Years, High School OBA). Service Unit teams and staff were also provided with a planning tool and customizable agenda to support their planning for this day. An opening video was created and included a welcome to Blackfoot territory, the renewed CBE Land Acknowledgement, teaching about the Blackfoot value, likakimat, and a celebration of the incredible work occurring across schools.

OE-3 Instructional Program | Books on Buses

CBE Transportation is excited to re-launch the “Books on Buses” program, bringing bins filled with age-appropriate picture books, chapter books, and non-fiction to students on 35 bus routes serving select high-equity index schools. This simple yet impactful initiative helps nurture a love of learning while making a meaningful difference for students.

Starting in December and continuing for the school year, students will have access to these new and gently used books. The collection of books is generously provided by The Little Red Reading House Book Bank, a program of the University of Calgary’s, The Owerko Centre.

This program has been running on-and-off again over the past five years, and we’re always looking for ways to improve it. For instance, this year, we’re introducing an exciting new element: students are encouraged to take home any books they’d like to keep enjoying. Throughout the year, we’ll track how many books are being used and adjust the crates as needed. Feedback from participating schools will help shape the program going forward. We’re thrilled about the potential of this program to make a positive impact and create opportunities to highlight it in the community.

OE-3 Instructional Program | Scratch Coding Virtual Webinars

In October and November 2024, Teaching and Learning with Technology led 10 co-taught virtual webinars for students and teachers to learn block-based coding skills using the Scratch coding platform. These webinars were held to support learners and teachers with the implementation of the Computer Science Organizing Idea in the new Grade 4 to 6 Science curriculum. Sessions included two levels: *Introduction to Scratch* and *Using Loops and Conditionals in Scratch*. 332 teachers participated with their students. Recordings of the sessions continue to support teachers and students, with 113 views of the recordings at the end of November 2024.

OE-3 Instructional Program | Area 3 & 4 Resource Network Artificial Intelligence Professional Learning

On October 25 and December 4, the Teaching and Learning with Technology team led professional learning sessions about Artificial Intelligence for over 90 educators in the Area 3 and 4 Resource Network. These sessions included an introduction to how AI works, guidelines for privacy and ethical use, applications for teaching and learning related to supporting the work of resource teachers, and an introduction to writing effective prompts.

OE-3 Instructional Program | Resource Booking Pilot

Since September 16, the Teaching and Learning with Technology has been piloting the newly developed Resource Booking tool with 23 schools across all CBE Areas. Schools use Resource Booking to enable staff to book assets such as computer labs, iPad and laptop carts, learning commons, makerspaces, and other resources equitably and efficiently. Currently, pilot schools are reporting a 93% satisfaction rate. 78% of pilot schools are actively using the tool, with over 250 staff booking resources regularly. Ongoing feedback from schools has helped to improve the features and functions of the tool. Our team has since added 28 additional pilot schools to the project and is preparing for a system-wide launch by the end of January.

OE-8 Communicating and Engaging With the Public | CBE Received an Award of Distinction from the Canadian Association of Communicators in Education (CACE)

The CACE BRAVO! Awards is the only Canada-wide awards program specifically designed to recognize excellence in school board communications. CACE recognizes and honours exemplary work in all aspects of school public relations, communications, marketing and engagement through the BRAVO! Awards program at the CACE annual conference each year.

The CBE received an award of distinction on Oct. 26, 2024 for the French & International Languages campaign and the 50th anniversary of French Immersion. The award submission focused on the communication plans and tactics created and executed last year, including the videos, 50th anniversary logo, school, public and Insite website banners, news media strategy, the advertising campaign, gala invite and program and a myriad of other pieces (including 20,000 temporary tattoos!). The success of this campaign reflected

the hard work, creativity and collaboration between the Languages team, schools with language programs and the Communication and Engagement Services team last year.

There were many, many individuals in the CBE who contributed to this success. These include language school principals, assistant principals, French Immersion teachers, all members of the Languages team, the support of a cross-functional communications committee and many members of the Communication and Engagement Services team.

We also owe special thanks to McCann Canada, who worked with the team to develop the overall French and International Languages campaign theme and media strategy. A couple of other fun facts – one of the team members at McCann was a graduate of the CBE French Immersion program and understood the importance of language programming. And if you heard the radio ads, the voices were the children of members of the CBE languages team.

OE-8 Communicating and Engaging With the Public | New CBE Land Acknowledgement

The Indigenous Education Team released the updated CBE Land Acknowledgement and accompanying learning resources on October 23, 2024. Since its first release in 2016, staff and students across the CBE have invested significantly in learning about and through the CBE Land Acknowledgement, and many have made personal and professional commitments to Truth and Reconciliation. These commitments have rippled transformative action across our schools and service units, and into the community. While there is still much work to be done, we have engaged in Education for ReconciliACTION in a good way. The renewed CBE Land Acknowledgement will continue to support our collective efforts and expand our impact even further.

OE-8 Communicating and Engaging With the Public | Sharing the Indigenous Education Holistic Lifelong Learning Framework

The education director and system principal for Indigenous Education were selected to present the CBE Indigenous Education Holistic Lifelong Learning Framework at the annual Indspire National Gathering for Indigenous Education on November 21st in Winnipeg, MB. The presentation focused on the Mind Domain | To Know through sharing how the CBE is supporting Indigenous student well-being and achievement, and Indigenous Education for all students and staff. The gathering hosted 1700 educators and leaders from across Canada. This was also an opportunity to foster new relationships with Indigenous Education leaders in other school districts.

OE-8 Communicating and Engaging With the Public | Tsuut'ina Nation Buffalo Roundup & Tour

Members of the Indigenous Education Team, and additional CBE staff joined the annual buffalo roundup at Tsuut'ina Nation on November 25th. The roundup is organized to count the buffalo, vaccinate, and conduct a health check. The annual event has been happening since 1980 and brings the community together in celebration of the herd, which has grown from 30 to over 350 in recent years. The roundup is an opportunity for the community to engage in

ceremony to honour the sacred buffalo. In addition to the witnessing the buffalo roundup, the CBE group also took a tour of the Tsuut'ina Nation with Tsuut'ina Elder Alex Crowchild, and the Tsuut'ina CBE Provincial School Liaison Jennifer Big Plume.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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



**report to
Board of Trustees**

2024-2025 School Enrolment Report

Date	December 17, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities & Environmental Services
Governance Policy Reference	Operational Expectations: OE-7: Communication with and Support for the Board OE-9: Facilities
Resource Person(s)	Catherine Ford, Director, Planning Jeff Quigley, Manager, Planning Sherri Lambourne, Manager, Real Estate and Leasing Heather Kirkwood, Manager, Business Administration, School Improvement Shay Khan, Manager Revenue and Treasury Tanya Scanga, Director Corporate Financial Services Sandra Pearse, Admissions Coordinator, CBE Welcome Centre

1 | Recommendation

This report is being provided for information to the Board of Trustees. No decision is required.

2 | Issue

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



3 | Background

The purpose of the report is to provide a snapshot of the end-September 2024 enrolment data for all CBE schools and programs. The CBE uses this information to prepare key documents such as the annual Three-Year School Capital Plan, which provides an updated analysis of projected enrolment growth and population trends.

For many years, the CBE relied on the City of Calgary's annual Civic Census data as the main source for population and demographic information to provide context for this report. The City of Calgary's census program was discontinued in 2019. *The Calgary and Region Economic Outlook 2024-2029: Fall 2024 update* document is now the only City data that informs this report.

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

- The number of students enrolled in each school, by grade and program, including alternative programs, classes for students with complex learning needs, and the number of out-of-attendance area students as of end September 2024; and
- The provincial capacity of schools, including the associated number of modular classrooms, and utilization rate of each school building; and
- A list of the leases and the amount of space leased for each building.

It is important to note that the School Enrolment Report does not provide financial data or information on class size within schools. School budgets are adjusted during the school year to allocate resources based on equity considerations, complexity, and other additional factors that are unique to each school.

4 | Analysis

City of Calgary's Population

The City of Calgary estimates that 67,000 people moved to Calgary in 2023. This is 48,000 more people than in 2022. Between April 2022 and April 2023, the total population grew by 5.6% to an estimated 1,422,800 people.

Calgary's population is forecast to be 1,491,900 in 2024 – an increase of approximately 69,100 people, or 4.9 per cent, from the year before.

Net migration continues to drive population growth accounting for 88.2 per cent of the total increase (61,000 people). Natural increase, due to the difference between births and deaths, added an additional 8,100 to the Calgary population in 2024. The primary school age population (6-17 years) grew by 10,600 people between 2022 and 2023 and was projected to grow by a further 8,800 people to 2024.

Calgary's population grew by 25% between 2013 and 2023, faster than any other major Canadian city over this period. The trend is expected to continue in 2024.

More information on the City of Calgary's outlook is available on the City of Calgary website [The Calgary and Region Economic Outlook 2024-2029: Fall 2023 update.](#)

Enrolment Trends-Calgary Board of Education

Graph 1 shows annual year-over-year changes in student enrolment. For 10 consecutive years between 2009 and 2019, enrolment grew each year. A distinctive dip occurred during the 2020-21 school year, when enrolment dropped by 3,168 students, or 2.5 per cent. However, a sharp increase was realized between 2021 and 2023.

Between end-September 2023 and end-September 2024, enrolment increased by 4,158 students, or 3.0 per cent. Although this enrolment increase is lower than the 7,029 student increase last year, it is still much higher than the average year-over-year increases of 2,300 students or 2.1 per cent that the CBE experienced between 2010 and 2019. In fact, between end-September 2021 and end-September 2024, enrolment at CBE has increased by just over 17,000 students.

Graph 1: CBE Annual Enrolment Change (1982-2024)

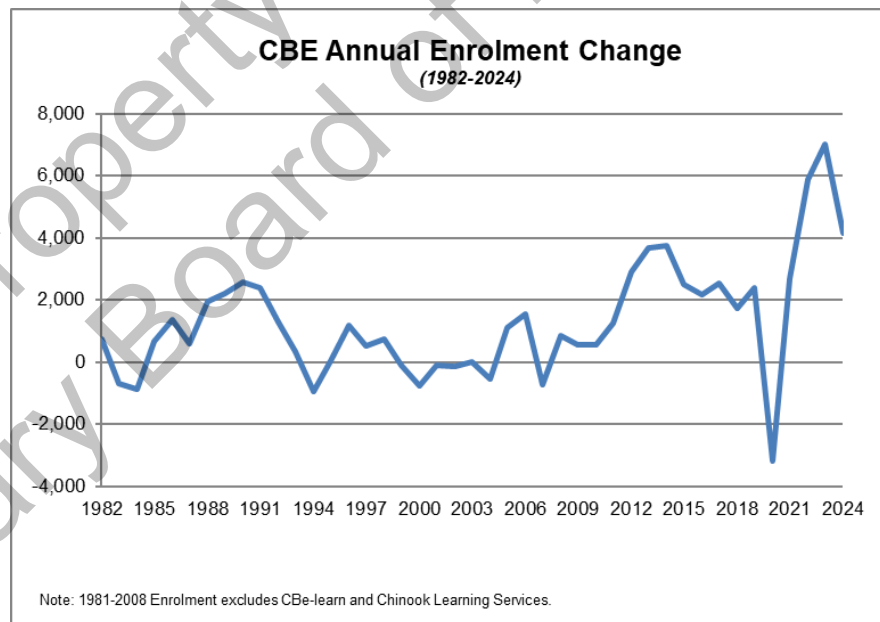


Table 1 below compares student enrolment counts between end-September 2023 and end-September 2024.

- Enrolment increases occurred in each division, with the largest increases seen in Divisions I (Gr 1-3) and IV (Gr 10-12).
- The CBE offers pre-kindergarten programming at one location to 40 students this year.

- As of end-September 2024, 14 schools offered a full day kindergarten program, reporting a total enrolment of 494 full day kindergarten students.
- Between end-September 2023 and end-September 2024, 20,103 K-12 students left the CBE, and 24,261 new students joined. A net gain of 4,158 students this school year is the result of student transfers and new registrations.

Table 1: Comparison of CBE Student Enrolment Counts between end-September 2023 and end-September 2024, by division.

	End-September 2023	End-September 2024	Difference
Pre-Kindergarten	37	40	3
Kindergarten	8,972	9,082	110
Grades 1-3 (Division I)	31,554	32,654	1,100
Grades 4-6 (Division II)	30,577	31,244	667
Grades 7-9 (Division III)	29,849	30,794	945
Grades 10-12 (Division IV)	34,591	35,902	1,311
Sub-Total (Pre-K to GR12)	135,580	139,716	4,136
Self Contained Special Ed.	2,664	2,686	22
Total	138,244	142,402	4,158

Record enrolment growth is putting pressure on our system. This has caused the number of schools in overflow status to rise. As of end-September 2024, 34 schools had an overflow plan in place. This represents 13.5 per cent of all CBE schools. By comparison, at the end of the 2022-23 school year, 21 schools had an overflow plan in place, while only 12 schools had an overflow plan in place at the end of the 2021-22 school year.

Non-Canadian Student Admissions through the CBE Welcome Centre

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

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

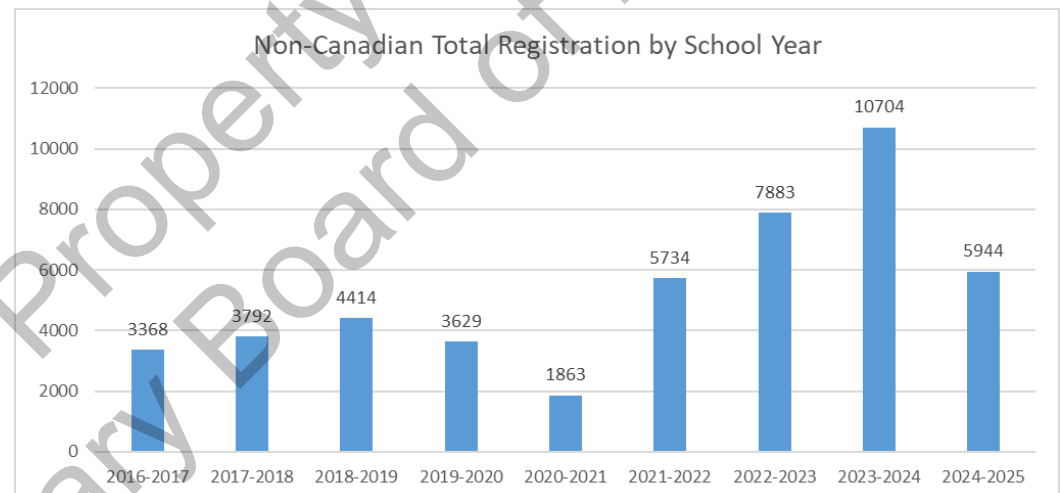
In the 2019-2020 and 2020-2021 school years, the number of student registrations through the Welcome Centre declined from 4414 registrations in 2018-19 by 785 students (18%) and 1,766 students (49%). This decline is likely attributable to global lockdowns and restricted travel that resulted from the COVID-19 pandemic.

Conversely, from July 1, 2021 to June 30, 2022, there were more than three times as many registrations (5,734) through the CBE Welcome Centre than during the 2020-21 school year. The uptick in non-Canadian student registrations continued during the 2022-2023 school year as 7,883 students registered through the Welcome Centre between July 1, 2022 and June 30, 2023. Between July 1, 2023 and June 30, 2024, 10,704 student registrations were processed by the CBE Welcome Centre. This is a 35.8 per cent or 2,821 increase in registrations from the year prior. This represents the highest annual non-Canadian student admission at CBE schools on record.

Non-Canadian student admissions has continued throughout the summer and autumn of 2024. For the 2024-25 school year, the Welcome Centre has processed 5,944 registrations up to October 28, 2024 (4 months of registrations).

It follows that student admissions through the CBE Welcome Centre are the primary contributor to the net increase in student enrolments for the past three years. However, Immigration, Refugees and Citizenship Canada (IRCC) has announced a decrease in overall permanent and temporary resident admissions for the next three years starting in 2025, as well as an intake cap on most study permit applications for two years starting in 2024. Due to these measures, it is likely that non-Canadian student registrations will be less during the 2024-25 school year.

Graph 2: Non-Canadian Student Admissions



Note: Non-Canadian Total Registrations for 2024-2025 as of October 28, 2024

The map in Attachment I shows where students who had enrolled for CBE schools through the CBE Welcome Centre resided at the time of registration. While registrants are distributed across the city, high concentrations are found in the centre and northeast sectors with smaller pockets in the northwest, and the far west, north and southeast sectors.

School Enrolment (2023-2024)

Attachment II lists enrolment by CBE Administrative Area for each school by grade. It also reports the number of out-of-attendance area students in each school. Out-of-attendance-area (OOA) would include those students who are outside of CBE boundaries or are not attending their designated school. There are

several CBE schools in communities where enrolment from the designated communities may be low or declining and the out of attendance area students make up a relatively large proportion of the student population. Accepting out of attendance area students each year allows these schools to maintain strong programming for students. Additionally, the out-of-attendance transfer process can also allow students to access programs that may not exist within their designated school. This is typically most prevalent at the high school level. Recently, due to high enrolment and limited space in high schools, the ability to transfer schools has been extremely constrained, and has led to a decline in the number of OOA students at the high school level.

The number of students in each Administrative Area ranges between 17,498 students in Area 3 to 24,362 students in Area 5. The largest number of students are found in the Areas 4, 5 and 7. Between end-September 2022 and end-September 2024, enrolment in Area 5 has increased by 2,400 students or 11.2 per cent, while enrolment in Area 4 has increased by 1,600 students or 8.6 per cent, and Area 7 by 1,500 students or 8.1 per cent.

A graph of total student enrolment over the last decade is included in Attachment III. As of end-September 2024, 114,844 CBE students were enrolled in the regular program (including Home Education, Outreach, Unique Settings, Chinook Learning and CBe-learn), which represents an increase of 3,585 regular program students, or 3.2 per cent, from the 2023-24 school year.

Attachment IV is a map of student population change by community. It conveys the changes that occurred in pre-k to Grade 12 enrolment, by community, from end-September 2023 to end-September 2024. Consistent with the large increases in student population growth across the system, the largest increase occurred in the northeast, north, and southeast sectors, and the downtown area. The map also indicates the location of the Evanston middle school that is approved for construction and will be the next new CBE school to open.

Alternative Programs

Enrolment in alternative programs by school is reported in Attachment V. As of end-September 2024, 27,558 CBE students (or 19.4 per cent of total student population) were enrolled in alternative programs, which represents an increase of 573 students, or 2.1 per cent, from the 2023-24 school year.

Complex Learning Needs

Enrolment counts for the regular program include students with complex learning needs. Some schools have classes for students with complex learning needs that do not offer a regular program but do offer an alternative program. In these situations, enrolment for students with complex learning needs is reported separately. Schools that offer classes for students with complex learning needs, are known as specialized classes and can have grade configurations that differ from the school's regular or alternative program(s). For example, a school that accommodates kindergarten to Grade 4 students for the regular program may simultaneously offer Grade 5 complex learning classes.

A detailed list of classes and enrolment by school for students with complex learning needs is reported in Attachments VI and VII. As of end-September 2024,

3,173 CBE students (or 2.2 per cent of total student population) were enrolled in specialized classes (excluding Unique Settings), which represents an increase of 46 students, or 1.5 per cent, from the 2023-24 school year.

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

Capacity and Utilization

Attachment IX provides provincial capacity and utilization rates for schools. The method for calculating Provincial Capacity is based on the on the “instructional” area determined for a school.

