

public agenda

Special Meeting of the Board of Trustees

October 1, 2025

10:00 a.m.

Microsoft Teams
Calgary, AB

R-1: Mission

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

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

Time	Topic	Who	Policy Ref	Attachment
10:00a.m.	1 Call to Order, National Anthem, Acknowledgement of the Land and Welcome	Chair		
	2 Consideration/Approval of Agenda	Board	GC-2	
	3 Matters Reserved for Board Decision	Board	GC-2	
	3.1 Three-Year School Capital Plan 2026-2029 Amendment	J. Pitman	OE-5,6,7,9	Page 3-1
	Termination of Meeting			
	Debrief	Board	GC-2.3	

Notice |

This public Board meeting will be recorded and posted online.

Media may also attend these meetings.

You may appear in media coverage.

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For questions or concerns, please contact:

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



**report to
Board of Trustees**

Three-Year School Capital Plan 2026-2029 Amendment

Date	October 1, 2025
Meeting Type	Special Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services Dr. Jennifer Turner, Superintendent, School Improvement
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Catherine Ford, Director, Planning Trevor Fenton, Director, Facility Projects Tanya Scanga, Director, Corporate Finance Chris Radu, Education Director, Inclusive Education Brenda Gibson, Manager, Transportation Services Sherri Lambourne, Manager, Property, Leasing and Rentals Jeff Quigley, Manager, Planning David Jaimes, Manager, Capital Construction Peter Jeffrey, Manager, Maintenance Projects Chris White, Director, Risk, Safety and Security

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the amendment to Year 1 of the 2026-2029 Three Year School Capital Plan.
- THAT the Board of Trustees authorizes the Chair to communicate with the Minister of Education and Childcare, as provided in Attachment I to the report.



2 | Issue

The Calgary Board of Education (CBE) is committed to providing a continuum of education supports, services and programs that contribute to the Board's priorities of achievement, equity and well-being and improves student outcomes for all students.

The population of students requiring access to a continuum of supports and services continues to rise across the CBE. Moreover, CBE's share of students with neurodiverse learning needs has increased at a faster rate than the provincial average. Additionally:

- roughly 19% or 27,000 CBE students have special education needs. This is an increase of 3,400 students (13%) over the past 4 years.
- approximately 12% or 3,500 students with severe learning, social/emotional, cognitive, and complex needs are enrolled in one of 300 specialized classes or 6 unique settings.
- as of June 2025, there were over 7000 elementary students identified with a mild / moderate neurodiverse learning condition in CBE classrooms.

There are more students needing specialized supports than available spots for placement in specialized classrooms or unique settings. Over the past 4 years, only 216 learning spaces have been added in specialized classes/settings due to resource constraints.

3 | Background

CBE educational programming is organized within a continuum of supports and services that draws on both school-based and system-level resources. Within this continuum, specialized classes and unique settings are provided to address specific types of need, with the intent of ensuring responsive, equitable, and sustainable pathways for student success.

As indicated previously the CBE supports over 7,000 elementary students identified with a neurodiverse learning condition or a learning code of 58 (attention deficit hyperactivity disorder (ADHD)), 54 (Learning Disability), or both. Research consistently demonstrates that students with neurodevelopmental conditions, such as specific learning disabilities (SLD) and ADHD, are at higher risk for academic challenges and associated mental health concerns.

While most of these learners are well served in community classrooms, a portion of this student population could benefit from earlier, more targeted programming. At present, CBE specialized programs and unique settings are designed to support students with severe or complex learning needs. There are no specialized programs or unique school settings dedicated to the early intervention of mild to moderate neurodiverse learning needs, such as specific learning disabilities in writing, or mathematics, or attention-related challenges including mild ADHD.

Introducing such programming represents a significant opportunity to enhance equity within the continuum of supports. By ensuring timely access to targeted interventions, CBE can improve early learning outcomes, reduce the escalation of challenges, and better position students for long-term academic success.

Unique Setting School Proposal

The vision of the proposed program is to empower elementary-aged students (grades 2-6) with diagnosed neurodiverse learning needs through personalized, evidence-based instruction and holistic supports that foster academic growth, emotional regulation, and lifelong learning skills in a setting aligned with inclusive education values.