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

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

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

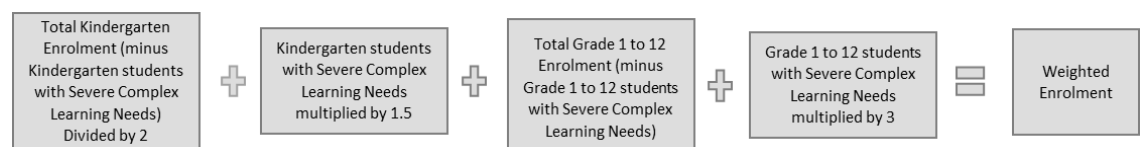
Lease exemptions are a parameter in the formula used to calculate capacity and as such, a school's capacity has the potential to change from year to year. The execution of a new lease for space, changes to an existing lease arrangement, or the discontinuation of a leased space at a school can alter a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

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

- Kindergarten students who typically attend school on a half day basis (Early Development Centre and full-day kindergarten students are not weighted).
- K-12 students who have severe complex learning needs.

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

The graphic below gives the calculation for weighted enrolment based on end of September student enrolment each year:



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

Between end-September 2023 and end-September 2024, the utilization rate of the CBE increased by 3 per cent. As of end-September 2024, the utilization rate of the system is 95 per cent. This is an increase from the 92 per cent in end-September 2023.

Table 2 shows the number of schools over, at, and under 85 per cent utilization per end-September 2023 enrolment data and end-September 2024 enrolment data.

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

	2023	2024	Change
Over 85%	154	171	17
At 85%	1	0	-1
Under 85%	83	67	-16

Leases

Leases of space by Area and leasing of surplus school facilities are reported in Attachments X and XI. A total of 35,141.3 m². of space in operating CBE facilities is leased for the 2024-25 school year and primarily consists of space for non-profit childcare providers. Fifteen surplus school facilities are leased, primarily to charter schools.

5 | Financial Impact

The Alberta Government uses a Weighted Moving Average (WMA) model to determine the funding school jurisdictions receive each year. The WMA is intended to provide a predictable amount of funding based on the budgeted school year. Table 3 shows how the three-year WMA enrolment is calculated.

Table 3: Three-year WMA enrolment

School year	Weighted Factor	Enrolment Count FTE
2022-2023	20%	Actual
2023-2024	30%	Estimate
2024-2025	50%	Projection

Source: Funding Manual for School Authorities 2024/2025 School Year

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

Student Count	2022-2023	2023-2024	2024-2025
Actual Funded FTE	125,512	131,778	136,427*

*subject to review and confirmation by Alberta Education

Table 4 shows the number of full-time equivalent funded students for this school year and the previous two years.

6 | Conclusion

Student enrolment for the 2024-25 school year has increased by a total of 4,158 students between end-September 2023 and end-September 2024. This represents an increase in year-over-year enrolment of 3.0 per cent.

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



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I:	Welcome Centre Student Registrations 2024-2025
Attachment II:	End-September 2024 enrolment including out of attendance area
Attachment III:	CBE actual enrolment 2014-2024
Attachment IV:	Student population change by community
Attachment V:	Alternative program enrolment by school and grade
Attachment VI:	Specialized classes 2024-2025
Attachment VII:	Enrolment in specialized classes by school and by grade
Attachment VIII:	Specialized classes definitions
Attachment IX:	School capacity and utilization 2024-2025
Attachment X:	Leased space in operating CBE schools 2024-2025
Attachment XI:	Lease of surplus school facilities 2024-2025

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

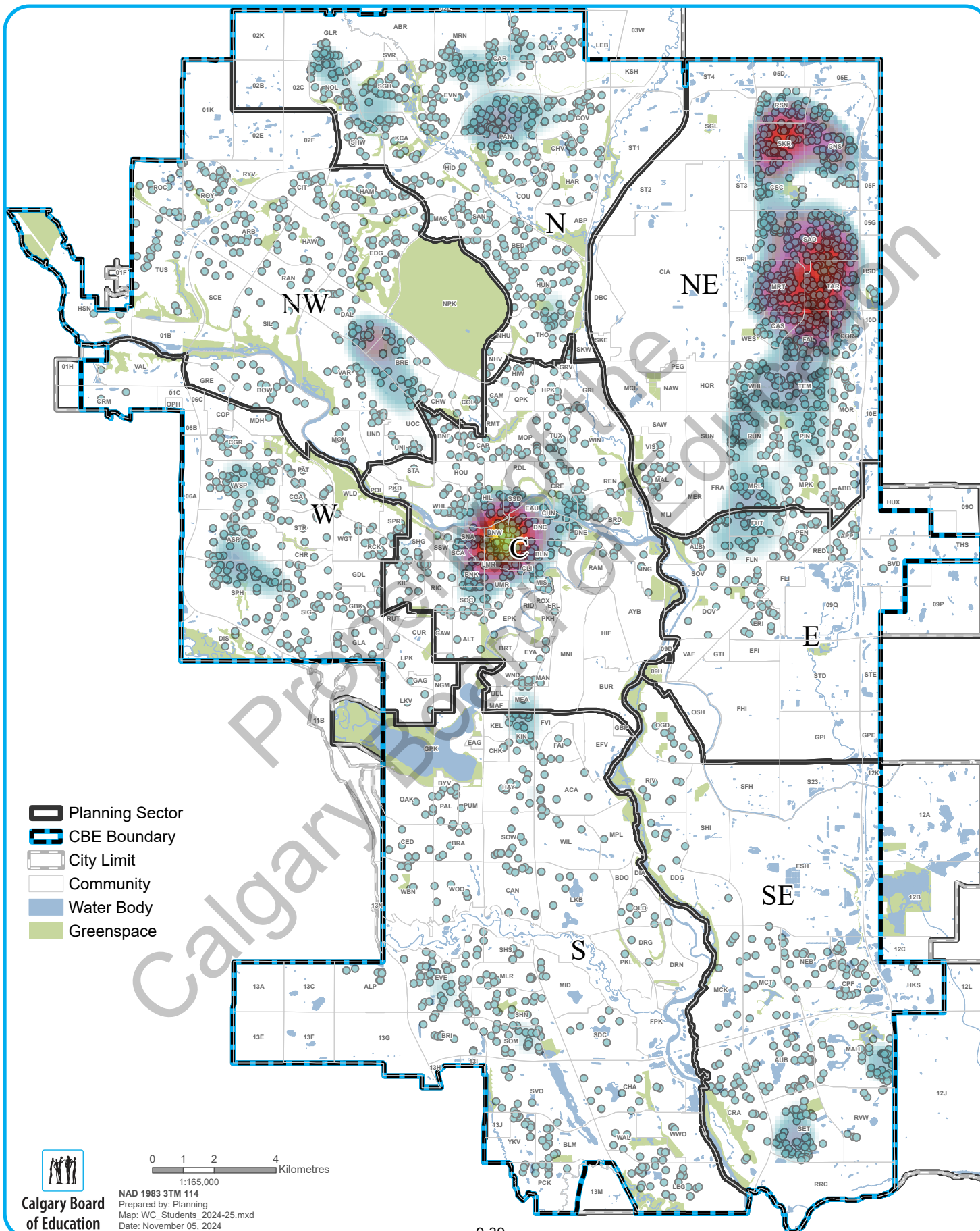
Operational Expectations: These policies define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board's stated values about operational conditions and actions as set out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

Property of the
Calgary Board of Education



Welcome Centre Student Registrations 2024-2025

As of September 27, 2024



CALGARY BOARD OF EDUCATION

Attachment II

End-September 2024 enrolment including out-of-attendance area

Schools highlighted in grey offer full-day kindergarten program.

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

SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
Arbour Lake School		786	-	-	-	-	-	-	-	157	172	200	213	-	-	-	44	33
Belvedere Parkway School		494	-	57	72	55	76	65	82	77	-	-	-	-	-	-	10	7
Bowcroft School		213	-	21	33	34	40	35	18	32	-	-	-	-	-	-	-	14
Bowcroft School	German Bilingual	144	-	24	20	31	22	16	20	11	-	-	-	-	-	-	-	-
Bowness High School		1,433	-	-	-	-	-	-	-	-	-	-	-	459	507	455	12	184
Brentwood School	Traditional Learning	815	-	124	125	125	125	103	114	99	-	-	-	-	-	-	-	12
Captain John Palliser School		285	-	20	15	35	35	26	76	62	-	-	-	-	-	-	16	22
Captain John Palliser School	Montessori	315	-	47	57	50	62	37	30	32	-	-	-	-	-	-	-	-
Citadel Park School		500	-	77	74	80	105	70	94	-	-	-	-	-	-	-	-	5
Dr. E. W. Coffin School		205	-	16	27	30	23	29	41	39	-	-	-	-	-	-	-	66
Edgemont School		623	-	70	80	111	115	106	141	-	-	-	-	-	-	-	-	2
Eric Harvie School		473	-	76	75	91	82	73	76	-	-	-	-	-	-	-	-	26
F. E. Osborne School		479	-	-	-	-	-	-	-	-	152	144	183	-	-	-	-	22
F. E. Osborne School	French Immersion	185	-	-	-	-	-	-	-	53	46	39	47	-	-	-	-	13
H. D. Cartwright School		472	-	-	-	-	-	-	-	-	130	154	157	-	-	-	31	22
The Hamptons School		174	-	22	24	39	48	41	-	-	-	-	-	-	-	-	-	6
Hawkwood School		680	-	78	103	108	117	111	101	62	-	-	-	-	-	-	-	3
Marion Carson School		264	-	26	33	32	54	35	42	42	-	-	-	-	-	-	-	3
Marion Carson School	Chinese (Mandarin) Bilingual	239	-	48	52	48	48	43	-	-	-	-	-	-	-	-	-	-
Ranchlands School		383	-	41	54	52	53	52	55	57	-	-	-	-	-	-	19	2
Robert Thirsk High School		1,453	-	-	-	-	-	-	-	-	-	-	-	438	494	478	43	102
Royal Oak School		585	-	87	116	123	136	123	-	-	-	-	-	-	-	-	-	1
Scenic Acres School		194	-	32	32	30	38	30	32	-	-	-	-	-	-	-	-	8
Silver Springs School		261	-	30	35	40	43	41	30	42	-	-	-	-	-	-	-	2
Simon Fraser School		646	-	-	-	-	-	-	81	76	168	152	169	-	-	-	-	7
Sir Winston Churchill High School		2,187	-	-	-	-	-	-	-	-	-	-	-	665	701	805	16	63
Terrace Road School		207	-	28	30	27	41	22	33	22	-	-	-	-	-	-	4	18
Thomas B. Riley School		201	-	-	-	-	-	-	-	-	57	60	55	-	-	-	29	8
Thomas B. Riley School	Traditional Learning	267	-	-	-	-	-	-	-	-	95	93	79	-	-	-	-	3
Tom Baines School		824	-	-	-	-	-	-	-	152	208	223	241	-	-	-	-	14
Tuscany School		258	-	28	33	38	40	47	56	-	-	-	-	-	-	-	16	8
Tuscany School	French Immersion	330	-	62	67	49	58	45	49	-	-	-	-	-	-	-	-	4
Twelve Mile Coulee School		679	-	-	-	-	-	-	-	173	178	171	157	-	-	-	-	34
West Dalhousie School		293	-	22	35	33	40	48	48	52	-	-	-	-	-	-	15	21
William D. Pratt School		922	-	-	-	-	-	-	178	185	181	184	188	-	-	-	6	6
AREA 1 TOTAL		18,469	-	1,036	1,192	1,261	1,401	1,198	1,397	1,425	1,387	1,420	1,489	1,562	1,702	1,738	261	741

CALGARY BOARD OF EDUCATION

Attachment II

End-September 2024 enrolment including out-of-attendance area

Schools highlighted in grey offer full-day kindergarten program.

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

SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
Alex Munro School		289	-	37	40	45	48	32	42	45	-	-	-	-	-	-	-	38
Balmoral School	Traditional Learning	573	-	-	-	-	-	-	120	118	118	108	109	-	-	-	-	6
Banff Trail School	French Immersion	387	-	58	74	72	60	62	61	-	-	-	-	-	-	-	-	6
Beddington Heights School		413	-	56	60	76	51	60	63	37	-	-	-	-	-	-	10	27
Branton School	French Immersion	686	-	-	-	-	-	-	-	100	233	180	161	-	-	-	12	32
Buchanan School		188	-	19	34	21	26	26	19	25	-	-	-	-	-	-	18	8
Buffalo Rubbing Stone School		641	-	63	96	126	122	106	128	-	-	-	-	-	-	-	-	17
Cambrian Heights School		384	-	36	65	67	62	59	48	39	-	-	-	-	-	-	8	10
Capitol Hill School		339	-	39	41	40	55	52	62	50	-	-	-	-	-	-	-	10
Captain Nichola Goddard School		967	-	-	-	-	-	-	225	266	251	225	-	-	-	-	-	10
Catherine Nichols Gunn School		440	-	75	59	61	79	48	47	71	-	-	-	-	-	-	-	26
Collingwood School	Spanish Bilingual	502	-	85	88	90	82	83	74	-	-	-	-	-	-	-	-	5
Colonel Irvine School		347	-	-	-	-	-	-	-	-	118	101	117	-	-	-	11	10
Colonel Irvine School	Chinese (Mandarin) Bilingual	429	-	-	-	-	-	-	87	102	85	68	87	-	-	-	-	1
Colonel Sanders School	Traditional Learning	393	-	-	99	96	104	94	-	-	-	-	-	-	-	-	-	5
Dalhousie School	Spanish Bilingual	475	-	86	82	77	74	83	73	-	-	-	-	-	-	-	-	5
Dr. J. K. Mulloy School	Traditional Learning	526	-	105	110	103	104	104	-	-	-	-	-	-	-	-	-	6
Georges P. Vanier School		186	-	-	-	-	-	-	-	-	57	48	51	-	-	-	30	18
Georges P. Vanier School	French Immersion	374	-	-	-	-	-	-	62	122	107	83	-	-	-	-	-	11
Highwood School	Chinese (Mandarin) Bilingual	356	-	75	75	73	69	64	-	-	-	-	-	-	-	-	-	7
Huntington Hills School		239	-	26	29	37	28	36	33	38	-	-	-	-	-	-	12	11
James Fowler High School		1,578	-	-	-	-	-	-	-	-	-	-	-	461	485	554	78	107
John G. Diefenbaker High School		1,296	-	-	-	-	-	-	-	-	-	-	-	468	444	384	-	59
Kenneth D. Taylor		642	-	124	125	125	125	125	-	-	-	-	-	-	-	-	18	1
King George School	French Immersion	664	-	90	142	126	109	97	100	-	-	-	-	-	-	-	-	8
North Haven School		266	-	28	43	43	35	32	31	27	-	-	-	-	-	-	27	11
Panorama Hills School		524	-	64	70	89	94	79	102	-	-	-	-	-	-	-	26	13
Senator Patrick Burns School		162	-	-	-	-	-	-	-	-	45	45	56	-	-	-	16	16
Senator Patrick Burns School	Spanish Bilingual	600	-	-	-	-	-	-	-	154	160	123	163	-	-	-	-	-
Sir John A. Macdonald School		688	-	-	-	-	-	-	-	-	212	194	251	-	-	-	31	12
Sir John Franklin School	System Classes	78	-	-	-	-	-	-	-	-	-	-	-	-	-	-	78	-
Sir John Franklin School	Arts Centered Learning	269	-	-	-	-	-	-	13	18	90	74	74	-	-	-	-	5
Thorncliffe School		215	-	23	23	33	32	24	46	34	-	-	-	-	-	-	-	22
Thorncliffe School	Traditional Learning	66	-	66	-	-	-	-	-	-	-	-	-	-	-	-	-	2
Varsity Acres School	French Immersion	595	-	84	107	115	127	74	88	-	-	-	-	-	-	-	-	4
W. O. Mitchell School	Spanish Bilingual	339	-	61	58	62	59	50	49	-	-	-	-	-	-	-	-	9

CALGARY BOARD OF EDUCATION

Attachment II

End-September 2024 enrolment including out-of-attendance area

Schools highlighted in grey offer full-day kindergarten program.

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

SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
William Aberhart High School		501	-	-	-	-	-	-	-	-	-	-	-	132	167	150	52	152
William Aberhart High School	French Immersion	796	-	-	-	-	-	-	-	-	-	-	-	290	241	265	-	5
AREA 2 TOTAL		18,413	-	1,300	1,520	1,577	1,545	1,390	1,286	1,145	1,506	1,299	1,377	1,351	1,337	1,353	427	695
Abbeyle School		326	-	36	39	48	49	46	52	47	-	-	-	-	-	-	9	14
Belfast School		204	-	25	21	21	23	29	32	23	-	-	-	-	-	-	30	104
Cappy Smart School		243	-	30	29	37	31	28	30	30	-	-	-	-	-	-	28	21
Colonel Macleod School		205	-	-	-	-	-	-	-	-	63	70	51	-	-	-	21	10
Colonel Macleod School	Traditional Learning	454	-	-	-	-	-	-	94	95	94	92	79	-	-	-	-	12
Coventry Hills School		618	-	98	80	111	121	105	103	-	-	-	-	-	-	-	-	2
Crescent Heights High School		1,356	-	-	-	-	-	-	-	-	-	-	-	407	435	445	69	348
Crescent Heights High School	Spanish Bilingual	233	-	-	-	-	-	-	-	-	-	-	-	82	69	82	-	-
Dr. Gladys McKelvie Egbert School		348	-	-	-	-	-	-	-	-	98	114	108	-	-	-	28	17
Erin Woods School		354	-	42	50	54	41	44	53	44	-	-	-	-	-	-	26	13
Ernest Morrow School		621	-	-	-	-	-	-	-	-	193	172	183	-	-	-	73	38
Forest Lawn High School		1,477	-	-	-	-	-	-	-	-	-	-	-	387	460	522	108	102
G. W. Skene School		169	-	-	-	-	-	65	52	52	-	-	-	-	-	-	-	5
Hidden Valley School		297	-	54	49	65	61	68	-	-	-	-	-	-	-	-	-	3
Hidden Valley School	French Immersion	262	-	49	52	51	55	55	-	-	-	-	-	-	-	-	-	3
Ian Bazalgette School		429	-	-	-	-	-	-	-	-	180	117	132	-	-	-	-	24
Ian Bazalgette School	Science	157	-	-	-	-	-	-	-	-	59	54	44	-	-	-	-	-
Jack James High School		396	-	-	-	-	-	-	-	-	-	-	-	102	126	137	31	1
James Short Memorial School		225	-	58	56	53	58	-	-	-	-	-	-	-	-	-	-	11
Keeler School		559	-	62	94	84	90	76	75	78	-	-	-	-	-	-	-	14
Mount View School		191	-	21	29	25	31	26	20	24	-	-	-	-	-	-	15	22
North Trail High School		2,052	-	-	-	-	-	-	-	-	-	-	-	736	695	594	27	31
Northern Lights School		599	-	74	108	101	117	100	99	-	-	-	-	-	-	-	-	3
Nose Creek School		913	-	-	-	-	-	-	-	200	241	216	220	-	-	-	36	14
Patrick Airlie School		250	-	27	28	42	40	35	42	36	-	-	-	-	-	-	-	17
Penbrooke Meadows School		250	-	31	36	35	42	22	35	27	-	-	-	-	-	-	22	22
Piitoyis Family School	Colonel Walker	227	-	30	23	31	49	32	30	32	-	-	-	-	-	-	-	-
Radisson Park School		360	-	42	44	54	65	54	58	43	-	-	-	-	-	-	-	23
Riverside School	System Classes	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	-
Riverside School	Science	640	-	48	51	49	50	56	57	57	89	89	94	-	-	-	-	18
Roland Michener School		187	-	16	25	24	27	26	21	23	-	-	-	-	-	-	25	11
Rosedale School		267	-	19	25	23	28	34	14	24	29	36	35	-	-	-	-	24

CALGARY BOARD OF EDUCATION

Attachment II

End-September 2024 enrolment including out-of-attendance area

Schools highlighted in grey offer full-day kindergarten program.

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

SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
Rosemont School		207	-	16	27	29	31	30	35	31	-	-	-	-	-	-	8	13
Stanley Jones School		374	-	59	61	67	55	48	45	39	-	-	-	-	-	-	-	16
Stanley Jones School	Alice Jamieson	119	-	-	-	-	-	13	16	19	21	16	34	-	-	-	-	-
Sunnyside School		185	-	22	36	30	22	24	25	26	-	-	-	-	-	-	-	25
Valley Creek School		523	-	-	-	-	-	-	66	79	134	123	98	-	-	-	23	5
Valley Creek School	French Immersion	240	-	-	-	-	-	-	59	42	56	40	43	-	-	-	-	3
Valley View School		240	-	24	38	33	37	36	38	34	-	-	-	-	-	-	-	22
Valley View School	Science	336	-	44	48	50	50	50	47	47	-	-	-	-	-	-	-	-
Vista Heights School		153	-	21	11	21	15	22	19	23	-	-	-	-	-	-	21	2
West Dover School		243	-	24	47	34	38	34	36	15	-	-	-	-	-	-	15	24
AREA 3 TOTAL		17,498	-	972	1,107	1,172	1,226	1,158	1,253	1,190	1,257	1,139	1,121	1,714	1,785	1,780	624	1,037
Annie Foote School		494	-	91	100	81	63	53	50	56	-	-	-	-	-	-	-	24
Annie Gale School		348	-	-	-	-	-	-	-	-	105	118	98	-	-	-	27	8
Annie Gale School	Traditional Learning	241	-	-	-	-	-	-	-	58	61	69	53	-	-	-	-	2
Bob Edwards School		364	-	-	-	-	-	-	-	103	94	72	83	-	-	-	12	26
Bob Edwards School	French Immersion	169	-	-	-	-	-	-	-	-	69	55	45	-	-	-	-	1
Cecil Swanson School		339	-	46	35	44	57	44	39	56	-	-	-	-	-	-	18	33
Chief Justice Milvain School		188	-	27	32	26	21	26	28	28	-	-	-	-	-	-	-	2
Chief Justice Milvain School	Traditional Learning	376	-	50	48	74	75	76	53	-	-	-	-	-	-	-	-	1
Chris Akkerman School	Traditional Learning	651	-	102	100	106	103	120	120	-	-	-	-	-	-	-	-	7
Clarence Sansom School		734	-	-	-	-	-	-	-	-	195	270	232	-	-	-	37	21
Colonel J. Fred Scott School		454	-	47	68	63	63	75	61	77	-	-	-	-	-	-	-	13
Crossing Park School		1,076	-	80	64	78	106	65	105	92	176	124	175	-	-	-	11	22
Douglas Harkness School		330	-	37	36	62	43	54	47	51	-	-	-	-	-	-	-	5
Dr. Gordon Higgins School		684	-	-	-	-	-	-	-	-	202	243	207	-	-	-	32	5
Falconridge School		519	-	72	72	84	81	56	76	60	-	-	-	-	-	-	18	20
Grant MacEwan School		646	-	94	83	108	93	90	93	85	-	-	-	-	-	-	-	8
Guy Weadick School		410	-	53	76	75	59	67	43	37	-	-	-	-	-	-	-	5
Hugh A. Bennett School		671	-	131	137	149	121	124	-	-	-	-	-	-	-	-	9	12
Lester B. Pearson High School		1,646	-	-	-	-	-	-	-	-	-	-	-	542	541	535	28	98
Louise Dean School		25	-	-	-	-	-	-	-	-	-	-	-	-	3	22	-	1
Manmeet Singh Bhullar School		516	-	56	68	88	80	78	66	80	-	-	-	-	-	-	-	10
Marlborough School		291	-	46	47	68	39	47	44	-	-	-	-	-	-	-	-	1
Mayland Heights School		143	-	21	18	21	29	17	20	17	-	-	-	-	-	-	-	48
Mayland Heights School	French Immersion	305	-	62	52	55	34	34	37	31	-	-	-	-	-	-	-	6
Monterey Park School		557	-	96	76	86	62	65	66	81	-	-	-	-	-	-	25	8
Nelson Mandela High School		1,931	-	-	-	-	-	-	-	-	-	-	-	625	623	628	55	30
O. S. Geiger School		500	-	62	73	76	67	67	76	49	-	-	-	-	-	-	30	11
Peter Lougheed School		980	-	-	-	-	-	-	185	183	202	195	199	-	-	-	16	-

CALGARY BOARD OF EDUCATION

Attachment II

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SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
Pineridge School		402	-	27	37	34	28	36	113	93	-	-	-	-	-	-	34	23
Prairie Sky School		916	-	50	99	115	121	80	129	104	82	85	51	-	-	-	-	7
Rundle School		493	-	64	75	66	84	81	85	38	-	-	-	-	-	-	-	9
Saddle Ridge School		648	-	130	131	133	124	130	-	-	-	-	-	-	-	-	-	2
Sir Wilfrid Laurier School	Traditional Learning	477	-	-	-	-	-	-	-	123	126	123	100	-	-	-	5	19
Taradale School		672	-	136	137	133	131	135	-	-	-	-	-	-	-	-	-	5
Ted Harrison School		902	-	-	-	-	-	-	167	181	177	181	174	-	-	-	22	-
Terry Fox School		586	-	-	-	-	-	-	-	-	147	197	185	-	-	-	57	6
AREA 4 TOTAL		20,684	-	1,580	1,664	1,825	1,684	1,620	1,703	1,683	1,636	1,732	1,602	1,167	1,167	1,185	436	499
Acadia School		438	-	53	62	71	69	59	69	55	-	-	-	-	-	-	-	16
Auburn Bay School		565	-	68	78	92	92	100	118	-	-	-	-	-	-	-	17	6
Bayside School		604	-	68	100	121	105	121	89	-	-	-	-	-	-	-	-	21
Bridlewood School		498	-	68	57	80	84	79	71	59	-	-	-	-	-	-	-	33
Centennial High School		1,780	-	-	-	-	-	-	-	-	-	-	-	614	574	541	51	82
Chaparral School		513	-	67	74	90	74	73	68	67	-	-	-	-	-	-	-	1
Copperfield School		599	-	80	104	109	94	100	112	-	-	-	-	-	-	-	-	2
Cranston School		589	-	110	118	128	121	112	-	-	-	-	-	-	-	-	-	2
Deer Run School		334	-	39	40	56	51	55	39	38	-	-	-	-	-	-	16	9
Douglasdale School		370	-	47	61	46	82	66	68	-	-	-	-	-	-	-	-	15
Dr. George Stanley School		846	-	-	-	-	-	-	109	198	178	183	178	-	-	-	-	21
Dr. Martha Cohen School		874	-	-	-	-	-	-	-	228	219	235	192	-	-	-	-	13
Fairview School	Traditional Learning	911	-	-	-	-	-	156	155	161	156	151	132	-	-	-	-	-
Fish Creek School		567	-	64	66	77	78	94	97	91	-	-	-	-	-	-	-	58
Haultain Memorial School		185	-	28	19	18	36	26	30	28	-	-	-	-	-	-	-	7
Joane Cardinal-Schubert High School		1,902	-	-	-	-	-	-	-	-	-	-	-	605	645	652	-	35
Lake Bonavista School	Montessori	363	-	56	63	74	48	45	48	29	-	-	-	-	-	-	-	-
Lakeshore School		967	-	-	-	-	-	-	-	193	298	251	225	-	-	-	-	3
Le Roi Daniels School	Traditional Learning	581	-	131	144	149	157	-	-	-	-	-	-	-	-	-	-	-
Lord Beaverbrook High School		1,973	-	-	-	-	-	-	-	-	-	-	-	721	591	585	76	162
Mahogany School		773	-	126	138	145	152	104	108	-	-	-	-	-	-	-	-	6
Maple Ridge School	Science	394	-	74	74	89	76	81	-	-	-	-	-	-	-	-	-	3
McKenzie Highlands School		773	-	-	-	-	-	35	114	144	143	130	164	-	-	-	43	46
McKenzie Lake School		585	-	67	80	114	107	122	77	-	-	-	-	-	-	-	18	5
McKenzie Towne School		543	-	89	123	118	95	91	-	-	-	-	-	-	-	-	27	6
Midnapore School		278	-	25	33	46	53	31	52	38	-	-	-	-	-	-	-	32
Midnapore School	Chinese (Mandarin) Bilingual	152	-	29	44	32	26	21	-	-	-	-	-	-	-	-	-	-

CALGARY BOARD OF EDUCATION

Attachment II

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SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
MidSun School		638	-	-	-	-	-	-	-	-	214	193	191	-	-	-	40	32
Mountain Park School		552	-	-	-	-	-	-	-	133	125	151	127	-	-	-	16	21
New Brighton School		597	-	102	87	118	89	90	111	-	-	-	-	-	-	-	-	1
Prince Of Wales School		325	-	52	68	66	73	42	14	10	-	-	-	-	-	-	-	2
R. T. Alderman School	Science	679	-	-	-	-	-	-	111	144	144	147	133	-	-	-	-	6
Samuel W. Shaw School		812	-	-	-	-	-	-	112	122	181	190	178	-	-	-	29	19
Sibylla Kiddle School		606	-	87	103	107	112	117	80	-	-	-	-	-	-	-	-	30
Somerset School		234	-	29	53	58	44	50	-	-	-	-	-	-	-	-	-	12
Willow Park School	Arts Centered Learning	569	-	-	-	-	-	-	62	87	131	149	140	-	-	-	-	4
Wilma Hansen School		393	-	-	-	-	-	-	42	28	99	96	106	-	-	-	22	21
AREA 5 TOTAL		24,362	-	1,559	1,789	2,004	1,918	1,870	1,956	1,853	1,888	1,876	1,766	1,940	1,810	1,778	355	732
A. E. Cross School		533	-	-	-	-	-	-	-	-	138	183	182	-	-	-	30	34
A. E. Cross School	Spanish Bilingual	60	-	-	-	-	-	-	-	-	21	12	27	-	-	-	-	1
Altadore School		372	-	49	61	59	60	53	47	43	-	-	-	-	-	-	-	6
Alternative High School		125	-	-	-	-	-	-	-	-	-	-	-	16	33	49	27	1
Andrew Sibbald School		313	-	44	50	58	48	56	57	-	-	-	-	-	-	-	-	11
Banting and Best School		203	-	48	50	50	55	-	-	-	-	-	-	-	-	-	-	7
Braeside School		227	-	24	27	36	45	26	38	31	-	-	-	-	-	-	-	28
Canyon Meadows School	Spanish Bilingual	456	-	74	80	86	71	62	83	-	-	-	-	-	-	-	-	24
Cedarbrae School		189	-	19	26	26	31	29	29	21	-	-	-	-	-	-	8	35
Central Memorial High School		1,517	-	-	-	-	-	-	-	-	-	-	-	451	538	507	21	440
Chinook Park School		273	-	26	42	46	33	49	38	39	-	-	-	-	-	-	-	8
Chinook Park School	French Immersion	260	-	36	46	44	38	41	28	27	-	-	-	-	-	-	-	8
David Thompson School		146	-	-	-	-	-	-	-	-	54	42	50	-	-	-	-	11
David Thompson School	French Immersion	487	-	-	-	-	-	-	78	58	135	122	94	-	-	-	-	15
Dr. E. P. Scarlett High School		1,388	-	-	-	-	-	-	-	-	-	-	-	473	461	454	-	153
Dr. E. P. Scarlett High School	French Immersion	365	-	-	-	-	-	-	-	-	-	-	-	133	128	104	-	-
Dr. Freda Miller School		469	-	46	72	91	103	89	68	-	-	-	-	-	-	-	-	9
Ethel M. Johnson School		252	-	20	22	35	34	28	37	28	-	-	-	-	-	-	48	6
Eugene Coste School	Spanish Bilingual	381	-	69	68	75	64	67	38	-	-	-	-	-	-	-	-	44
Evergreen School		491	-	63	72	76	94	83	86	-	-	-	-	-	-	-	17	40
Glenbrook School		294	-	36	36	39	50	31	50	52	-	-	-	-	-	-	-	22
Glenmeadows School	Spanish Bilingual	389	-	56	73	72	73	43	37	35	-	-	-	-	-	-	-	24
Harold Panabaker School		283	-	-	-	-	-	-	-	-	78	99	81	-	-	-	25	16
Harold Panabaker School	Chinese (Mandarin) Bilingual	99	-	-	-	-	-	-	27	20	16	20	16	-	-	-	-	4
Haysboro School		227	-	28	35	36	36	27	26	39	-	-	-	-	-	-	-	15
Henry Wise Wood High School		1,905	-	-	-	-	-	-	-	-	-	-	-	616	640	618	31	101
Janet Johnstone School		289	-	37	60	65	66	61	-	-	-	-	-	-	-	-	-	1
Janet Johnstone School	French Immersion	193	-	38	42	50	34	29	-	-	-	-	-	-	-	-	-	1

CALGARY BOARD OF EDUCATION

Attachment II

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SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
John Ware School		389	-	-	-	-	-	-	-	-	111	132	136	-	-	-	10	23
Louis Riel School	System Classes	160	-	-	-	-	-	13	26	27	21	18	55	-	-	-	-	-
Louis Riel School	Science	731	-	65	66	66	75	54	54	84	91	94	82	-	-	-	-	13
Marshall Springs School		708	-	-	-	-	-	-	-	164	166	175	198	-	-	-	5	14
Nellie McClung School		372	-	46	56	64	53	45	55	53	-	-	-	-	-	-	-	58
Nickle School		351	-	-	-	-	-	-	-	143	53	64	51	-	-	-	40	17
Riverbend School		303	-	45	54	66	46	44	31	17	-	-	-	-	-	-	-	17
Robert Warren School	Spanish Bilingual	307	-	-	-	-	-	-	-	88	77	59	83	-	-	-	-	1
Ron Southern School		505	-	56	75	80	73	73	66	64	-	-	-	-	-	-	18	13
Sam Livingston School	French Immersion	400	-	66	79	92	84	79	-	-	-	-	-	-	-	-	-	10
Sherwood School		365	-	-	-	-	-	38	59	52	55	73	84	-	-	-	4	24
Sundance School	French Immersion	565	-	100	99	87	86	67	65	61	-	-	-	-	-	-	-	7
Woodbine School		397	-	51	59	52	65	52	58	60	-	-	-	-	-	-	-	5
Woodlands School		244	-	35	38	38	41	33	26	33	-	-	-	-	-	-	-	17
Woodman School		249	-	-	-	-	-	-	-	-	62	94	93	-	-	-	-	15
Woodman School	French Immersion	302	-	-	-	-	-	-	30	20	97	66	89	-	-	-	-	9
AREA 6 TOTAL		18,534	-	1,177	1,388	1,489	1,458	1,272	1,237	1,259	1,175	1,253	1,321	1,689	1,800	1,732	284	1,308
Alexander Ferguson School		235	-	32	36	41	25	33	34	34	-	-	-	-	-	-	-	23
All Boys Program	Sir James Lougheed	33	-	-	5	7	6	7	1	7	-	-	-	-	-	-	-	-
Battalion Park School		517	-	40	70	71	93	61	89	76	-	-	-	-	-	-	17	16
Bishop Pinkham School		184	-	-	-	-	-	-	-	-	61	51	67	-	-	-	5	13
Bishop Pinkham School	French Immersion	428	-	-	-	-	-	-	-	-	168	125	135	-	-	-	-	6
Briar Hill School		222	-	28	39	33	35	28	28	31	-	-	-	-	-	-	-	85
Colonel Walker School		170	-	29	33	30	27	19	22	10	-	-	-	-	-	-	-	12
Connaught School		486	-	91	77	63	65	70	63	57	-	-	-	-	-	-	-	23
Dr. Roberta Bondar School		603	-	66	64	97	104	91	101	80	-	-	-	-	-	-	-	13
Earl Grey School		312	-	25	48	46	49	51	44	35	-	-	-	-	-	-	14	38
Elbow Park School		236	-	30	32	37	37	32	31	37	-	-	-	-	-	-	-	4
Elboya School		379	-	22	51	47	48	41	38	40	30	33	29	-	-	-	-	12
Elboya School	French Immersion	349	-	-	-	-	-	-	54	63	88	63	81	-	-	-	-	11
Ernest Manning High School		1,876	-	-	-	-	-	-	-	-	-	-	-	632	667	564	13	75
Glamorgan School	Traditional Learning	763	-	86	78	77	84	84	84	87	64	64	55	-	-	-	-	2
Glendale School		243	-	27	36	35	41	32	36	36	-	-	-	-	-	-	-	30
Griffith Woods School		964	-	73	86	77	105	82	113	107	116	113	92	-	-	-	-	3
Hillhurst School		301	-	21	27	37	39	45	71	61	-	-	-	-	-	-	-	50
Jennie Elliott School		575	-	65	79	89	89	76	72	66	-	-	-	-	-	-	39	10
Killarney School	Montessori	353	-	64	60	66	51	33	43	36	-	-	-	-	-	-	-	6
Mount Royal School		422	-	-	-	-	-	-	-	-	129	128	161	-	-	-	4	9
Olympic Heights School		515	-	57	67	62	93	74	66	96	-	-	-	-	-	-	-	25

CALGARY BOARD OF EDUCATION
End-September 2024 enrolment including out-of-attendance area

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SCHOOL		Total	Pre-K*	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	SCSE	OOA
Queen Elizabeth School		426	-	49	64	66	74	56	70	47	-	-	-	-	-	-	-	13
Queen Elizabeth High School		960	-	-	-	-	-	-	-	-	151	170	179	116	102	157	85	113
Ramsay School		315	-	43	54	51	48	46	41	31	-	-	-	-	-	-	1	30
Richmond School		375	-	48	55	56	54	62	58	42	-	-	-	-	-	-	-	21
Rideau Park School		457	-	25	33	35	32	31	32	37	78	74	80	-	-	-	-	35
Simons Valley School		676	-	69	103	101	106	88	99	103	-	-	-	-	-	-	7	25
Sunalta School		373	-	41	56	54	59	55	66	42	-	-	-	-	-	-	-	85
University School		364	-	47	50	55	58	48	49	50	-	-	-	-	-	-	7	24
Vincent Massey School		853	-	-	-	-	-	-	-	-	256	275	289	-	-	-	33	27
West Ridge School		842	-	-	-	-	-	-	143	128	186	193	192	-	-	-	-	25
West Springs School		618	-	115	110	121	128	144	-	-	-	-	-	-	-	-	-	-
Western Canada High School		1,548	-	-	-	-	-	-	-	-	-	-	-	535	512	501	-	85
Western Canada High School	French Immersion	693	-	-	-	-	-	-	-	-	-	-	-	226	256	211	-	6
Westgate School	French Immersion	604	-	80	96	92	79	78	97	82	-	-	-	-	-	-	-	5
Wildwood School		527	-	48	91	70	78	75	56	78	-	-	-	-	-	-	31	30
William Reid School	French Immersion	308	-	68	58	60	71	51	-	-	-	-	-	-	-	-	-	9
AREA 7 TOTAL		20,105	-	1,389	1,658	1,676	1,778	1,593	1,701	1,599	1,327	1,289	1,360	1,509	1,537	1,433	256	999
TOTAL		138,065	-	9,013	10,318	11,004	11,010	10,101	10,533	10,154	10,176	10,008	10,036	10,932	11,138	10,999	2,643	6,011

CALGARY BOARD OF EDUCATION

Attachment II

End-September 2024 enrolment including out-of-attendance area

Schools highlighted in grey offer full-day kindergarten program.