The intent is to serve elementary-aged students whose educational needs require a level of intervention, structure and multi-disciplinary collaboration not always feasible in regular classroom settings. By identifying and addressing neurodiverse learning and/or attention or regulation challenges early, educators can implement targeted supports that reduce the need for intensive interventions later, fostering greater confidence, inclusion, and success for all learners. The program would be designed to address underlying neurodevelopmental needs rather than behaviour concerns.

The instructional approach would involve early intervention at the elementary level and based on Universal Design for Learning; explicit, systematic instruction in literacy and numeracy (based on CBE Frameworks); executive function and organizational skill development; social-emotional learning curriculum (CASEL); daily opportunity for movement, breaks, self-regulation; and specific instructional approaches grounded in current research. Assessment and progress monitoring would include student learning plans and Individualized Program Plans (IPPs). Program measurement and reporting would align with provincial measure of academic, social, emotional development and local measures using benchmarks, rubrics and self or teacher assessment on academic growth, executive functioning and regulation.

Staffing and Supports

The program will be designed with lower teacher-to-student ratios than typical community classrooms, ensuring greater opportunities for individualized instruction and responsive intervention. Certificated teachers will have specialized training in evidence-based strategies for supporting students with neurodiverse learning conditions. Additional classroom support staff will be available to provide targeted individual and small-group instruction, enabling more consistent reinforcement of skills and strategies.

The program will also be supported by a multidisciplinary team - including occupational therapy, psychology, speech-language pathology, and physical therapy - to address the diverse academic, social-emotional, and developmental needs of students.

Learning Environment and Physical Resources

This program and supporting functions would require its own purpose designed facility. It would include educational and physical features such as break-out small group learning spaces, calming spaces, sensory integration spaces (e.g. stationary bikes, flexible seating, natural lighting, acoustic treatment or noise dampening, muted colors and breakout space).

Additional administration space will be required for offices and meeting space for the on-site multi-disciplinary team. Ideally it would also include a large meeting room to support community collaboration for integrated wrap around support services.

Current Continuum of Support Programming within CBE

The CBE currently has over 300 specialized classes and six unique settings supporting students with a broad spectrum of learning, social/emotional, cognitive, and complex needs. Each existing class or setting has a defined set of criteria and requirements for consideration. The proposed program for students with mild/moderate neurodiverse learning needs would be a new and complementary program to CBE's current offerings. For further information on the types of specialized programs offered for coded students, please see Attachment II.

4 | Analysis

Introducing such programming in a purpose-built new unique school setting presents a meaningful opportunity to strengthen equity within the continuum of supports and generate benefits for students across the entire system. By providing timely access to targeted interventions, CBE can enhance early learning outcomes, reduce the escalation of challenges, and support long-term academic success for all learners. A review of vacant sites across CBE considered central location and accessibility for students from across the city. The former Kensington School site was identified as the location that best meets these criteria, ensuring optimal access and system-wide impact.

Given this is a new and unique facility and presents some specific site risks, the proposal is to initially request capital "Planning Funding". Planning Funding will allow for determination of the specific unique needs for the school program and building, as well as ensure that the site is viable. Once the Planning stage is complete, the proposal will be positioned to move to the Design phase and then Construction phase through the provincial "Schools Now" program without the requirement to re-submit a Capital Plan request.

Replacement School at the former Kensington School site

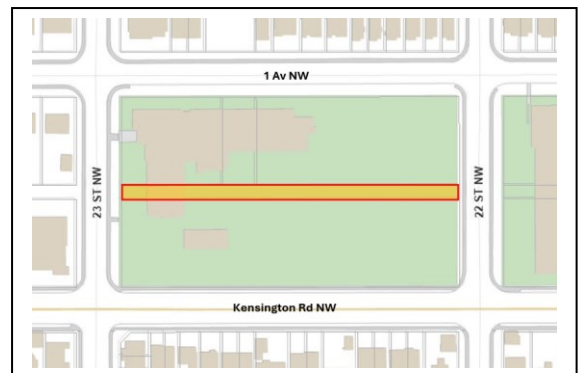
Constructed in 1947, the Kensington School building (120 - 23 Street NW), sits on a 3.21-acre site in the neighbourhood of West Hillhurst, north of the Bow River. It was most recently occupied by the Louise Dean School that was relocated to Jack James High School in October 2024. The site is located one block east of Crowchild Trail and three blocks north of Memorial Drive providing excellent north-south and east-west access. Additionally, the site occupies one full block in a grid pattern street layout that provides many entry and exit points to the site, as well as frontage for street parking.