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

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

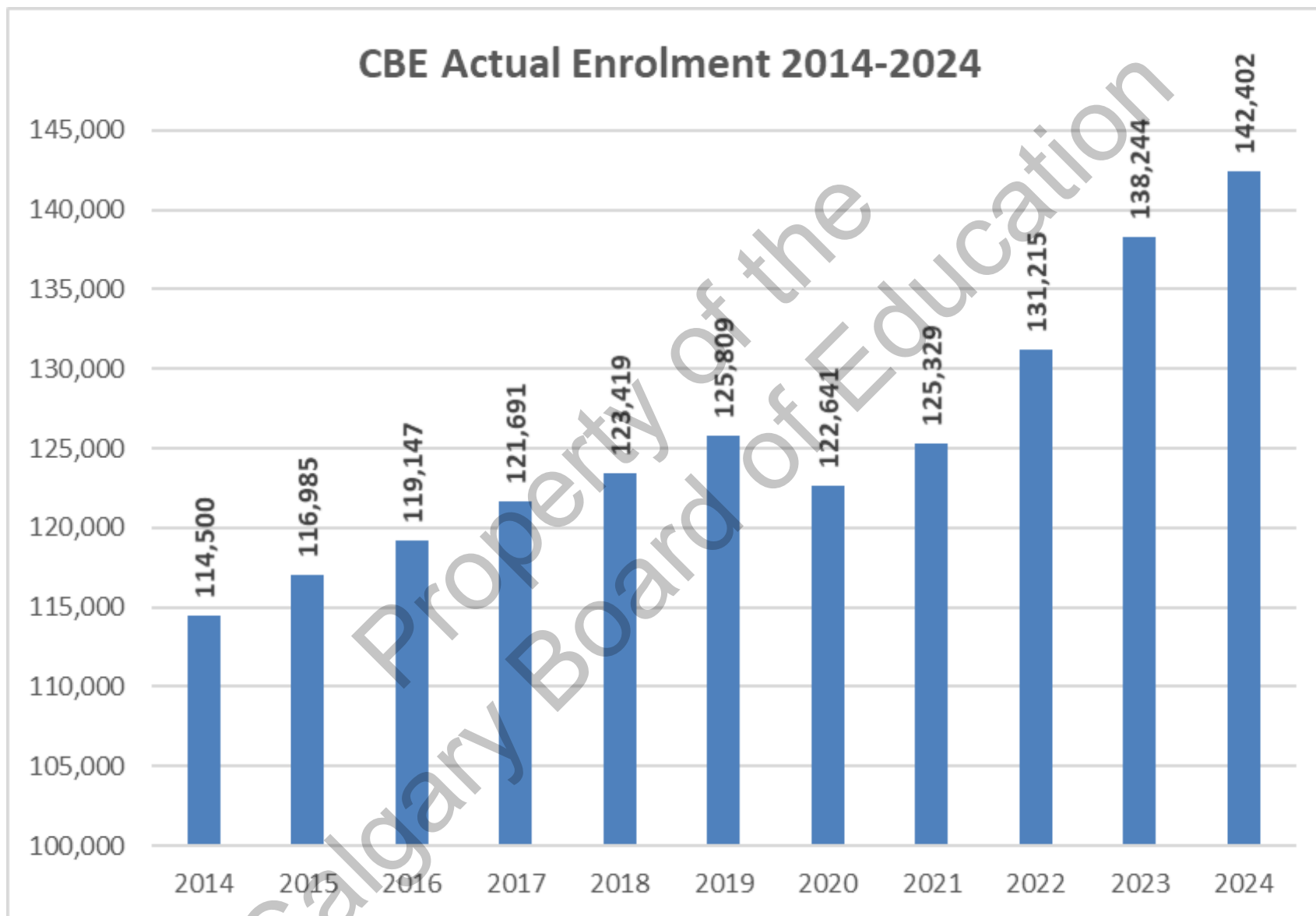
Discovering Choices	Downtown	321	-	-	-	-	-	-	-	-	-	-	-	-	2	20	291	8
Discovering Choices II	Marlborough	271	-	-	-	-	-	-	-	-	-	-	-	-	-	26	245	-
Start Outreach - Bowness	Bowness	131	-	-	-	-	-	-	-	-	-	-	-	-	-	14	108	9
Westbrook Outreach	Westbrook	155	-	-	-	-	-	-	-	-	-	-	-	-	1	23	131	-
TOTAL OUTREACH PROGRAMS		878	-	-	-	-	-	-	-	-	-	-	-	-	3	83	775	17

UNIQUE SETTINGS

Adolescent Day Treatment Program	5	-	-	-	-	-	-	-	-	-	-	-	-	3	2	-
Adolescent Mental Health Services	33	-	-	-	1	1	-	2	-	1	1	5	6	12	4	-
Children's Village School	74	-	-	1	6	10	12	15	12	-	-	-	-	-	-	18
Christine Meikle School	123	-	-	-	-	-	-	1	1	5	21	20	23	27	25	-
Dr. Gordon Townsend School	27	-	2	1	2	1	1	2	1	3	6	1	1	1	5	-
Dr. Oakley School	178	-	-	-	-	5	22	46	43	31	17	6	-	-	-	8
Emily Follensbee School	87	-	2	10	17	10	10	17	7	10	3	1	-	-	-	-
Niitsitapi Learning Centre	188	40	65	46	37	-	-	-	-	-	-	-	-	-	-	-
West View School	38	-	-	-	-	-	-	-	-	1	-	3	8	4	22	-
William Roper Hull School	105	-	-	2	2	2	5	3	5	14	14	11	17	14	16	-
Wood's Homes School	56	-	-	-	-	-	-	-	-	2	13	15	7	11	8	-
TOTAL UNIQUE SETTINGS	914	40	69	60	65	29	50	86	69	67	75	62	62	72	82	26

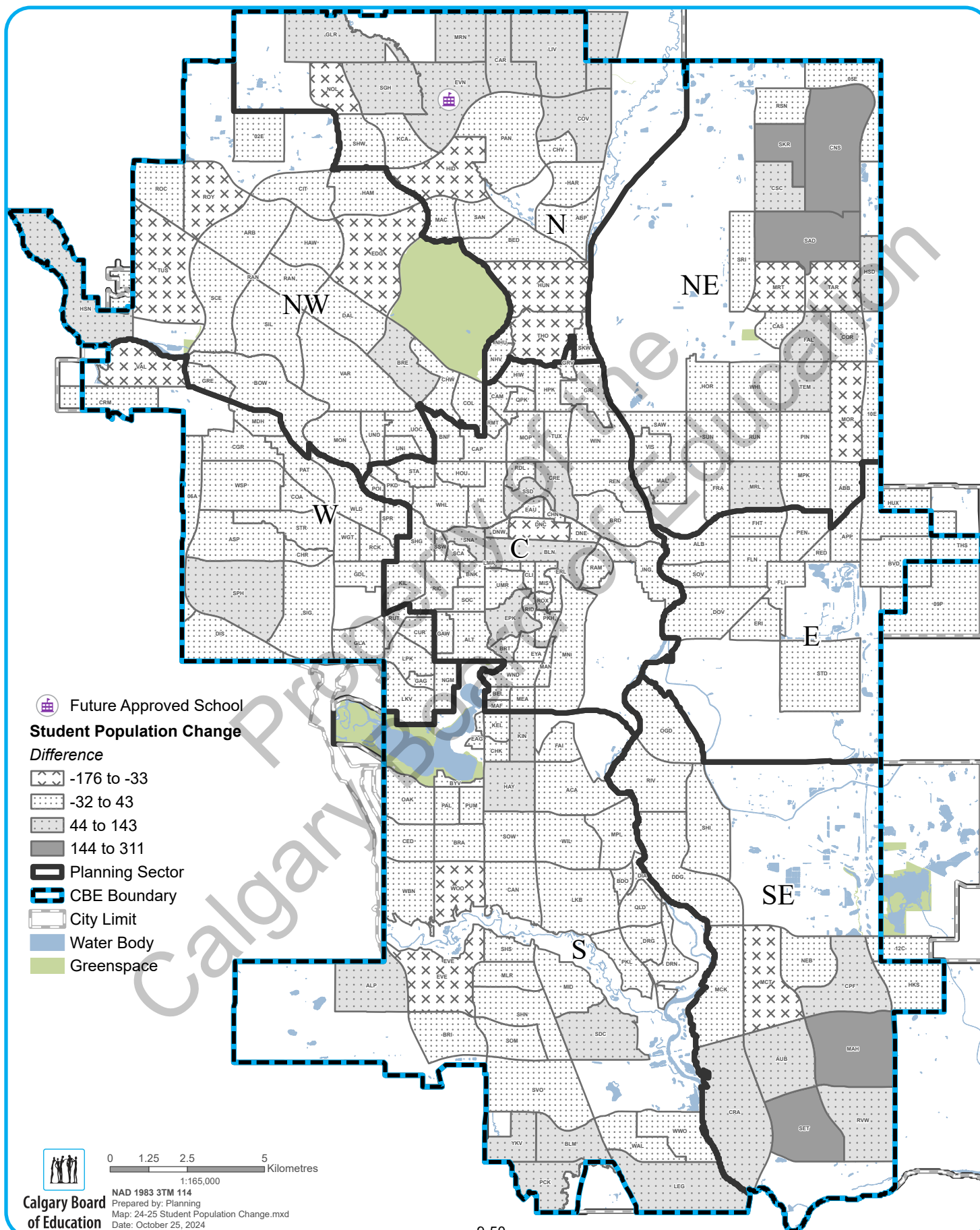
Home Education	Windsor Park	403	-	-	37	47	43	45	60	37	46	46	29	5	4	4	-
CBe-learn*		1,130	-	-	5	18	18	28	41	40	71	75	103	80	120	531	-
Chinook Learning Services*		1,012	-	-	-	-	-	-	-	-	-	-	-	3	8	1,001	-
SUB-TOTAL		2,545	-	-	42	65	61	73	101	77	117	121	132	88	132	1,536	-
*includes students 20 years old and older																	

TOTAL ENROLMENT	142,402	40	9,082	10,420	11,134	11,100	10,224	10,720	10,300	10,360	10,204	10,230	11,085	11,425	13,392	2,686	6,011
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Student Population Change (By Community)

September 29, 2023 to September 27, 2024



Alternative Program Enrolment by School and by Grade

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Alice Jamieson Girls' Academy						13	16	19	21	16	34				119
Stanley Jones School						13	16	19	21	16	34				119
All - Boys School			5	7	6	7	1	7							33
All Boys Program			5	7	6	7	1	7							33
Arts-Centred Learning							75	105	221	223	214				838
Sir John Franklin School							13	18	90	74	74				269
Willow Park School							62	87	131	149	140				569
Chinese (Mandarin) Bilingual		152	171	153	143	128	114	122	101	88	103				1275
Colonel Irvine School							87	102	85	68	87				429
Harold Panabaker School							27	20	16	20	16				99
Highwood School		75	75	73	69	64									356
Marion Carson School		48	52	48	48	43									239
Midnapore School		29	44	32	26	21									152
French Immersion		793	914	893	835	712	746	599	1014	797	778	649	625	580	9935
Banff Trail School		58	74	72	60	62	61								387
Bishop Pinkham School									168	125	135				428
Bob Edwards School									69	55	45				169
Branton School								100	233	180	161				674
Chinook Park School		36	46	44	38	41	28	27							260
David Thompson School							78	58	135	122	94				487
Dr. E. P. Scarlett High School												133	128	104	365
Elboya School							54	63	88	63	81				349
F. E. Osborne School								53	46	39	47				185
Georges P. Vanier School								62	122	107	83				374
Hidden Valley School		49	52	51	55	55									262
Janet Johnstone School		38	42	50	34	29									193
King George School		90	142	126	109	97	100								664
Mayland Heights School		62	52	55	34	34	37	31							305
Sam Livingston School		66	79	92	84	79									400
Sundance School		100	99	87	86	67	65	61							565
Tuscany School		62	67	49	58	45	49								330
Valley Creek School							59	42	56	40	43				240
Varsity Acres School		84	107	115	127	74	88								595
Western Canada High School												226	256	211	693
Westgate School		80	96	92	79	78	97	82							604
William Aberhart High School												290	241	265	796
William Reid School		68	58	60	71	51									308
Woodman School							30	20	97	66	89				302

Alternative Program Enrolment by School and by Grade

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
German Bilingual		24	20	31	22	16	20	11							144
Bowcroft School		24	20	31	22	16	20	11							144
Indigenous Focus	40	95	69	68	49	32	30	32							415
Niitsitapi Learning Centre	40	65	46	37											188
Piitoayis Family School		30	23	31	49	32	30	32							227
Montessori		167	180	190	161	115	121	97							1031
Captain John Palliser School		47	57	50	62	37	30	32							315
Killarney School		64	60	66	51	33	43	36							353
Lake Bonavista School		56	63	74	48	45	48	29							363
Science School		231	239	254	251	241	269	332	383	384	353				2937
Ian Bazalgette School									59	54	44				157
Louis Riel School		65	66	66	75	54	54	84	91	94	82				731
Maple Ridge School		74	74	89	76	81									394
R. T. Alderman School							111	144	144	147	133				679
Riverside School		48	51	49	50	56	57	57	89	89	94				640
Valley View School		44	48	50	50	50	47	47							336
Spanish Bilingual		431	449	462	423	388	354	277	258	194	273	82	69	82	3742
A. E. Cross School									21	12	27				60
Canyon Meadows School		74	80	86	71	62	83								456
Collingwood School		85	88	90	82	83	74								502
Crescent Heights High School												82	69	82	233
Dalhousie School		86	82	77	74	83	73								475
Eugene Coste School		69	68	75	64	67	38								381
Glenmeadows School		56	73	72	73	43	37	35							389
Robert Warren School								88	77	59	83				307
Senator Patrick Burns School								154	160	123	163				600
W. O. Mitchell School		61	58	62	59	50	49								339
Traditional Learning Centre		664	704	730	752	737	740	741	714	700	607				7089
Annie Gale School								58	61	69	53				241
Balmoral School							120	118	118	108	109				573
Brentwood School		124	125	125	125	103	114	99							815
Chief Justice Milvain School		50	48	74	75	76	53								376
Chris Akkerman School		102	100	106	103	120	120								651
Colonel Macleod School							94	95	94	92	79				454
Colonel Sanders School			99	96	104	94									393
Dr. J. K. Mulloy School		105	110	103	104	104									526
Fairview School						156	155	161	156	151	132				911
Glamorgan School		86	78	77	84	84	84	87	64	64	55				763
Le Roi Daniels School		131	144	149	157										581
Sir Wilfrid Laurier School								123	126	123	100				472
Thomas B. Riley School									95	93	79				267
Thorncliffe School		66													66
Grand Total	40	2557	2751	2788	2642	2389	2486	2342	2712	2402	2362	731	694	662	27558

**CALGARY BOARD OF EDUCATION
SPECIALIZED CLASSES 2024-2025**

Area	School	Program	# of Classes
1	Arbour Lake (6-9)	Learning & Literacy	2
1	Arbour Lake (6-9)	The Class	1
1	Belvedere Parkway (K-6)	Bridges	1
1	Bowness (10-12)	Paced Learning Program (PLP)	1
1	Captain John Palliser (K-6)	Learning & Literacy	1
1	Discovering Choices	Nexus	3
1	H.D. Cartwright (7-9)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
1	H.D. Cartwright (7-9)	Learning & Literacy	1
1	Ranchlands (K-6)	Bridges	1
1	Ranchlands (K-6)	Paced Learning Program (PLP)	1
1	Robert Thirsk (10-12)	Adapted Learning Program (ALP)	1
1	Robert Thirsk (10-12)	Communication, Sensory and Social Interaction (CSSI)	1
1	Robert Thirsk (10-12)	Paced Learning Program (PLP)	1
1	Robert Thirsk (10-12)	Teaching of Attitude, Social Skills and Communication (TASC)	1
1	Sir Winston Churchill (10-12)	The Class	1
1	Terrace Road (K-6)	Paced Learning Program (PLP)	1
1	Thomas B. Riley (7-9)	Adapted Learning Program (ALP)	1
1	Thomas B. Riley (7-9)	Paced Learning Program (PLP)	1
1	Tuscany (K-5)	Enhanced Educational Supports (EES)	2
1	West Dalhousie (K-6)	Enhanced Educational Supports (EES)	2
1	William D. Pratt (5-9)	Communication, Sensory and Social Interaction (CSSI)	1
2	Beddington Heights (K-6)	The Class	1
2	Branton (6-9)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
2	Branton (6-9)	Communication, Sensory and Social Interaction (CSSI)	1
2	Buchanan (K-6)	Enhanced Educational Supports (EES)	2
2	Cambrian Heights (K-6)	Bridges	1
2	Children's Village	Enhanced Educational Supports II	3
2	Colonel Irvine (5-9)	Bridges	1
2	Georges P. Vanier (6-9)	Learning & Literacy	2
2	Huntington Hills (K-6)	Learning & Literacy	1
2	James Fowler High (10-12)	Literacy, English & Academic Development (LEAD)	4
2	James Fowler High (10-12)	Paced Learning Program (PLP)	2
2	James Fowler High (10-12)	The Class	1
2	Kenneth D Taylor (K-4)	Enhanced Educational Supports (EES)	2
2	North Haven (K-6)	Paced Learning Program (PLP)	2
2	Panorama Hills (K-5)	Enhanced Educational Supports (EES)	3
2	Senator Patrick Burns (6-9)	Paced Learning Program (PLP)	1
2	Sir John A. Macdonald (7-9)	Adapted Learning Program (ALP)	1
2	Sir John A. Macdonald (7-9)	Paced Learning Program (PLP)	1
2	Sir John Franklin (5-9)	Communication, Sensory and Social Interaction (CSSI)	2
2	Sir John Franklin (5-9)	Literacy, English & Academic Development (LEAD)	6
2	Sir John Franklin (5-9)	Teaching of Attitude, Social Skills and Communication (TASC)	1
2	William Aberhart High (10-12)	Adapted Learning Program (ALP)	2
2	William Aberhart High (10-12)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
2	William Aberhart High (10-12)	Communication, Sensory and Social Interaction (CSSI)	1
2	William Aberhart High (10-12)	Paced Learning Program (PLP)	1
3	Abbeydale (K-6)	Enhanced Educational Supports (EES)	1
3	Belfast (K-6)	Literacy, English & Academic Development (LEAD) Div. II	2
3	Cappy Smart (K-6)	Enhanced Educational Supports (EES)	3
3	Colonel Macleod (5-9)	Bridges	1
3	Colonel Macleod (5-9)	Literacy, English & Academic Development (LEAD) Div III	2
3	Crescent Heights High (10-12)	Bridges	1
3	Crescent Heights High (10-12)	Literacy, English & Academic Development (LEAD)	3
3	Crescent Heights High (10-12)	Paced Learning Program (PLP)	1
3	Crescent Heights High (10-12)	The Class	2
3	Dr. Gladys M. Egbert (7-9)	Paced Learning Program (PLP)	2
3	Erin Woods (K-6)	Bridges	2
3	Erin Woods (K-6)	Enhanced Educational Supports (EES)	1
3	Ernest Morrow (7-9)	Bridges	1
3	Ernest Morrow (7-9)	Literacy, English & Academic Development (LEAD)	3
3	Ernest Morrow (7-9)	Paced Learning Program (PLP)	3
3	Forest Lawn High (10-12)	Literacy, English & Academic Development (LEAD)	5
3	Forest Lawn High (10-12)	Paced Learning Program (PLP)	2
3	Forest Lawn High (10-12)	The Class	1
3	Jack James (10-12)	Paced Learning Program (PLP)	1
3	Jack James (10-12)	RISE	1

**CALGARY BOARD OF EDUCATION
SPECIALIZED CLASSES 2024-2025**

Area	School	Program	# of Classes
3	Mount View (K-6)	Literacy, English & Academic Development (LEAD) Div. II	2
3	Niitsitapi Learning Centre (K-2)	Indigenous Forward Preschool	4
3	North Trail High (10-12)	Communication, Sensory and Social Interaction (CSSI)	2
3	North Trail High (10-12)	Literacy, English & Academic Development (LEAD) Div IV	2
3	Nose Creek (6-9)	Communication, Sensory and Social Interaction (CSSI)	1
3	Nose Creek (6-9)	Paced Learning Program (PLP)	2
3	Penbrooke Meadows (K-6)	Literacy, English & Academic Development (LEAD)	3
3	Riverside (K-9)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
3	Roland Michener (K-6)	Bridges	1
3	Roland Michener (K-6)	Paced Learning Program (PLP)	1
3	Rosemont (K-6)	Bridges	1
3	Valley Creek (5-9)	Communication, Sensory and Social Interaction (CSSI)	1
3	Valley Creek (5-9)	Teaching of Attitude, Social Skills and Communication (TASC)	1
3	Valley Creek (5-9)	The Class	1
3	Vista Heights (K-6)	Learning & Literacy	2
3	West Dover (K-6)	Enhanced Educational Supports (EES)	2
4	Annie Gale (6-9)	Learning & Literacy	2
4	Bob Edwards (6-9)	RISE	1
4	Cecil Swanson (K-6)	Bridges	1
4	Cecil Swanson (K-6)	Enhanced Educational Supports (EES)	1
4	Clarence Sansom (7-9)	Adapted Learning Program (ALP)	1
4	Clarence Sansom (7-9)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	2
4	Crossing Park (K-9)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
4	Dr. Gordon Higgins (7-9)	Paced Learning Program (PLP)	2
4	Falconridge (K-6)	Enhanced Educational Supports (EES)	2
4	Hugh A. Bennett (K-4)	Enhanced Educational Supports (EES)	1
4	Lester B. Pearson High (10-12)	Adapted Learning Program (ALP)	1
4	Lester B. Pearson High (10-12)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
4	Monterey Park (K-6)	Enhanced Educational Supports (EES)	3
4	Nelson Mandela High (10-12)	Communication, Sensory and Social Interaction (CSSI)	1
4	Nelson Mandela High (10-12)	Literacy, English & Academic Development (LEAD) Div IV	1
4	Nelson Mandela High (10-12)	Paced Learning Program (PLP)	2
4	O.S. Geiger (K-6)	Enhanced Educational Supports (EES)	2
4	O.S. Geiger (K-6)	Paced Learning Program (PLP)	1
4	Peter Lougheed (5-9)	Learning & Literacy	1
4	Pineridge (K-6)	Enhanced Educational Supports (EES)	4
4	Sir Wilfred Laurier (6-9)	Communication, Sensory and Social Interaction (CSSI)	1
4	Ted Harrison (5-9)	Communication, Sensory and Social Interaction (CSSI)	1
4	Ted Harrison (5-9)	Paced Learning Program (PLP)	1
4	Terry Fox (7-9)	Bridges	1
4	Terry Fox (7-9)	Literacy, English & Academic Development (LEAD)	3
4	Terry Fox (7-9)	The Class	1
5	Auburn Bay (K-4)	Enhanced Educational Supports (EES)	2
5	Centennial High (10-12)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
5	Centennial High (10-12)	Communication, Sensory and Social Interaction (CSSI)	1
5	Centennial High (10-12)	Paced Learning Program (PLP)	1
5	Centennial High (10-12)	The Class	1
5	Deer Run (K-6)	Bridges	2
5	Lord Beaverbrook High (10-12)	Adapted Learning Program (ALP)	2
5	Lord Beaverbrook High (10-12)	Communication, Sensory and Social Interaction (CSSI)	1
5	Lord Beaverbrook High (10-12)	Paced Learning Program (PLP)	2
5	Lord Beaverbrook High (10-12)	The Class	1
5	McKenzie Highland (4-9)	Learning & Literacy	3
5	McKenzie Lake (K-5)	Enhanced Educational Supports (EES)	2
5	McKenzie Towne (K-4)	Enhanced Educational Supports (EES)	3
5	Midsun (7-9)	Adapted Learning Program (ALP)	1
5	Midsun (7-9)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
5	Midsun (7-9)	Communication, Sensory and Social Interaction (CSSI)	1
5	Midsun (7-9)	Teaching of Attitude, Social Skills and Communication (TASC)	1
5	Mountain Park (6-9)	Communication, Sensory and Social Interaction (CSSI)	1
5	Mountain Park (6-9)	The Class	1
5	Samuel W. Shaw (5-9)	Paced Learning Program (PLP)	2
5	Wilma Hansen (5-9)	Bridges	1
5	Wilma Hansen (5-9)	Paced Learning Program (PLP)	1
6	A.E. Cross (7-9)	Paced Learning Program (PLP)	2
6	Alternative High (10-12)	The Class	2

**CALGARY BOARD OF EDUCATION
SPECIALIZED CLASSES 2024-2025**

Area	School	Program	# of Classes
6	Cedarbrae (K-6)	Bridges	1
6	Central Memorial High (10-12)	Bridges	1
6	Central Memorial High (10-12)	Communication, Sensory and Social Interaction (CSSI)	1
6	Central Memorial High (10-12)	Teaching of Attitude, Social Skills and Communication (TASC)	1
6	Ethel M. Johnson (K-6)	Enhanced Educational Supports (EES)	2
6	Ethel M. Johnson (K-6)	Learning & Literacy	1
6	Ethel M. Johnson (K-6)	Paced Learning Program (PLP)	1
6	Evergreen (K-5)	Enhanced Educational Supports (EES)	2
6	Harold Panabaker (5-9)	Adapted Learning Program (ALP)	1
6	Harold Panabaker (5-9)	Learning & Literacy	1
6	Henry Wise Wood (10-12)	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
6	Henry Wise Wood (10-12)	Gifted and Talented Education (GATE)	4
6	Henry Wise Wood (10-12)	Literacy, English & Academic Development (LEAD)	1
6	Henry Wise Wood (10-12)	Paced Learning Program (PLP)	1
6	John Ware (7-9)	The Class	1
6	Louis Riel (K-9)	Gifted and Talented Education (GATE II/III)	9
6	Marshall Springs (6-9)	Communication, Sensory and Social Interaction (CSSI)	1
6	Nickle (6-9)	Bridges	1
6	Nickle (6-9)	Learning & Literacy	2
6	Ron Southern (K-6)	Enhanced Educational Supports (EES)	2
6	Sherwood (4-9)	Literacy, English & Academic Development (LEAD) Div III	1
7	Battalion Park (K-6)	Enhanced Educational Supports (EES)	2
7	Bishop Pinkham (6-9)	Communication, Sensory and Social Interaction (CSSI)	1
7	Dr. Oakley (K-9)	HERA	1
7	Earl Grey (K-6)	Learning & Literacy	1
7	Ernest Manning High (10-12)	Paced Learning Program (PLP)	1
7	Hillhurst (K-6)	Gifted and Talented Education (GATE)	5
7	Jennie Elliott (K-6)	Deaf and Hard of Hearing	4
7	Mount Royal (7-9)	Teaching of Attitude, Social Skills and Communication (TASC)	1
7	Queen Elizabeth High (7-12)	Deaf and Hard of Hearing (III/IV)	5
7	Queen Elizabeth High (7-12)	Gifted and Talented Education (GATE III/IV)	8
7	Queen Elizabeth High (7-12)	The Class	3
7	Simons Valley (K-6)	Enhanced Educational Supports (EES)	1
7	University (K-6)	Enhanced Educational Supports (EES)	1
7	Vincent Massey (7-9)	Bridges	1
7	Vincent Massey (7-9)	Learning & Literacy	1
7	Vincent Massey (7-9)	Literacy, English & Academic Development (LEAD)	1
7	Wildwood (K-6)	Enhanced Educational Supports (EES)	2
7	Wildwood (K-6)	Paced Learning Program (PLP)	1

TOTAL CLASSES 286

Enrolment in Specialized Classes by School and by Grade

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
ACCESS								2	28	22	25	12	23	19	131
Branton School									6						6
Centennial High School												3	3	6	12
Clarence Sansom School								2	4	7	11				24
Crossing Park School									7	2	2				11
H. D. Cartwright School									1	6	5				12
Henry Wise Wood High School													5	3	8
Lester B. Pearson High School												6	5	3	14
MidSun School									6	4	5				15
Riverside School									4	3	2				9
William Aberhart High School												3	10	7	20
ALP (Adapted Learning Program)								1	22	21	21	24	28	24	141
Clarence Sansom School									4	2	7				13
Harold Panabaker School								1	3	5					9
Lester B. Pearson High School												3	9	2	14
Lord Beaverbrook High School												10	7	9	26
MidSun School									6	3	4				13
Robert Thirsk High School												4	6	5	15
Sir John A. Macdonald School									4	7	4				15
Thomas B. Riley School									5	4	5				14
William Aberhart High School												1	7	6	22
Bridges			1	9	14	27	22	21	15	20	22	11	7	5	174
Belvedere Parkway School			1		3	3		3							10
Cambrian Heights School				1	1	3	2	1							8
Cecil Swanson School			1	2	2	3	2								10
Cedarbrae School			1	2			1	4							8
Central Memorial High School												7	3	3	13
Colonel Irvine School									4	5	2				11
Colonel Macleod School									2	2	5				9
Crescent Heights High School												4	4	2	10
Deer Run School				5	1	5	1	4							16
Erin Woods School					1	7	5	5							18
Ernest Morrow School									3	2	5				10
Nickle School									2	3	4				9
Ranchlands School						2	3	1							6
Roland Michener School			1	3	3	3									10
Rosemont School					1	2	4	1							8
Terry Fox School									2	1	2				5
Vincent Massey School									2	2	1				5
Wilma Hansen School										5	3				8

Enrolment in Specialized Classes by School and by Grade

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
CSSI								1	19	31	14	19	15	9	108
Bishop Pinkham School									2	2	1				5
Branton School									4	2					6
Centennial High School													3	3	6
Central Memorial High School												1		2	3
Lord Beaverbrook High School												5	1		6
Marshall Springs School									1	3	1				5
MidSun School									1	4	1				6
Mountain Park School								1	3	1					5
Nelson Mandela High School												4	1		5
North Trail High School												5	5	2	12
Nose Creek School										6					6
Robert Thirsk High School												3	1	1	5
Sir John Franklin School									3	5	1				9
Sir Wilfrid Laurier School									1	3	1				5
Ted Harrison School									2	1	3				6
Valley Creek School										2	4				6
William Aberhart High School												1	4	1	6
William D. Pratt School									2	2	2				6
DHH (Deaf and Hard of Hearing)			7	5	6	5	9	7	5	9	7	9	8	12	89
Jennie Elliott School			7	5	6	5	9	7							39
Queen Elizabeth High School									5	9	7	9	8	12	50
EES (Enhanced Educational Supports)			59	97	87	77	67	57							444
Abbeydale School				7			2								9
Auburn Bay School			3	2	7		4	1							17
Battalion Park School			4	4	3		3	3							17
Buchanan School				3	4	4	4	3							18
Cappy Smart School			4	3	7	7	4	3							28
Cecil Swanson School			2	1	1	1		3							8
Children's Village School				2	4	3	5	4							18
Erin Woods School			5	3											8
Ethel M. Johnson School			1	2	6	5	2	2							18
Evergreen School			1	7	4	2	3								17
Falconridge School			5	4	4		2	3							18
Hugh A. Bennett School			1	4		3	1								9
Kenneth D. Taylor School			3	4	4	4	3								18
McKenzie Lake School			1	3	6	4	1	3							18
McKenzie Towne School			4	3	2	6	3	9							27
Monterey Park School				8	7	5	2	3							25
O. S. Geiger School			2	4	2	4	2	2							16
Panorama Hills School			4	7	5	2	5	3							26
Pineridge School			5	4	7	11	3	4							34
Ron Southern School			3	6	4	2	1	2							18
Simons Valley School			1	1		1	2	2							7
Tuscany School				2	3	2	6	3							16
University School			1	1		1	3	1							7
West Dalhousie School			3	3	3	2	3	1							15
West Dover School			3	4	1	6	1								15
Wildwood School			3	5	3	2	2	2							17

Enrolment in Specialized Classes by School and by Grade

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
GATE						32	69	61	48	56	92	41	39	49	487
Henry Wise Wood High School												25	20	36	81
Hillhurst School						19	43	34							96
Louis Riel School						13	26	27	21	18	55				160
Queen Elizabeth High School									27	38	37	16	19	13	150
HERA										2	1	1	1	3	8
Dr. Oakley School										2	1	1	1	3	8
L&L						9	44	50	77	71	66				317
Annie Gale School									8	10	9				27
Arbour Lake School									11	12	11				34
Captain John Palliser School						2	6	8							16
Earl Grey School							9	6							15
Ethel M. Johnson School						2	6	8							16
Georges P. Vanier School									12	9	9				30
H. D. Cartwright School									5	6	8				19
Harold Panabaker School									5	5	6				16
Huntington Hills School						2	5	5							12
McKenzie Highlands School						1	10	12	13	6	1				43
Nickle School									6	11	14				31
Peter Lougheed School									8	6	2				16
Vincent Massey School									9	6	6				21
Vista Heights School						2	8	11							21
LEAD						11	48	39	46	38	41	54	39	63	379
Belfast School						5	14	11							30
Colonel Macleod School									3	5	4				12
Crescent Heights High School												8	2	9	19
Ernest Morrow School									10	5	9				24
Forest Lawn High School												14	17	28	59
Henry Wise Wood High School												3	4	5	12
James Fowler High School												13	9	13	35
Mount View School						3	7	5							15
Nelson Mandela High School												10	1	5	16
North Trail High School												6	6	3	15
Penbrooke Meadows School						3	10	9							22
Sherwood School									1	2	1				4
Sir John Franklin School							17	14	15	11	8				65
Terry Fox School									16	14	14				44
Vincent Massey School									1	1	5				7
NEXUS												3	7	7	17
Discovering Choices													3	5	8
START Outreach												3	4	2	9

Enrolment in Specialized Classes by School and by Grade

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
PLP						13	41	56	86	88	82	87	81	58	592
A. E. Cross School									8	16	6				30
Bowness High School												3	5	4	12
Centennial High School												7	7	3	17
Crescent Heights High School												4	4	1	9
Dr. Gladys McKelvie Egbert School									13	5	10				28
Dr. Gordon Higgins School									12	11	9				32
Ernest Manning High School												4	5	4	13
Ernest Morrow School									8	15	16				39
Ethel M. Johnson School						1	6	7							14
Forest Lawn High School												14	11	10	35
Henry Wise Wood High School												8	1	2	11
Jack James High School												6	5	5	16
James Fowler High School												12	10	7	29
Lord Beaverbrook High School												11	10	7	28
Nelson Mandela High School												12	13	9	34
North Haven School						6	11	10							27
Nose Creek School									3	8	8	11			30
O. S. Geiger School						1	7	6							14
Ranchlands School						1	6	6							13
Robert Thirsk High School												6	9	3	18
Roland Michener School							2	13							15
Samuel W. Shaw School							1	4	7	11	6				29
Senator Patrick Burns School									5	6	5				16
Sir John A. Macdonald School									8	2	6				16
Ted Harrison School								1	6	3	6				16
Terrace Road School						1	2	1							4
Thomas B. Riley School									5	5	5				15
Wildwood School						3	6	5							14
William Aberhart High School													1	3	4
Wilma Hansen School									6	6	2				14
RISE									4	3	5	6	5	4	27
Bob Edwards School									4	3	5				12
Jack James High School												6	5	4	15
TASC									6	5	9	5	3	2	30
Central Memorial High School												4	1		5
MidSun School										1	5				6
Mount Royal School									3	1					4
Robert Thirsk High School												1	2	2	5
Sir John Franklin School									3		1				4
Valley Creek School										3	3				6

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
The Class						1	4	5	13	21	38	48	63	36	229
Alternative High School												9	10	8	27
Arbour Lake School									2	2	6				10
Beddington Heights School						1	4	5							10
Centennial High School												4	8	4	16
Crescent Heights High School												9	14	8	31
Forest Lawn High School												3	8	3	14
James Fowler High School													7	7	14
John Ware School									3	4	3				10
Lord Beaverbrook High School												5	6	5	16
Mountain Park School									1	2	8				11
Queen Elizabeth High School									3	8	11	12	1		35
Sir Winston Churchill High School												6	9	1	16
Terry Fox School									1	4	3				8
Valley Creek School									3	1	7				11
Grand Total			67	111	107	175	304	300	369	387	423	320	319	291	3173

| appendix | Specialized Classes Definitions

Specialized Classes

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

The Attitude, Community Competence, Elements of Academic Curriculum, Social Skills (ACCESS) class provides educational programming for students in grades 7-12 with moderate to severe cognitive disabilities and low to extremely low adaptive skills. The curriculum is modified to support the personalization of learning according to the unique strengths and needs of each student. Students receive modified programming that focuses on building foundational skills in functional academics, communication, social interaction, leisure skills, vocational skills and skills for self-regulation. The instructional team includes a teacher, education assistant(s) and a lunchroom supervisor. Additional supports from multi-disciplinary team members may include consultation and collaboration with behaviour support workers, specialists, strategists, occupational therapists, speech-language pathologists, physiotherapists and psychologists.

ALP - *Adapted Learning Program*

The Adapted Learning Program (ALP) provides educational programming for students in grades 7-12 with moderate cognitive disabilities and low to extremely low adaptive skills. ALP programming focuses on building foundational skills in functional academics, communication, social interaction, leisure skills, vocational skills and skills for self-regulation. The curriculum is modified to support the personalization of learning according to the unique strengths and needs of each student. The instructional team includes a teacher and education assistant(s). Additional supports from multi-disciplinary team members may include consultation and collaboration with behaviour support workers, specialists, strategists, occupational therapists, speech-language pathologists, physiotherapists and psychologists.

CSSI - *Communication, Sensory, Social Interaction*

The Communication, Sensory, Social Skills and Integration (CSSI) class provides educational programming for students with multiple and complex learning, behaviour, and communication needs in grades 7-12. Students receive modified programming that focuses on building foundational skills in functional academics, communication, social interaction, leisure skills, vocational skills, and skills for self-regulation. The curriculum is modified to support the personalization of learning according to the unique strengths and needs of each student. The instructional team includes a teacher, education assistants and a lunchroom supervisor. Additional supports from multi-disciplinary team members may include consultation and collaboration with behaviour support workers, specialists, strategists, occupational therapists, speech-language pathologists, physiotherapists and psychologists.

EES - Enhanced Educational Supports

The Enhanced Educational Supports (EES) class provides educational programming for students in grades 1-6 with moderate to severe developmental disabilities. The EES class focuses on building foundational skills in functional academics, communication, social interaction, leisure skills, functional living skills, and skills for self-regulation. The curriculum is modified to support the personalization of learning according to the unique strengths and needs of each student. The classroom team includes a teacher, education assistants and a lunchroom supervisor. Additional supports from multi-disciplinary team members may include consultation and collaboration with behaviour support workers, specialists, strategists, occupational therapists, speech-language pathologists, physiotherapists, and psychologists.

PLP - Paced Learning Program

The Paced Learning Program (PLP) provides educational programming for students in grades 4 to 12 who have been diagnosed as having a mild intellectual disability and below average to low average adaptive functioning (e.g., social, communication, practical daily living). In PLP, students access the Alberta Program of Studies with adaptations to learning outcomes as appropriate to each individual. Additional areas of focus for learning include communication, social interaction, leisure skills, self-regulation skills, functional living skills, and vocational skills. Programming is personalized to support the unique strengths and needs of each student. The classroom team includes a teacher and an educational assistant, and additional supports may be provided in consultation with a multidisciplinary team.

TASC - Teaching of Adaptive, Social and Communication Skills

The Teaching of Attitude, Social and Communication Skills (TASC) class provides educational programming for students in grades 7-12 who have been diagnosed with moderate to severe developmental disabilities. Students receive modified programming that focuses on building foundational skills in functional academics, communication, social interaction, leisure skills, and skills, vocational skills for self-regulation. The curriculum is modified to support the personalization of learning according to the unique strengths and needs of each student. The classroom team consists of a teacher, educational assistants and a lunchroom supervisor. Additional supports from multi-disciplinary team members includes consultation and collaboration with behaviour support workers, specialists, strategists, occupational therapists, speech-language pathologists, physiotherapists and psychologists.

Deaf and Hard of Hearing (DHH)

The Deaf and Hard of Hearing (DHH) class offers support provides educational programming 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 adaptations, instructional accommodations, integration opportunities and learning technologies are personalized based on each student's strengths and needs.

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

Aural/Oral Approach

This approach emphasizes the use of hearing technology, residual hearing, speech, speech-reading, 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 prefer their children to learn through aural methods of input (listening to English) and oral expression (speaking).