In 2022, the major maintenance and recapitalization costs for the Kensington building was estimated to be approximately \$17M. Upon relocation of the Louise Dean School, the building was placed in cold storage. The existing building is a liability and demolition is recommended. By incorporating the building into a replacement school project, the cost of demolition would be covered within the Capital Plan request.

The site is 3.21 acres and is small in comparison with the standard parcel size requested for elementary school sites in new and developing communities (10 acres), but comparable to the site size of the neighbouring school sites of Briar Hill (2.86 acres) and Hillhurst (2.57 acres) and smaller than the Queen Elizabeth High School and Queen Elizabeth School site (14.80 acres for two schools and playfields).

Most of the Kensington site is owned by the CBE. A closed road allowance parcel of 0.2293 acres, owned by the City of Calgary, bisects the property (see below). As of December 2024, the City of Calgary Property Assessment application indicates the laneway assessed (market value) at \$294,000. Clarification on the procurement process and the impact of the *Education Amendment Act, 2025*, on this property would need to be clarified during Planning work.

To the east of the school site on the identical size parcel is the Calgary Catholic School Division's Madeleine D'Houet School (Gr. 7-9), which accommodates approximately 300 students.



Opportunity costs of using the Kensington site for this purpose

Selling the land

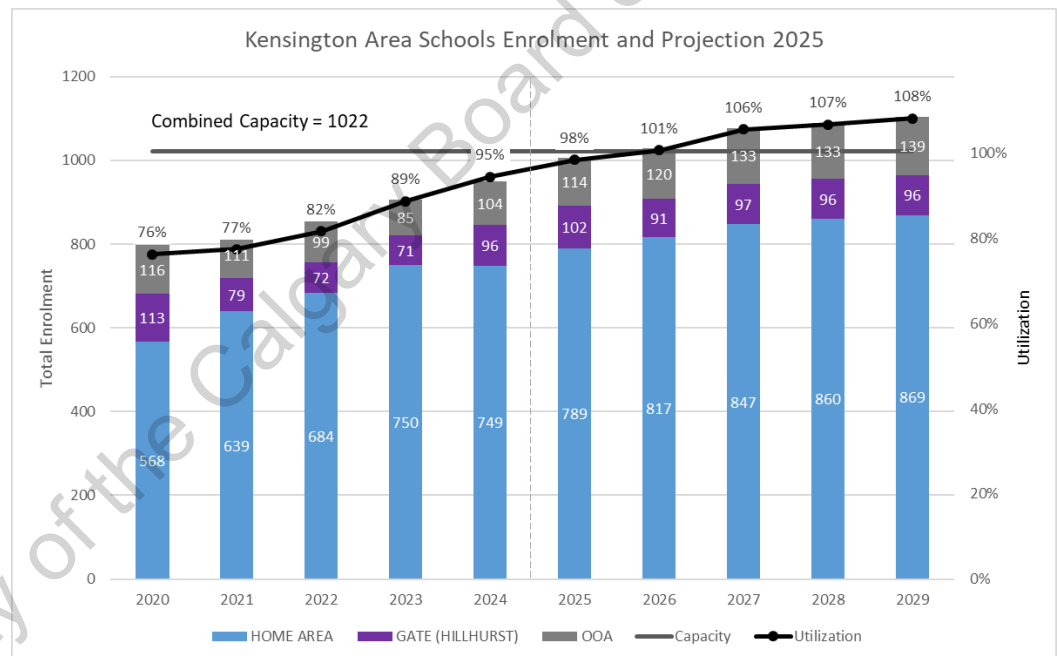
This site is located on non-Reserve lands, which are lands that in the past could be sold by the CBE for market value. With introduction of the *Education Amendment Act, 2025*, the approval of a replacement school project would automatically trigger the transfer of this property to Alberta Infrastructure. The City

of Calgary property assessment for these lands indicates a market value of \$13.46M for the CBE's 2.98-acre portion of the site.

Student accommodation needs in the area

Given the small site size, it is limited to placement of elementary or specialized program schools on this site. There are three elementary schools and one junior/senior high school (Gr.7-12) in the immediate area. The 2025 opening day utilization rates for the three elementaries are Briar Hill: 77%; Hillhurst: 85%; and Queen Elizabeth: 109%. Queen Elizabeth High School is at 91% utilization.

There has been increased density of development and population growth in this area over the last several years. Combined, the five-year projections based on end-September 2024 enrolment numbers project that the area elementary schools would be 98% utilized in 2025. Opening day 2025 enrolment numbers for these schools came in slightly under projection and as such the combined utilization presented below are also likely to be lower once official count data is available at the end of September when new projections can be formulated.



While most of these schools are approaching or at what would be considered full (85% utilized), only Queen Elizabeth School is a concern. There are many opportunities to balance enrolment between the Kensington area schools in the medium term. Further, these schools are also smaller and older structures that could be considered for permanent additions or larger replacement schools over the longer horizon should this be required.

[The Riley Communities Local Area Plan](#) (LAP) plans for an increase of approximately 10,000 residents in the area by 2039. Typically, in new communities a population of 10,000 residents would warrant a school of 600. However, this is a central community where densification is primarily achieved through multi-residential and mixed-use forms and typically produces fewer students per household compared to lower-density greenfield communities. As a

result, it can be expected that the number of students would be significantly less than this number. Until the new Calgary Census is implemented and available in approximately 2027, it is difficult to know the make-up of the population in the area or whether the goals of the Riley Community LAP are on track to see this level of increase. Should the population of the area increase to the number of residents desired by the City of Calgary in the next 15 years, there is potential to meet the needs of students through either rebalancing enrolment between schools through boundary and grade configuration changes, moving specialized programming, adding modular classrooms, constructing permanent additions and/or building larger replacement schools.

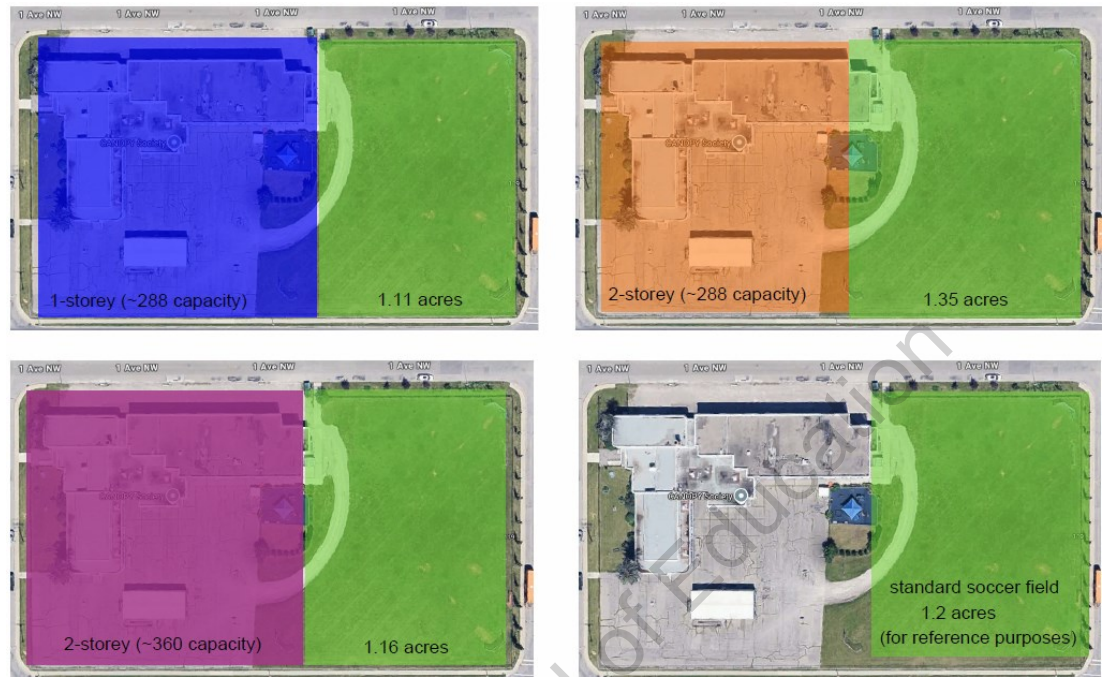
While projections show in the short-to-medium term that there is sufficient capacity to manage enrolment in the area through boundary adjustments and modular additions, The City of Calgary growth plans may require a larger replacement school in the area to meet long term needs.