Bi-lingual - ASL/English Approach

This approach emphasizes the use of American Sign Language (ASL) for language learning. The primary goal is to optimize students' communication abilities in ASL alongside English literacy and numeracy skills. Students may utilize personal technology and FM/DM systems. ASL/English programming is recommended for families who prefer their children to learn through direct instruction in American Sign Language, or for students who require sign language to communicate.

Literacy, English and Academic Development (LEAD)

Students identified as EAL (English as an Additional Language) learners, who have limited formal school experiences may access a specialized program called Literacy, English and Academic Development (LEAD). The offer of placement for LEAD is made through the Welcome Centre, at the time of initial registration; placement offers are made throughout the year.

LEAD students are supported by intensive programming focused on literacy, numeracy, and English language development (ELD). Students may have limited skills in home language literacy and numeracy, and most have not started to acquire English language skills. Interventions (academic and social/emotional) are provided for students who may be at risk of disengaging from school. The goal of the program is to make significant educational gains over a 20-month period so students can successfully transition into mainstream classrooms.

A LEAD Program is not a remedial program for EAL learners. LEAD is not offered to students with formal school experience or who have already acquired age/grade appropriate home language literacy and academic knowledge.

Learner Profile:

- Refugee or newcomer status
- age appropriate for grades 4-12
- limited, interrupted, or no school experience
- limited literacy and numeracy skills in home language
- limited literacy and numeracy skills in English
- may have complex social and emotional needs

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 the same 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). Educational programming in the GATE class centers on the application of higher level thinking skills while offering opportunities to explore areas of particular interest, strength or need.

Learning & Literacy (L&L)

The Learning and Literacy (L&L) class provides educational programming for students in grades 4 to 9 who have been identified with Learning Disabilities impacting reading acquisition. Students diagnosed with a Specific Learning Disorder with impairment in reading can also be referred when there are indications that they are able to leverage supports through spoken language.

The goal of L&L is to assist each student gaining skills, knowledge, and competencies in reaching their academic, social, and emotional potential. The emphasis for instruction is on developing literacy skills (reading and writing) within an inclusive classroom environment. Inclusive learning technologies, curriculum design, accommodations, and all key components of programming for students with learning disabilities are implemented based on each student's individual needs.

Mental Health and Wellness

Bridges

The Bridges class provides educational programming for students in grades 1-12 who present with complex and severe mental health challenges and overt, dysregulated behaviours significantly impacting their academic engagement and well-being. Educational programming focuses on building both social-emotional and academic competencies through the utilization of a continuum of support and services. Social-Emotional Learning instruction is aligned with CASEL's competencies as identified within the CBE's Well-Being Framework.

The classroom team includes a teacher and a Bridges Support Worker. Students receive additional support through consultation and collaboration with a multi-disciplinary team, including system specialists, area strategists, school-family liaisons, and psychologists. As individual students develop and practice their social-emotional skills and demonstrate readiness, support is provided to transition them toward partial or complete integration into their community school.

The Class

The Class provides educational programming for students in grades 4-12 who present with complex and severe mental health challenges and internalized, dysregulated behaviours significantly impacting their academic engagement and well-being. Social-emotional instruction in The Class emphasizes self-awareness, self-regulation, peer and social relationship skills, and strategies for engaging in academic learning. Social-Emotional Learning instruction is aligned with CASEL's competencies as identified within the CBE's Well-Being Framework.

The classroom team includes a teacher and a Behaviour Support Worker. Students receive additional support through consultation and collaboration with a multi-disciplinary team, including system specialists, area strategists, school-family liaisons, and psychologists. As individual students develop and practice their social-emotional skills and demonstrate readiness, support is provided to transition them toward partial or complete integration into their community school.

RISE

Reaching Independence through Support and Education (RISE) provides educational programming for students in grades 6-12 who have significant complex internalizing mental health disorders which severely impair functioning. The goal of the program is to build on strengths as well as identify and address barriers to mental well-being, school engagement and academic success. Academic programming is personalized based on individual student needs and readiness. Program staff includes one teacher and behaviour support worker, Recovery Alberta for therapeutic support and consultation, and a Wood's Homes Family Support Counsellor who is available to support student families in their homes.

School Capacity and Utilization 2024 - 2025

Attachment IX

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

SCHOOL	2023 WEIGHTED ENROLMENT	2023 PROVINCIAL % UTILIZ.	2024 WEIGHTED ENROLMENT	2024* PROVINCIAL CAPACITY	# Of Modulars/ Portables	2024 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2023 to 2024)
AREA 1							
ARBOUR LAKE SCHOOL	824	92%	856	892	8	96%	4%
BELVEDERE PARKWAY SCHOOL	480	88%	523	543	0	96%	8%
BOWCROFT SCHOOL	359	76%	371	473	0	78%	3%
BOWNESS HIGH SCHOOL	1544	100%	1577	1672	0	94%	-6%
BRENTWOOD SCHOOL	729	94%	772	778	0	99%	6%
CAPTAIN JOHN PALLISER SCHOOL	597	94%	616	635	0	97%	3%
CHRISTINE MEIKLE SCHOOL	367	78%	369	466	0	79%	1%
CITADEL PARK SCHOOL	494	103%	506	481	8	105%	2%
DR. E. W. COFFIN SCHOOL	165	76%	211	218	1	97%	21%
EDGEMONT SCHOOL	636	96%	626	666	14	94%	-2%
ERIC HARVIE SCHOOL	329	55%	457	602	6	76%	21%
F. E. OSBORNE SCHOOL	722	100%	736	719	0	102%	2%
H. D. CARTWRIGHT SCHOOL	565	95%	542	593	2	91%	-4%
HAWKWOOD SCHOOL	706	108%	697	653	0	107%	-1%
MARION CARSON SCHOOL	501	96%	485	521	2	93%	-3%
RANCLANDS SCHOOL	399	80%	433	496	8	87%	7%
ROBERT THIRSK HIGH SCHOOL	1704	114%	1689	1497	0	113%	-1%
ROYAL OAK SCHOOL	563	103%	591	545	10	108%	5%
SCENIC ACRES SCHOOL	176	96%	193	183	7	106%	9%
SILVER SPRINGS SCHOOL	256	90%	272	286	1	95%	6%
SIMON FRASER SCHOOL	714	94%	706	760	6	93%	-1%
SIR WINSTON CHURCHILL HIGH SCHOOL	2495	124%	2387	2014	6	119%	-5%
TERRACE ROAD SCHOOL	189	61%	224	308	0	73%	12%
THE HAMPTONS SCHOOL	181	75%	179	240	4	75%	-1%
THOMAS B. RILEY SCHOOL	594	87%	536	698	0	77%	-10%
TOM BAINES SCHOOL	860	112%	862	776	1	111%	-1%
TUSCANY SCHOOL	539	81%	593	634	14	94%	12%
TWELVE MILE COULEE SCHOOL	857	96%	729	893	16	82%	-14%
WEST DALHOUSIE SCHOOL	324	100%	338	325	6	104%	5%
WILLIAM D. PRATT SCHOOL	938	99%	1000	894	8	112%	13%
AREA 1 - TOTAL	19,803	97%	20,073	20,461	128	98%	1%

School Capacity and Utilization 2024 - 2025

Attachment IX

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

SCHOOL	2023 WEIGHTED ENROLMENT	2023 PROVINCIAL % UTILIZ.	2024 WEIGHTED ENROLMENT	2024* PROVINCIAL CAPACITY	# Of Modulars/ Portables	2024 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2023 to 2024)
AREA 2							
ALEX MUNRO SCHOOL	297	66%	292	451	0	65%	-1%
BALMORAL SCHOOL	579	108%	587	538	0	109%	2%
BANFF TRAIL SCHOOL	342	82%	368	418	0	88%	6%
BEDDINGTON HEIGHTS SCHOOL	443	90%	431	493	8	87%	-3%
BRANTON SCHOOL	647	85%	724	819	6	88%	3%
BUCHANAN SCHOOL	215	89%	236	243	0	97%	8%
BUFFALO RUBBING STONE SCHOOL	648	108%	637	601	6	106%	-2%
CAMBRIAN HEIGHTS SCHOOL	414	85%	423	487	0	87%	2%
CAPITOL HILL SCHOOL	355	98%	348	362	0	96%	-2%
CAPTAIN NICHOLA GODDARD SCHOOL	988	110%	1025	897	16	114%	4%
CATHERINE NICHOLS GUNN SCHOOL	312	68%	446	458	0	97%	29%
CHILDREN'S VILLAGE SCHOOL	215	55%	222	393	0	57%	2%
COLLINGWOOD SCHOOL	456	81%	481	562	0	86%	4%
COLONEL IRVINE SCHOOL	848	108%	854	784	0	109%	1%
COLONEL SANDERS SCHOOL	373	103%	411	363	0	113%	10%
DALHOUSIE SCHOOL	449	95%	466	477	0	98%	3%
DR. J. K. MULLOY SCHOOL	472	95%	496	496	0	100%	5%
GEORGES P. VANIER SCHOOL	589	90%	618	635	0	97%	8%
HIGHWOOD SCHOOL	314	92%	325	341	0	95%	3%
HUNTINGTON HILLS SCHOOL	248	72%	249	346	0	72%	1%
JAMES FOWLER HIGH SCHOOL	1682	109%	1734	1803	0	96%	-13%
JOHN G. DIEFENBAKER HIGH SCHOOL	1506	107%	1416	1405	4	101%	-6%
KENNETH D. TAYLOR SCHOOL	654	111%	666	588	12	113%	2%
KING GEORGE SCHOOL	608	100%	627	618	0	102%	1%
NORTH HAVEN SCHOOL	246	60%	312	411	0	76%	16%
PANORAMA HILLS SCHOOL	571	96%	576	597	10	97%	1%
SENATOR PATRICK BURNS SCHOOL	807	93%	816	869	0	94%	1%
SIR JOHN A. MACDONALD SCHOOL	878	107%	796	867	4	92%	-15%
SIR JOHN FRANKLIN SCHOOL	457	81%	429	618	0	69%	-11%
THORNCLIFFE SCHOOL	254	110%	257	249	0	103%	-7%
VARSITY ACRES SCHOOL	556	90%	569	620	3	92%	2%
W. O. MITCHELL SCHOOL	324	76%	313	429	8	73%	-3%
WILLIAM ABERHART HIGH SCHOOL	1435	86%	1449	1679	4	86%	1%
AREA 2 - TOTAL	19,177	94%	19,594	20,917	81	94%	0%

School Capacity and Utilization 2024 - 2025

Attachment IX

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- 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
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SCHOOL	2023 WEIGHTED ENROLMENT	2023 PROVINCIAL % UTILIZ.	2024 WEIGHTED ENROLMENT	2024* PROVINCIAL CAPACITY	# Of Modulars/ Portables	2024 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2023 to 2024)
AREA 3							
ABBEYDALE SCHOOL	321	80%	357	396	6	90%	10%
BELFAST SCHOOL	207	80%	207	286	1	72%	-8%
CAPPY SMART SCHOOL	264	71%	310	373	4	83%	13%
COLONEL MACLEOD SCHOOL	674	100%	705	676	4	104%	5%
COVENTRY HILLS SCHOOL	634	99%	626	638	13	98%	-1%
CRESCENT HEIGHTS HIGH SCHOOL	1924	90%	1813	2143	0	85%	-5%
DR. GLADYS MCKELVIE EGBERT SCHOOL	523	98%	422	534	4	79%	-19%
ERIN WOODS SCHOOL	338	70%	423	482	8	88%	18%
ERNEST MORROW SCHOOL	752	81%	759	929	0	82%	1%
FOREST LAWN HIGH SCHOOL	1657	92%	1667	1830	0	91%	-1%
G. W. SKENE SCHOOL	194	68%	183	284	0	64%	-4%
HIDDEN VALLEY SCHOOL	409	78%	543	523	10	104%	26%
IAN BAZALGETTE SCHOOL	742	104%	650	712	3	91%	-13%
JACK JAMES HIGH SCHOOL	682	82%	662	829	0	80%	-2%
JAMES SHORT MEMORIAL SCHOOL	152	32%	230	471	1	49%	17%
KEELER SCHOOL	539	89%	571	609	0	94%	5%
MOUNT VIEW SCHOOL	216	101%	201	215	0	93%	-7%
NORTH TRAIL HIGH SCHOOL	1411	75%	2244	1891	0	119%	44%
NORTHERN LIGHTS SCHOOL	573	102%	631	584	0	108%	6%
NOSE CREEK SCHOOL	939	103%	1011	914	16	111%	8%
NIITSITAPI LEARNING CENTRE	169	50%	170	336	0	50%	0%
PATRICK AIRLIE SCHOOL	220	87%	289	252	0	115%	27%
PENBROOKE MEADOWS SCHOOL	229	61%	245	377	0	65%	4%
RADISSON PARK SCHOOL	352	91%	407	388	2	105%	14%
RIVERSIDE SCHOOL	654	102%	664	640	0	104%	2%
ROLAND MICHENER SCHOOL	194	74%	238	263	0	91%	17%
ROSEDALE SCHOOL	283	109%	273	259	2	105%	-4%
ROSEMONT SCHOOL	247	105%	241	235	0	103%	-3%
STANLEY JONES SCHOOL	526	95%	518	554	0	93%	-2%
SUNNYSIDE SCHOOL	170	74%	194	228	0	85%	11%
VALLEY CREEK SCHOOL	829	95%	855	870	12	98%	3%
VALLEY VIEW SCHOOL	482	79%	595	612	0	97%	19%
VISTA HEIGHTS SCHOOL	178	80%	168	224	0	75%	-5%
WEST DOVER SCHOOL	225	50%	282	447	0	63%	13%
AREA 3 - TOTAL	17,903	86%	19,350	21,004	86	92%	7%

School Capacity and Utilization 2024 - 2025

Attachment IX

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SCHOOL	2023 WEIGHTED ENROLMENT	2023 PROVINCIAL % UTILIZ.	2024 WEIGHTED ENROLMENT	2024* PROVINCIAL CAPACITY	# Of Modulars/ Portables	2024 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2023 to 2024)
AREA 4							
ANNIE FOOTE SCHOOL	469	94%	484	499	9	97%	3%
ANNIE GALE SCHOOL	619	97%	641	640	8	100%	4%
BOB EDWARDS SCHOOL	528	87%	589	610	0	97%	10%
CECIL SWANSON SCHOOL	400	88%	391	453	6	86%	-2%
CHIEF JUSTICE MILVAIN SCHOOL	531	101%	556	525	10	106%	5%
CHRIS AKKERMAN SCHOOL	578	107%	612	541	6	113%	6%
CLARENCE SANSOM SCHOOL	757	96%	838	788	8	106%	10%
COLONEL J. FRED SCOTT SCHOOL	514	108%	466	475	8	98%	-10%
CROSSING PARK SCHOOL	1137	118%	1097	963	15	114%	-4%
DOUGLAS HARKNESS SCHOOL	330	99%	335	335	2	100%	1%
DR. GORDON HIGGINS SCHOOL	744	107%	762	680	8	112%	5%
FALCONRIDGE SCHOOL	544	94%	565	576	12	98%	4%
GRANT MACEWAN SCHOOL	659	115%	628	571	12	110%	-5%
GUY WEADICK SCHOOL	409	95%	411	430	6	96%	1%
HUGH A. BENNETT SCHOOL	619	107%	662	576	0	115%	7%
LESTER B. PEARSON HIGH SCHOOL	1757	112%	1748	1567	0	112%	-1%
LOUISE DEAN SCHOOL	41	19%	41	212	0	19%	0%
MANMEET SINGH BHULLAR SCHOOL	524	98%	526	533	6	99%	0%
MARLBOROUGH SCHOOL	290	85%	308	341	0	90%	5%
MAYLAND HEIGHTS SCHOOL	431	82%	436	514	0	85%	3%
MONTEREY PARK SCHOOL	564	86%	601	657	17	92%	6%
NELSON MANDELA HIGH SCHOOL	1956	120%	2033	1626	0	125%	5%
O. S. GEIGER SCHOOL	509	100%	562	511	9	110%	11%
PETER LOUGHEED SCHOOL	1002	105%	1022	957	8	107%	2%
PINERIDGE SCHOOL	404	88%	482	457	6	105%	17%
PRAIRIE SKY SCHOOL	924	114%	923	916	0	101%	-13%
RUNDLE SCHOOL	481	90%	509	536	10	95%	5%
SADDLE RIDGE SCHOOL	620	106%	628	587	12	107%	1%
SIR WILFRID LAURIER SCHOOL	509	96%	493	528	0	93%	-3%
TARADALE SCHOOL	671	104%	634	643	10	99%	-6%
TED HARRISON SCHOOL	966	109%	978	888	16	110%	1%
TERRY FOX SCHOOL	697	91%	640	705	0	91%	0%
AREA 4 - TOTAL	21,180	102%	21,597	20,840	204	104%	2%

School Capacity and Utilization 2024 - 2025

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SCHOOL	2023 WEIGHTED ENROLMENT	2023 PROVINCIAL % UTILIZ.	2024 WEIGHTED ENROLMENT	2024* PROVINCIAL CAPACITY	# Of Modulars/ Portables	2024 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2023 to 2024)
AREA 5							
ACADIA SCHOOL	467	95%	449	493	0	91%	-4%
AUBURN BAY SCHOOL	604	100%	601	604	6	100%	-1%
BAYSIDE SCHOOL	532	98%	604	567	6	107%	9%
BRIDLEWOOD SCHOOL	443	76%	506	584	12	87%	11%
CENTENNIAL HIGH SCHOOL	1779	122%	1988	1598	0	124%	3%
CHAPARRAL SCHOOL	504	104%	513	484	8	106%	2%
COPPERFIELD SCHOOL	569	98%	608	579	12	105%	7%
CRANSTON SCHOOL	626	105%	570	596	12	96%	-9%
DEER RUN SCHOOL	400	92%	379	434	6	87%	-5%
DOUGLASDALE SCHOOL	387	87%	378	447	7	85%	-2%
DR. GEORGE STANLEY SCHOOL	710	78%	918	913	8	101%	23%
DR. MARTHA COHEN SCHOOL	898	95%	928	947	0	98%	3%
FAIRVIEW SCHOOL	912	92%	923	994	0	93%	1%
FISH CREEK SCHOOL	612	95%	589	647	0	91%	-4%
HAULTAIN MEMORIAL SCHOOL	200	68%	191	293	0	65%	-3%
JOANE CARDINAL-SCHUBERT HIGH SCHOOL	2023	125%	2060	1615	0	128%	2%
LAKE BONAVIDA SCHOOL	364	92%	356	397	2	90%	-2%
LAKESHORE SCHOOL	1000	103%	1031	971	0	106%	3%
LE ROI DANIELS SCHOOL	528	94%	527	563	2	94%	0%
LORD BEAVERBROOK HIGH SCHOOL	2034	96%	2293	2256	1	102%	6%
MAHOGANY SCHOOL	677	123%	768	591	0	130%	7%
MAPLE RIDGE SCHOOL	365	80%	363	426	0	85%	5%
MCKENZIE HIGHLANDS SCHOOL	913	96%	831	947	0	88%	-9%
MCKENZIE LAKE SCHOOL	572	91%	621	655	2	95%	4%
MCKENZIE TOWNE SCHOOL	591	87%	580	679	8	85%	-2%
MIDNAPORE SCHOOL	407	75%	428	543	12	79%	4%
MIDSUN SCHOOL	767	79%	764	880	1	87%	8%
MOUNTAIN PARK SCHOOL	651	80%	632	813	16	78%	-2%
NEW BRIGHTON SCHOOL	593	102%	583	579	12	101%	-2%
PRINCE OF WALES SCHOOL	290	76%	321	381	4	84%	8%
R. T. ALDERMAN SCHOOL	734	89%	735	826	1	89%	0%
SAMUEL W. SHAW SCHOOL	868	86%	912	1065	16	86%	-1%
SIBYLLA KIDDLE SCHOOL	550	96%	605	573	0	106%	10%
SOMERSET SCHOOL	236	63%	251	374	4	67%	4%
WILLOW PARK SCHOOL	605	90%	661	670	0	99%	8%
WILMA HANSEN SCHOOL	471	76%	461	623	8	74%	-2%
AREA 5 - TOTAL	24,877	95%	25,924	26,607	166	97%	3%

School Capacity and Utilization 2024 - 2025

Attachment IX

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SCHOOL	2023 WEIGHTED ENROLMENT	2023 PROVINCIAL % UTILIZ.	2024 WEIGHTED ENROLMENT	2024* PROVINCIAL CAPACITY	# Of Modulars/ Portables	2024 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2023 to 2024)
AREA 6							
A. E. CROSS SCHOOL	696	79%	689	886	0	78%	-1%
ALTADORE SCHOOL	386	97%	367	397	0	92%	-5%
ALTERNATIVE HIGH SCHOOL	284	113%	275	271	0	102%	-12%
ANDREW SIBBALD SCHOOL	354	79%	313	447	0	70%	-9%
BANTING AND BEST SCHOOL	163	65%	195	250	2	78%	13%
BRAESIDE SCHOOL	222	40%	232	552	0	42%	2%
CANYON MEADOWS SCHOOL	417	76%	447	546	0	82%	6%
CEDARBRAE SCHOOL	204	74%	221	276	0	80%	6%
CENTRAL MEMORIAL HIGH SCHOOL	1865	97%	1777	1923	0	92%	-5%
CHINOOK PARK SCHOOL	480	70%	520	683	0	76%	6%
DAVID THOMPSON SCHOOL	623	88%	659	706	0	93%	5%
DR. E. P. SCARLETT HIGH SCHOOL	1758	114%	1873	1543	0	121%	8%
DR. FRED A MILLER SCHOOL	493	84%	488	587	0	83%	-1%
EMILY FOLLENSBEE SCHOOL	273	102%	258	269	0	96%	-6%
ETHEL M. JOHNSON SCHOOL	326	62%	322	527	0	61%	-1%
EUGENE COSTE SCHOOL	343	69%	359	497	0	72%	3%
EVERGREEN SCHOOL	457	86%	526	533	12	99%	13%
GLENBROOK SCHOOL	308	87%	302	353	0	86%	-2%
GLENMEADOWS SCHOOL	352	68%	376	516	11	73%	5%
HAROLD PANABAKER SCHOOL	465	79%	420	592	4	71%	-8%
HAYSBORO SCHOOL	205	91%	216	266	0	81%	-10%
HENRY WISE WOOD HIGH SCHOOL	2024	100%	2119	2025	0	105%	5%
JANET JOHNSTONE SCHOOL	471	93%	484	507	8	95%	3%
JOHN WARE SCHOOL	530	88%	455	603	1	76%	-12%
LOUIS RIEL SCHOOL	857	99%	920	867	4	106%	7%
MARSHALL SPRINGS SCHOOL	709	81%	760	881	0	86%	6%
NELLIE MCCLUNG SCHOOL	367	72%	365	510	0	72%	0%
NICKLE SCHOOL	224	29%	401	749	3	54%	24%
RIVERBEND SCHOOL	300	60%	312	502	6	62%	2%
ROBERT WARREN SCHOOL	305	65%	321	472	3	68%	3%
RON SOUTHERN SCHOOL	515	90%	562	571	6	98%	8%
SAM LIVINGSTON SCHOOL	389	67%	371	576	7	64%	-3%
SHERWOOD SCHOOL	433	65%	435	669	0	65%	0%
SUNDANCE SCHOOL	495	99%	536	500	8	107%	8%
WOODBINE SCHOOL	392	87%	411	453	7	91%	4%
WOODLANDS SCHOOL	280	70%	256	402	4	64%	-6%
WOODMAN SCHOOL	513	61%	581	846	0	69%	8%
AREA 6 - TOTAL	19,471	82%	20,120	23,753	86	85%	3%

School Capacity and Utilization 2024 - 2025

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AREA 7							
ALEXANDER FERGUSON SCHOOL	219	87%	227	245	0	93%	5%
ALL BOYS PROGRAM	81	32%	59	257	0	23%	-9%
BATTALION PARK SCHOOL	575	84%	555	677	13	82%	-2%
BISHOP PINKHAM SCHOOL	611	80%	636	769	0	83%	3%
BRIAR HILL SCHOOL	226	81%	230	278	0	83%	2%
COLONEL WALKER SCHOOL (Includes Piitoayis)	354	59%	430	668	1	64%	5%
CONNAUGHT SCHOOL	446	112%	458	399	0	115%	3%
DR. OAKLEY SCHOOL	186	43%	210	430	0	49%	6%
DR. ROBERTA BONDAR SCHOOL	586	105%	598	560	0	107%	2%
EARL GREY SCHOOL	336	96%	329	349	0	94%	-2%
ELBOW PARK SCHOOL	211	76%	229	276	0	83%	7%
ELBOYA SCHOOL	721	94%	739	767	6	96%	2%
ERNEST MANNING HIGH SCHOOL	1750	104%	1948	1678	0	116%	12%
GLAMORGAN SCHOOL	732	108%	736	677	2	109%	1%
GLENDALE SCHOOL	260	80%	246	325	0	76%	-5%
GRIFFITH WOODS SCHOOL	966	111%	977	869	0	112%	1%
HILLHURST SCHOOL	290	81%	312	357	0	87%	6%
JENNIE ELLIOTT SCHOOL	598	87%	613	685	0	89%	2%
KILLARNEY SCHOOL	337	90%	333	373	0	89%	-1%
MOUNT ROYAL SCHOOL	443	97%	452	453	0	100%	3%
OLYMPIC HEIGHTS SCHOOL	482	74%	519	653	14	79%	6%
QUEEN ELIZABETH SCHOOL	393	101%	425	387	2	110%	8%
QUEEN ELIZABETH HIGH SCHOOL	1199	86%	1192	1379	0	86%	0%
RAMSAY SCHOOL	304	87%	310	349	0	89%	2%
RICHMOND SCHOOL	333	120%	371	278	0	134%	14%
RIDEAU PARK SCHOOL	468	99%	469	473	0	99%	0%
SIMONS VALLEY SCHOOL	711	116%	716	614	12	117%	1%
SUNALTA SCHOOL	340	83%	371	410	0	90%	8%
UNIVERSITY SCHOOL	363	68%	373	537	0	69%	2%
VINCENT MASSEY SCHOOL	818	87%	919	922	0	100%	13%
WEST RIDGE SCHOOL	865	94%	884	916	8	97%	2%
WEST SPRINGS SCHOOL	593	100%	597	596	12	100%	1%
WESTERN CANADA HIGH SCHOOL	2274	110%	2351	2128	0	111%	1%
WESTGATE SCHOOL	567	78%	566	727	0	78%	0%
WILDWOOD SCHOOL	505	82%	612	618	0	99%	17%
WILLIAM REID SCHOOL	280	94%	274	298	4	92%	-2%
AREA 7 - TOTAL	20,418	92%	21,259	22,377	74	95%	3%
GRAND TOTALS	142,827	92%	147,915	155,959	825	95%	3%

LEASED SPACE IN OPERATING CBE SCHOOLS 2024-2025

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

CBE AREA	SCHOOL NAME	LICENSEE NAME	AREA (SQ.M)
1	Belvedere Parkway	Kids Love Bowness	226.7
1	Bowcroft	Children Come First Association	435.4
1	Captain John Palliser	Captain John Palliser Out-of-School Care	346.0
1	Dr. E.W. Coffin	Millennium Kidz N Kare	224.4
1	Eric Harvie	Coded Minds Canada	231.5
1	Hawkwood	Children Come First Association	337.5
1	Marion Carson	Pre-Kindergarten Educational Services	88.5
1	Marion Carson	Society of Briar Hill Children's Programs	357.5
1	Silver Springs	Topp Kids Foundation **NEW	335.5
1	Terrace Road	Summit Kids	296.3
1	Terrace Road	University Heights Nursery School Association	73.9
1	Tuscany	Coded Minds Canada	434.7
1	West Dalhousie	Dalhousie Community Association	348.5
2	Alex Munro	Active Minds Childcare. **NEW	178.9
2	Banff Trail	Children Come First Association	346.1
2	Buchanan	S'Cool Kids Club	143.7
2	Buffalo Rubbing Stone	Mighty Learner Corp	343.7
2	Cambrian Heights	Children Come First Association	340.2
2	Capitol Hill	Adventurers School Age Care	354.0
2	Catherine Nichols Gunn	Children Come First Association	358.6
2	Collingwood	Adventurers School Age Care	350.1
2	Colonel Sanders (TLC)	Northmount Student Care	253.9
2	Dalhousie	Dalhousie Community Association	491.4
2	Highwood	Children Come First Association	435.5
2	Huntington Hills	Summit Kids	279.1
2	Kenneth D. Taylor	Children Come First Association	341.9
2	King George	Pleasant Heights After School Care Association	333.1
2	North Haven	Children Come First Association	403.2
2	Panorama Hills	Pleasant Heights After School Care Association	337.0
2	Thorncliffe	Adventures Child Care **NEW	261.6
2	Varsity Acres	Seeds of S.P.I.C.E Early Learning Centre	405.3
2	W.O. Mitchell	Summit Kids	441.5
3	Belfast	Belfast Student Care	269.8
3	Coventry Hills	Topp Kids Foundation	439.2
3	Hidden Valley	S'Cool Kids Club **NEW	339.2
3	Jack James High	Kindred Connections Society	678.0
3	Mount View	Creative World	172.5
3	Niitsitapi Learning Centre	Alberta Health Services (Elbow River Healing Lodge)	17.8
3	Northern Lights School	Little Steps Before and After School Care	429.2
3	Rosemont	Rosemont Community Childcare	223.5
3	Stanley Jones	Adventures Child Care	363.8
3	Sunnyside	Pre-Kindergarten Educational Services	104.2
3	Sunnyside	Sunnyside Out-of-School Care	109.6
4	Marlborough	Kidzclub Calgary Ltd.	178.7
4	Mayland Heights	Society of Briar Hill Children's Programs	364.5
4	Taradale	Taradale Student Care	201.0
5	Acadia	Adventures Child Care	359.8
5	Auburn Bay	Topp Kids Foundation	457.8
5	Bayside	Topp Kids Foundation	429.3

LEASED SPACE IN OPERATING CBE SCHOOLS 2024-2025

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

CBE AREA	SCHOOL NAME	LICENSEE NAME	AREA (SQ.M)
5	Bridlewood	Topp Kids Foundation **NEW	337.8
5	Chaparral	Juvenescence Child Development Centre	436.4
5	Copperfield	Topp Kids Foundation	343.7
5	Cranston	Juvenescence Child Development Centre	330.0
5	Douglasdale	A Step Ahead - Child Development Services	154.2
5	Fish Creek	1st Class - After Class	339.1
5	Lake Bonavista	Rec House	226.2
5	Mahogany	1st Class Innovative Child Care Solutions	434.4
5	Maple Ridge	Topp Kids Foundation	319.4
5	McKenzie Lake	Topp Kids Foundation	436.6
5	McKenzie Towne	Rec House	340.4
5	Midnapore	Mid-Sun Child Care	311.9
5	New Brighton	1st Class - After Class	343.7
5	Prince Of Wales	Topp Kids Foundation	448.1
5	Sibylla Kiddle School	1st Class - After Class	429.2
5	Somerset	1st Class Innovative Child Care Solutions	299.7
6	Altadore	Seeds of S.P.I.C.E Early Learning Centre	331.1
6	Andrew Sibbald	Rec House	424.9
6	Banting and Best	Coded Minds Canada	265.4
6	Cedarbrae	Adventures Child Care **NEW	372.0
6	Chinook Park	Adventurers School Age Care	445.7
6	Dr. Freda Miller School	Seeds of S.P.I.C.E Early Learning Centre	371.0
6	Ethel M. Johnson	Adventures Child Care	268.8
6	Eugene Coste	Calgary Child's Play	673.5
6	Evergreen	Topp Kids Foundation	412.8
6	Glenbrook	Glenbrook Preschool Society	72.7
6	Glenbrook	Maple Roots	180.9
6	Glenmeadows	Calgary Child's Play	332.1
6	Haysboro	Maple Roots	261.0
6	Janet Johnstone	Creations Child Care	340.0
6	Nellie McClung	Summit Kids	324.3
6	Ron Southern	1st Class - After Class	452.3
6	Sam Livingston	Rec House	540.9
6	Sundance	Children Can Succeed	226.8
6	Woodbine	1st Class Innovative Child Care Solutions **NEW	334.8
7	Alexander Ferguson	Alexander Ferguson Elementary School Society	255.0
7	Battalion Park	Kidzinc School Care Society of Alberta	282.9
7	Briar Hill	Hounsfield Heights - Briar Hill Community Playschool	83.7
7	Briar Hill	Society of Briar Hill Children's Programs	363.1
7	Connaught	Churchill Park Family Care Society	222.1
7	Dr. Oakley	Trellis Society	80.7
7	Dr. Roberta Bondar	Summit Kids	341.2
7	Earl Grey	Little Steps Before and After School Care	342.6
7	Elbow Park	Calgary Child's Play	434.3
7	Glamorgan	Maple Roots	241.0
7	Glendale	Calgary Child's Play	262.4
7	Hillhurst	Society of Briar Hill Children's Programs	204.0
7	Jennie Elliott	Jennie Elliott Student Care	445.3
7	Killarney	Kidzinc School Care Society of Alberta	255.3

LEASED SPACE IN OPERATING CBE SCHOOLS 2024-2025

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

CBE AREA	SCHOOL NAME	LICENSEE NAME	AREA (SQ.M)
7	Olympic Heights	Kidzinc School Care Society of Alberta	349.2
7	Queen Elizabeth	Adventurers School Age Care	264.7
7	Ramsay	Coded Minds Canada	228.5
7	Richmond	S'Cool Kids Club	233.7
7	Rideau Park	Summit Kids	81.3
7	Simons Valley	Coded Minds Canada	309.1
7	Sunalta	Scarboro Community Preschool	91.6
7	Sunalta	Sunalta Student Care	401.1
7	University	Summit Kids	469.2
7	West Springs	Maple Roots	332.5
7	Westgate	Calgary Child's Play	534.4
7	Wildwood	Kidzinc School Care Society of Alberta	275.3
7	William Reid	Seeds of S.P.I.C.E Early Learning Centre	322.2

AREA 1; 3,736.4
 AREA 2: 6,398.8
 AREA 3: 3,146.8
 AREA 4: 744.2
 AREA 5: 6,777.7
 AREA 6: 6,631.0
 AREA 7: 7706.4

TOTAL SQUARE METERS LEASED: 35,141.3

LEASE OF SURPLUS SCHOOL FACILITIES 2024-2025

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

AREA 1: 6,748.20
 AREA 2: -
 AREA 3: 5,595.84
 AREA 4: 3,853.20
 AREA 5: 7,750.50
 AREA 6: 12,673.80
 AREA 7: 24,765.40

TOTAL SQUARE METRES LEASED: 61,386.94

report to Board of Trustees

Construction Projects Status Report

Date	December 17, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Reference	Policy Operational Expectations OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Trevor Fenton, Director, Facility Projects David Jaimes, Project Manager, Facility Projects Colt Chesney, Project Manager, Facility Projects

1 | Recommendation

This report is being provided for information to the Board of Trustees. 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 project status of new schools, facility modernizations and Modular Classroom Program (MCP) projects currently under development or construction.



3 | Background

The Calgary Board of Education (CBE) has received approval for full construction on two new school construction projects and two modernizations, and design-only approval for two new schools and one modernization. Additionally, “planning” activities are approved for one new school, while “pre-planning” activities are approved for two modernizations.

On March 4, 2022, the Government of Alberta announced the approval of a middle school for Evanston. On December 14, 2022, Alberta Infrastructure advised that Evanston middle school will be delivered via a design-build delivery method. The design-build contract was awarded in November 2023 and construction commenced on April 25, 2024.

On November 29, 2022, the Board of Trustees approved the closure of the Louise Dean Centre at Kensington School effective June 28, 2024 for the purpose of relocation to Jack James High School (JJHS). Modernization and expansion of JJHS was required to accommodate the Louise Dean program. All construction was completed in October 2024 and the program has been fully relocated. Work is ongoing to address deficiencies identified during the hand over and commissioning process.

On March 1, 2023, the Government of Alberta announced the approval for full construction of the modernization of John G. Diefenbaker High School. Alberta Infrastructure will deliver the modernization project at John G. Diefenbaker with an approved construction budget of \$33.1M and \$2.5M for hazardous materials abatement. A report outlining pre-design findings from stakeholder engagement and consultant site reviews was issued in December 2023 for assessment of project scope. On April 16, 2024, Alberta Education granted approval to extend project timelines to allow for additional planning activities that will further evaluate the project scope prior to proceeding with design. The additional planning work is currently underway.

On March 1, 2023, the Government of Alberta announced the approval for “Planning” for a new high school in the community of Cornerstone. On March 1, 2024, the project received approval for design-only, with another approval received on August 8, 2024, to increase the capacity of the new school from 1,800 to 2,400 students. Alberta Infrastructure has commenced procurement activities for a prime consultant and design work is expected to start in November 2024.

On March 1, 2023, the Government of Alberta announced the approval for “Planning” of the modernization of Annie Gale School. On March 1, 2024, the project received funding approval for “Design-only” starting in 2026. On September 18, 2024, Alberta Education announced that “Design” funding was being provided immediately to accelerate the delivery timeline. The project will be managed by CBE, with the project kick-off meeting held on November 7, 2024.

On March 1, 2023, the Government of Alberta announced the approval for “Pre-Planning” of modernizations at A.E. Cross School and Sir John A. MacDonald School. On February 7, 2024, funding approval was received for these projects. Work is underway to conduct tasks associated with this project phase.

On March 1, 2023, the Government of Alberta announced the approval for “Pre-Planning” of a new middle school located in the community of Saddle Ridge. On March 1, 2024, an announcement was made that “Planning” funding would be provided in 2026. On September 26, 2024, Alberta Education announced that “Planning” funding was being provided immediately to accelerate the delivery timeline. Work is underway to conduct tasks associated with this project phase.

On March 1, 2024, the Alberta Government announced “Design and Construction” approval for a new elementary school in the community of Evanston, and “Design-only” approval for a new elementary school in the community of Redstone. Alberta Infrastructure commenced Pre-Design work on August 6, 2024 for Evanston elementary and October 7, 2024 for Redstone elementary. Design work is expected to start in November 2024.

The MCP provides school jurisdictions with modular classrooms, modular/portable unit relocations and demolitions to assist school jurisdictions with the accommodation of students on an urgent basis. On March 31, 2023, as a part of the 2023-24 MCP, Alberta Education provided approval for the relocation of five and the demolition of 11 modular classrooms. On March 14, 2024, as part of the 2024-25 MCP, Alberta Education approved 12 new and the relocation of six modular classrooms. On April 9, 2024, the CBE Board of Trustees approved the use of Capital Reserves to relocate six modular classrooms. On August 2, 2024, as a part of the 2024-25 MCP, Alberta Education provided in-year approval of an additional 35 new and the relocation of five modular classrooms. On August 26, 2024, due to the high enrolment pressures and at CBE’s request, Alberta Education rescinded six of the previously approved modular demolitions from the 2023-24 MCP. In total, the CBE is currently in the process of delivering the addition of 47 new, relocation of 22 and demolition of 6 modular classrooms. A full breakdown and status update of all ongoing MCP projects is available in **Attachment I**.

4 | Analysis

Information on the 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 schools and modernization capital projects under development are shown in **Attachment II**.

Attachment III provides a series of onsite photographs to visually convey the progress at Jack James High School and Evanston middle.

There are four Project Steering Committees set up for the following projects:

- Evanston elementary;
- Redstone elementary;
- Cornerstone HS; and
- John G. Diefenbaker Modernization

5 | Conclusion

This report provides the current update on the project status of new schools and school modernizations within the CBE, which are currently under development or construction.