Site Fit

The site fit analysis was conducted based on the Education Area Guidelines established in the School Capital Manual 2025-2026. A unique setting program will require increased spatial and operational requirements, resulting in a lower net student capacity than is benchmarked for building size. To estimate the number of students a factor of 2 times the standard space requirement is used to estimate 288 neurodiverse students in a 590-capacity sized building and 360 neurodiverse students in a 740-capacity sized building.

A preliminary analysis completed by a third-party consultant indicates that a school with a benchmark student capacity of 590 students (i.e. 288 students with neurodiverse learning needs) can be accommodated on the current site by building a 1-storey or a 2-storey facility. Both configurations include a parking lot, but a 1-storey configuration leaves the least amount of outdoor play space for students, and as a result is not recommended. A school with capacity of 740 students (i.e. 360 students with neurodiverse learning needs) can only be accommodated using a 2-storey building configuration. The final recommended school capacity will be determined through the initial Planning phase of the project.

While the grass portions of the current outdoor play space will be largely retained regardless of the option selected, the current asphalt play area will be entirely lost to the new school footprint. The below images depict the amount of total outdoor play space that will be available for each option, as compared to the size of a standard soccer field. This space could include any desired combination of hardscaped area, playground, outdoor learning space and/or grass field.



Transportation

Transportation to single site programs involves several considerations including extended ride times, higher costs, and a funding model that does not align with this type of program.

Based on a school population of 288 to 360 students, the transportation costs are estimated to be between \$1.1M-\$1.4M per year, the estimated funding would be \$75K-\$93K per year, and there would be no fee revenue.

Project timelines

New elementary school projects can take up to three years to complete from Design approval; factoring in the time required for Planning and to remove the existing school, this project could extend to four years. If capital funding is approved in March 2026, a new school could potentially be opened by 2029 or more realistically, by 2030. Note that this is dependent on acquiring the portion of land owned by The City of Calgary and any issues that may arise in the permitting or development process.

Interim Opportunity

Since a replacement school will not be ready for several years, the CBE will review opportunities to open this unique setting school in a temporary location commencing the 2027-28 school year. Note that this interim solution is not deemed feasible in the absence of net new additional recurring operating funding.

5 | Financial Impact

The approval and financing of new school construction, additions and modernization projects is determined by Alberta Education & Childcare (AE&C). The CBE will be responsible for the commissioning of the school, something anticipated to cost more due to the specialized requirements of the program. A rough estimate for the one-time fit-up cost for this school would be between **\$2M-\$3M**.

Recurring operation and maintenance (O&M) costs are also expected to be slightly higher than a standard school of this size. Additional operating costs would be approximately an additional **\$150K-\$200K**. Note that some of this will be covered through additional funding in the O&M grant as the new square footage would attract more funding. That said, the school building would likely attract funding at a lower rate as the school would not be fully utilized as per AE&C standards given the lower density of students in the school and how this influences the utilization rate.

There will be recurring Resource Allocation Method (RAM) costs associated with the opening of a new unique setting school. Based on the 25-26 Rate Table costs per school would be an additional principal, assistant principal and Admin E at approximately **\$360K**. Additional EAs at 25 hours per week would be at a cost of \$46K and therefore, 60 additional EAs would cost approximately **\$2.8M**.

The OT/PT, psychologists, SLP and custodian are not RAM positions and would be housed in the Service Unit (School Improvement, FES). Teachers are currently at \$110K per FTE and are funded through the RAM with the Base Rate; since students would be coming from other schools, this cost would not be incremental and would shift from their current schools.

Recurring Transportation costs, as discussed previously, are estimated to vary between **\$1.1M-\$1.4M**.

The summary of one-time and recurring CBE costs described above is as follows:

Cost	Recurring	One-Time
School Fit-Up		\$2M-\$3M
O&M	\$150K-\$200K	
RAM	\$3.16M	
Transportation	\$1.1M-\$1.4M	
Total	\$4.4M-\$4.8M	\$2M-\$3M

6 | Implementation Consequences

When students with neurodiverse learning needs have access to targeted early intervention programs within a specialized setting, they benefit from tailored supports that address their unique needs more effectively. This not only improves their individual outcomes but also reduces the strain on the regular classroom, allowing for a more focused and inclusive learning environment. Ultimately, early intervention in a dedicated site supports both individual growth and helps manage

the overall complexity in the classroom by ensuring students return better equipped to engage, reducing disruptions and allowing teachers to focus more effectively on the diverse needs of all learners.

By receiving targeted early intervention in a specialized setting, students with mild to moderate neurodiverse learning needs have the opportunity to develop foundational academic, social, and self-regulation skills within a structured, supportive environment. This focused approach addresses immediate learning challenges while equipping students with the strategies, confidence, and resilience necessary to successfully reintegrate into middle and senior high school settings.

As a result, students are more likely to experience positive peer interactions, maintain engagement with the curriculum, and achieve key academic milestones—factors closely associated with long-term school success. Early, intentional support helps break cycles of frustration and disengagement, increasing the likelihood of school completion and opening pathways to further education, meaningful employment, and independence.

In addition to supporting individual growth, a specialized program strengthens the broader system by fostering inclusive, responsive learning environments that benefit all students. By addressing specific learning needs proactively, the program contributes to more effective classroom dynamics and overall student success, reflecting both the educational and moral imperatives of the CBE's mission.

From a real property angle, if a replacement school is approved for the Kensington site, CBE would lose ownership of the land. Under the *Education Amendment Act, 2025*, legal ownership of the site would transfer to Alberta Infrastructure (AB Infra) when a new or replacement school is approved. This applies to all new and replacement schools approved in Budget 2025 onward. It applies to both the school building envelop (building, parking lot, and play structures) and the playfields. Upon transfer, CBE would be offered a leasehold interest from AB Infra. This would be the same for any other replacement school project going forward and regardless of the school project that we build on this site.

7 | Conclusion

It is recommended that the Board of Trustees approves a request to amend Year 1 of the 2026-2029 Three Year School Capital Plan submission to include Planning funding for a new unique setting school for students with neurodiverse learning needs at the former Kensington School site.

In the short term, if net new recurring operating funds are provided, the CBE would actively work to launch the unique setting school on a smaller scale in September 2027 within an interim location until the capital project is complete. It is important to highlight how the absence of additional recurring funding would be a limiting factor.

The unique setting school will benefit students, families and teachers by providing elementary-aged students (grades 2-6) with targeted early intervention for students with neurodiverse learning needs. This programming would lay the

essential groundwork for long-term academic and social success, increasing their readiness to thrive in middle and senior high school. By addressing these needs early in a unique setting, schools can better manage the complexity within the regular classroom setting, creating a more supportive and effective learning environment for all students and significantly improving school completion rates and long-term outcomes for student with neurodiverse learning needs.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I	Letter to the Minister – Three Year School Capital Plan 2026-29 Amendment
Attachment II	Specialized Classes Offered by CBE by Eligibility Code

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.



October xx , 2025

Honourable Demetrios Nicolaides
Minister of Education and Childcare
228 Legislature Building
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister Nicolaides,

The Calgary Board of Education (CBE) is seeking Ministerial approval to amend Year 1 of the CBE's 2026-2029 Three-Year School Capital Plan to add a Replacement School project on the site of the former Kensington School. This purpose-built school will support students with neurodiverse learning needs.