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



JOANNE PITMAN
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 17, 2024

Building	Opening Date	Notes/Comments	
41. Evanston Middle School Grades 5-9 Capacity 900 students	TBD.	Design Build – RFP Package (includes drawing package to 30% development and Performance Specifications)	100%
		Design-Build Contract Award	100%
		Design and Specifications	99%
		Construction Progress	7%
		Note: Project managed by Alberta Infrastructure. Design-build contractor mobilized to site in late April. Deep services completed, foundation completed, structural steel and masonry work in progress.	
42. Louise Dean Centre Relocation Grades 9-12	Fall 2024	Design and Specifications	100%
		Construction Award	100%
		Construction Progress	99%
		Note: Project managed by Calgary Board of Education. Phase 1 completed on August 25, 2023. Phase 2 completed on October 11, 2024. Program relocated to new site and operational as of October 15, 2024. Work ongoing to address deficiencies.	
43. John G. Diefenbaker School Grades 10-12 Modernization	TBD	Planning Phase	40%
		Note: Project Managed by Alberta Infrastructure. Approved construction budget of \$33.1M plus \$2.5M for HAZMAT abatement. Pre-Design report completed in December 2023 for assessment of scope and corresponding cost estimates. Planning study underway.	
44. Annie Gale School Grades 6-9 Modernization	TBD	Design and Specifications	5%
		Note: Planning approved on March 1, 2023 and funding received on February 7, 2024. Government announced approval to start Design immediately on September 18, 2024. Project to be delivered by CBE. Kick-off meeting took place on November 7, 2024.	
45. Cornerstone High School Grades 10-12 Capacity 2,400 students	TBD	Design and Specifications	0%
		Note: Planning approved on March 1, 2023 and funding received on February 7, 2024. Design approval was received following a government announcement on March 1, 2024. Internal engagement is ongoing. Alberta Infrastructure has started site investigation and design meetings are expected to commence in November 2024.	
46. A.E. Cross School Grades 7-9 Modernization	TBD	Pre-Planning Phase	5%
		Note: Pre- Planning approved on March 1, 2023. Funding approval received on February 7, 2024. Consultant hired to conduct facility condition assessment.	

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
December 17, 2024**

Building	Opening Date	Notes/Comments								
47. Sir John A. MacDonald School Grades 6-9 Modernization	TBD	<table><tr><td>Pre-Planning Phase</td><td>45%</td></tr><tr><td colspan="2">Note: Pre-Planning approved on March 1, 2023 and funding received on February 7, 2024. Due to possible synergies, pre-planning activities will be conducted and analyzed concurrently with the additional planning work required to support the John G. Diefenbaker HS modernization project.</td></tr></table>	Pre-Planning Phase	45%	Note: Pre-Planning approved on March 1, 2023 and funding received on February 7, 2024. Due to possible synergies, pre-planning activities will be conducted and analyzed concurrently with the additional planning work required to support the John G. Diefenbaker HS modernization project.					
Pre-Planning Phase	45%									
Note: Pre-Planning approved on March 1, 2023 and funding received on February 7, 2024. Due to possible synergies, pre-planning activities will be conducted and analyzed concurrently with the additional planning work required to support the John G. Diefenbaker HS modernization project.										
48. Saddle Ridge Middle School Grades 5-9 Capacity 900 students	TBD	<table><tr><td>Planning Phase</td><td>5%</td></tr><tr><td colspan="2">Note: Pre-Planning approved on March 1, 2023 and funding received on February 7, 2024. Project was advanced to Planning phase in 2026 following a government announcement on March 1, 2024. Government announced approval to start Planning activities immediately on September 26, 2024, government Consultant hired to assist with planning activities.</td></tr></table>	Planning Phase	5%	Note: Pre-Planning approved on March 1, 2023 and funding received on February 7, 2024. Project was advanced to Planning phase in 2026 following a government announcement on March 1, 2024. Government announced approval to start Planning activities immediately on September 26, 2024, government Consultant hired to assist with planning activities.					
Planning Phase	5%									
Note: Pre-Planning approved on March 1, 2023 and funding received on February 7, 2024. Project was advanced to Planning phase in 2026 following a government announcement on March 1, 2024. Government announced approval to start Planning activities immediately on September 26, 2024, government Consultant hired to assist with planning activities.										
49. Evanston Elementary School Grades K-4 Capacity 600 students	TBD	<table><tr><td>Design and Specifications</td><td>0%</td></tr><tr><td>Construction Award</td><td>0%</td></tr><tr><td>Construction Progress</td><td>0%</td></tr><tr><td colspan="2">Note: Project announced for design and construction on March 1, 2024. Internal feedback gathering ongoing. Alberta Infrastructure commenced pre-design work on August 6, 2024. Design meetings starting in November 2024</td></tr></table>	Design and Specifications	0%	Construction Award	0%	Construction Progress	0%	Note: Project announced for design and construction on March 1, 2024. Internal feedback gathering ongoing. Alberta Infrastructure commenced pre-design work on August 6, 2024. Design meetings starting in November 2024	
Design and Specifications	0%									
Construction Award	0%									
Construction Progress	0%									
Note: Project announced for design and construction on March 1, 2024. Internal feedback gathering ongoing. Alberta Infrastructure commenced pre-design work on August 6, 2024. Design meetings starting in November 2024										
50. Redstone Elementary School Grades K-4 Capacity 600 students	TBD	<table><tr><td>Design and Specifications</td><td>0%</td></tr><tr><td colspan="2">Note: Project announced as design-only on March 1, 2024. Internal feedback gathering ongoing. Alberta Infrastructure has hired a bridging consultant and design meetings are expected to start in November 2024.</td></tr></table>	Design and Specifications	0%	Note: Project announced as design-only on March 1, 2024. Internal feedback gathering ongoing. Alberta Infrastructure has hired a bridging consultant and design meetings are expected to start in November 2024.					
Design and Specifications	0%									
Note: Project announced as design-only on March 1, 2024. Internal feedback gathering ongoing. Alberta Infrastructure has hired a bridging consultant and design meetings are expected to start in November 2024.										

**CALGARY BOARD OF EDUCATION
MODULAR CLASSROOM PROGRAM STATUS
December 17, 2024**

Building	Number of Units	Type	Opening Date	Notes/Comments	
m1. Simons Valley School Grades K-6 Added Capacity: 100	4	Relocation	Fall 2024	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	95%
				Note: Approved on March 31, 2023. Construction activities currently underway.	
m2. Ian Bazalgette School Grades 7-9 Added Capacity: 25	1	Relocation	Fall 2024	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	95%
				Note: Approved on March 31, 2023. Construction activities currently underway.	
m3. Colonel Walker School Grades K-6 Reduced Capacity: 25	1	Demolition	Fall 2024	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	100%
				Note: Approved on March 31, 2023. Construction activities are complete. Work ongoing to address deficiencies.	
m4. WO Mitchell School Grades K-5 Reduced Capacity: 50	2	Demolition	Fall 2024	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	100%
				Note: Approved on March 31, 2023. Construction activities are complete. Work ongoing to address deficiencies.	
m5. Sam Livingston School Grades K-4 Reduced Capacity: 25	1	Demolition	Fall 2024	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	100%
				Note: Approved on March 31, 2023. Construction activities are complete. Work ongoing to address deficiencies.	
m6. Battalion Park School Grades K-6 Reduced Capacity: 25	1	Demolition	Fall 2024	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	100%
				Note: Approved on March 31, 2023. Construction activities are complete. Work ongoing to address deficiencies.	

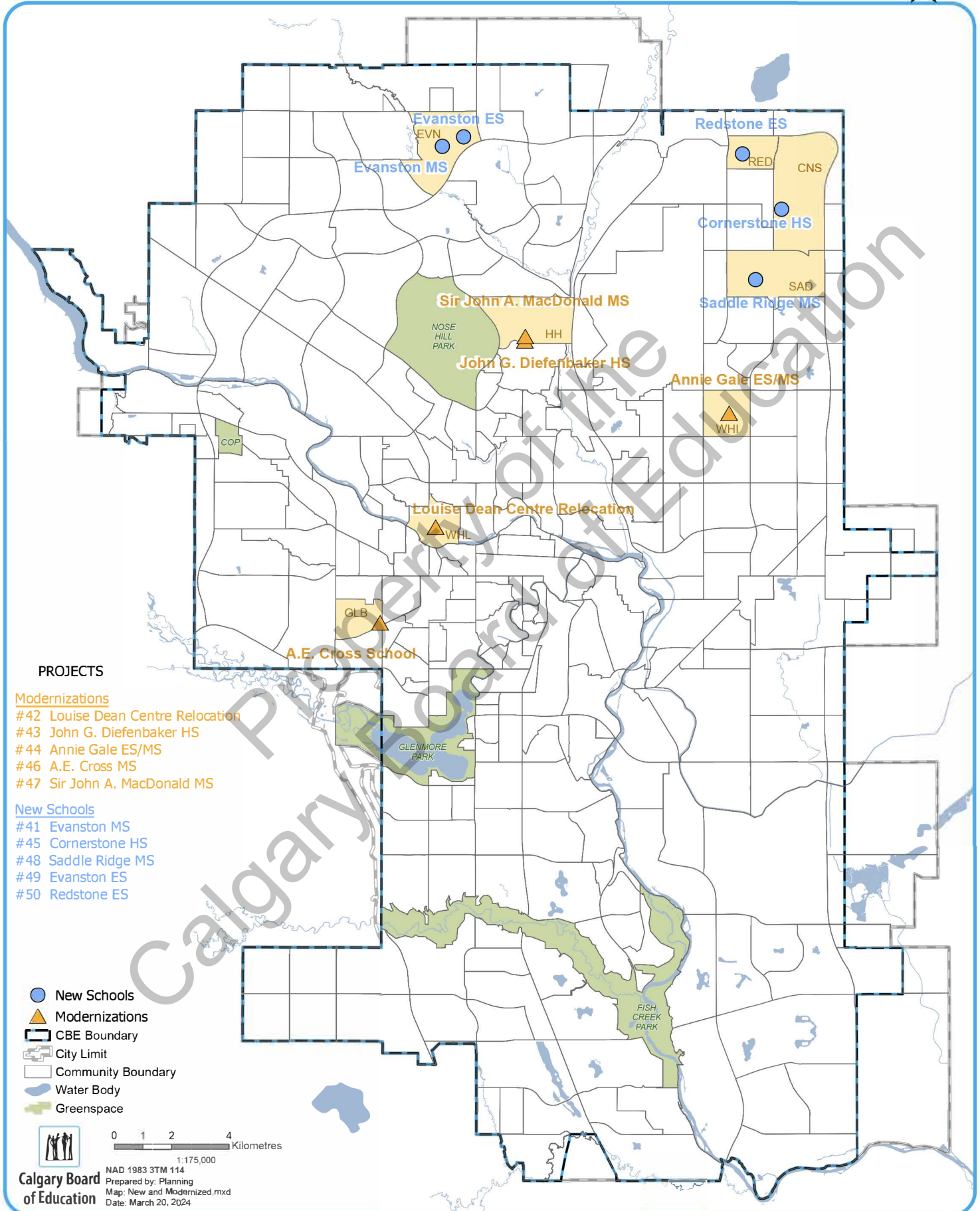
**CALGARY BOARD OF EDUCATION
MODULAR CLASSROOM PROGRAM STATUS
December 17, 2024**

Building	Number of Units	Type	Opening Date	Notes/Comments	
m7. Connaught School Grades K-6 Added Capacity: 150	4	New	Winter 2025	Design and Specifications	100%
	2	Relocation		Construction Award	50%
				Construction Progress	0%
				Note: Four new modulares approved on March 14, 2024 and two relocated modulares approved on April 9, 2024. Design is complete. Construction contracts currently being finalized. Construction activities to commence in Late November.	
m8. Nelson Mandela HS Grades 10-12 Added Capacity: 150	6	New	Winter 2025	Design and Specifications	100%
				Construction Award	50%
				Construction Progress	0%
				Note: Approved on March 14, 2024. Design is complete. Construction contracts currently being finalized. Construction activities to commence in Late November.	
m9. Prairie Sky School Grades K-9 Added Capacity: 175	3+1	New	Winter 2025	Design and Specifications	100%
	4	Relocation		Construction Award	50%
				Construction Progress	0%
				Note: Three new modular classrooms plus one new modular washroom approved on August 2, 2024 and four relocated modulares approved on April 9, 2024. Design is complete. Construction contracts currently being finalized. Construction activities to commence in Late November.	
m10. Peter Lougheed School Grades 5-9 Added Capacity: 100	4	New	Winter 2025	Design and Specifications	100%
				Construction Award	50%
				Construction Progress	0%
				Note: Two new modulares approved on March 31, 2024 and two new modulares approved on August 2, 2024. Design is complete. Construction contracts currently being finalized. Construction activities to commence in Late November.	
m11. Sir Winston Churchill HS Grades 10-12 Added Capacity: 150	6	Relocation	Fall 2024	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	95%
				Note: Approved on March 14, 2024. Design proceeded ahead of March approvals, construction activities currently underway.	
m12. Joane Cardinal- Schubert HS Grades 10-12 Added Capacity: 150	5	Relocation	Spring 2025	Design and Specifications	75%
	1	New		Construction Award	0%
				Construction Progress	0%
				Note: Approved on August 2, 2024. Design currently underway.	

**CALGARY BOARD OF EDUCATION
MODULAR CLASSROOM PROGRAM STATUS
December 17, 2024**

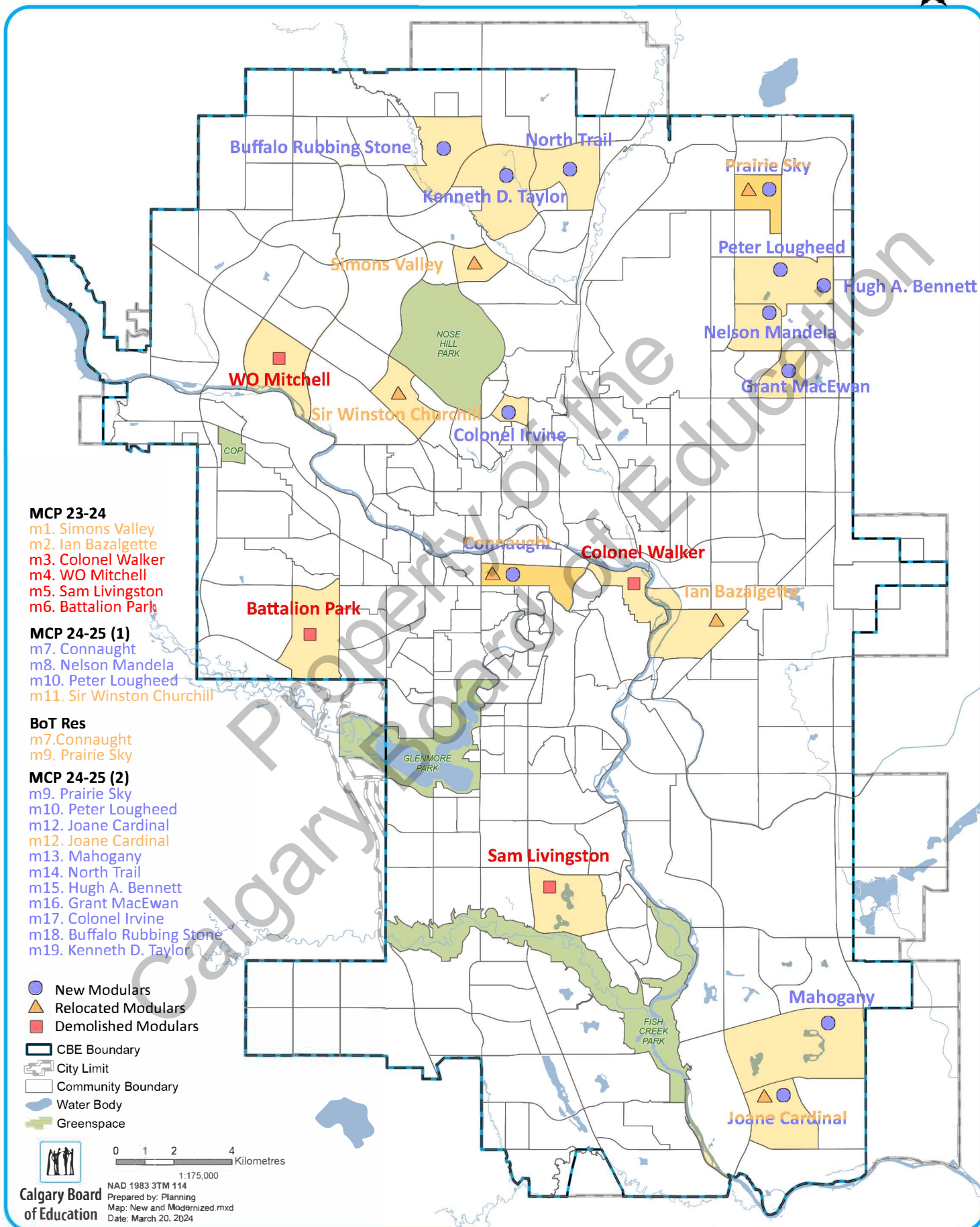
Building	Number of Units	Type	Opening Date	Notes/Comments	
m13. Mahogany School Grades K-5 Added Capacity: 100	4	New	Spring 2025	Design and Specifications	75%
				Construction Award	0%
				Construction Progress	0%
				Note: Approved on August 2, 2024. Design currently underway.	
m14. North Trail HS Grades 10-12 Added Capacity: 150	6	New	Spring 2025	Design and Specifications	90%
				Construction Award	0%
				Construction Progress	0%
				Note: Approved on August 2, 2024. Design currently underway.	
m15. Hugh A. Bennett School Grades K-4 Added Capacity: 100	4	New	Spring 2025	Design and Specifications	90%
				Construction Award	0%
				Construction Progress	0%
				Note: Approved on August 2, 2024. Design currently underway.	
m16. Grant MacEwan School Grades K-6 Added Capacity: 150	6	New	Summer 2025	Design and Specifications	20%
				Construction Award	0%
				Construction Progress	0%
				Note: Approved on August 2, 2024. Design currently underway.	
m17. Colonel Irvine School Grades 5-9 Added Capacity: 100	4	New	Summer 2025	Design and Specifications	20%
				Construction Award	0%
				Construction Progress	0%
				Note: Approved on August 2, 2024. Design currently underway.	
m18. Buffalo Rubbing Stone School Grades K-5 Added Capacity: 50	2	New	Summer 2025	Design and Specifications	20%
				Construction Award	0%
				Construction Progress	0%
				Note: Approved on August 2, 2024. Design currently underway.	
M19. Kenneth D. Taylor School Grades K-6 Added Capacity: 50	2	New	Summer 2025	Design and Specifications	20%
				Construction Award	0%
				Construction Progress	0%
				Note: Approved on August 2, 2024. Design currently underway.	

New and Modernized Schools As of December 2024



Modular Classroom Program

As of December 2024



Jack James High School



New Expansion



New Daycare



New Main Office



New Playground

Evanston middle School



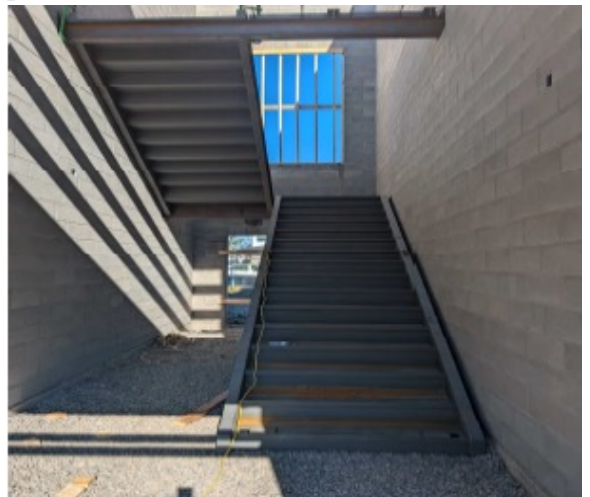
Gymnasium walls



Structural Steel



Structural Block



Stairwell