As of June 2025, there were over 7000 elementary students identified with a Specific Learning Disability (SLD) or an Attention Deficit Hyperactivity Disorder (ADHD) in CBE classrooms. CBE's share of students with neurodiverse learning needs has increased at a faster rate than the provincial average. The goal of this replacement school is to house a unique setting program. It would provide students with neurodiverse learning needs access to targeted instruction and supports within a smaller, structured environment. Currently, there are no CBE facilities with spaces designed and equipped to serve this urgent need.

It is important to note that an additional \$5M in annual operating funds would be necessary for CBE to offer this program. This additional funding is required to provide the necessary supports for students including staffing, operations and maintenance, and transportation.

Moreover, if the additional annual funding is secured for the 2027-28 school year, the CBE could temporarily accommodate a reduced-capacity program within an existing facility while the replacement school is being constructed.
Thank you for your consideration of this matter.

Yours sincerely,

Signature

Patricia Bolger, Chair
Board of Trustees

t | 403-817-7927

pjbolger@cbe.ab.ca

c.c. Joanne Pitman, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities and Environmental Services

Specialized Classes and Unique Settings Offered by CBE by Eligibility Code

Current specialized classes and unique settings support the following student profiles:

Code 54 (specific learning disability in reading): Learning and Literacy (L and L); Dr. Oakley School

- These specialized classes and unique settings provide educational programming for students in grades 4 to 9 who have been identified with Learning Disabilities impacting reading acquisition. The goal 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 specifically.

Code 51/52 (mild/moderate intellectual disability): Adapted Learning Program (ALP); Paced Learning program (PLP);

- These specialized classes provide educational programming for students in grades 4-12 who have been diagnosed as having a mild/moderate intellectual disability and below average to low average adaptive functioning (e.g., social, communication, practical daily living). Students access some of the Alberta Program of Studies with adaptations to learning outcomes as appropriate to each individual student. Additional areas of focus for learning include communication, social interaction, leisure skills, self-regulation skills, functional living skills, and vocational skills.

Code 41/43/44 (Severe Intellectual Disability/Severe Medical Disability/Severe Multiple Disability): Enhanced Educational Services (EES); Attitude, Community Competence, Elements of Academic Curriculum, Social Skills (ACCESS); Communication, Sensory, Social Interaction (CSSI); Teaching Attitude, Social Skills, and Communication (TASC); Emily Follensbee School; Christine Meikle School;

- These specialized classes and unique settings for students grades 1-6 (EES), grades 7-12 (ACCESS and TASC), and grades 4-12 (CSSI) focus on building a range of skills for individual learners based on their unique profiles. This includes foundational skills in functional academics, communication, social interaction, leisure skills and vocational skills, and self-regulation. The curriculum is modified to support the personalization of learning according to the unique strengths and needs of each student.

Code 42 (Emotional/Behavioral Disability):

Bridges; The Class; Nexus; Reaching Independence through Support and Education (RISE); Adolescent Mental Health Services; William Taylor Learning Centre; William Roper Hull School; Dr. Gordon Townsend School; Children's Village School;

- These specialized classes and unique settings provide educational programming for students in grades 1-12 who present with complex and severe mental health challenges, including overt, dysregulated behaviours or internalizing behaviours that significantly impact 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. Some of our unique settings also feature partnerships with external agencies such as AHS, Hull Services or Wood's Homes.

EAL or English Language Acquisition as a primary need: LEAD

- The LEAD program provides students in grades 4-12 with intensive supports and services in a sheltered and trauma-sensitive setting. Instructional programming focuses on English language development, basic literacy, numeracy, and cultural and social adjustment. The Program of Studies is modified for students, based on individual needs. General Learner Outcomes (language skills, mathematics, social/emotional development, school acculturation, etc.) for LEAD focus on the development of communicative competence and guide instruction and assessment.

Code 45 (profound hearing loss): DHH program

- The Deaf and Hard of Hearing (DHH) class 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.

Code 80 (Gifted and Talented): GATE program

- 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 for students in grades 4-12.