

Please join us on the link at 11:40 a.m. for a pre-meeting performance by the PVA Chamber Choir from Central Memorial High School 🎵

public agenda

Regular Meeting of the Board of Trustees

December 3, 2019
12:00 p.m.

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

R-1: Mission |

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

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

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions			
	4 Results Focus			
	5 Operational Expectations			
	5.1 OE-8: Communicating and Engaging With the Public – Annual Monitoring	C. Usih	OE-8	Page 5-1
	5.2 Budget Assumptions Report –Update	B. Grundy	OE-5	Page 5-17
	6 Public Comment [pdf]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action	Board	GC-3	
8 Consent Agenda	Board	GC-2.6		
8.1 Items Provided for Board Approval				
8.1.1 Revision to the Schedule of Regular Meetings (<i>THAT the Board approves the addition of a public meeting on December 10, 2019, to commence at 12:00 p.m.</i>)		GC-2,6	Page 8-1	



Time	Topic	Who	Policy Ref	Attachment
	8.2 Items Provided for Board Information		OE-7	
	8.2.1 Chief Superintendent's Update			Page 8-3
	8.2.2 2019-2020 School Enrolment Report			Page 8-7
	8.2.3 Correspondence			Page 8-54
	9 In-Camera Session			
3:00 p.m.	10 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

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

Archives will be available for a period of two years.
Information is collected under the authority of the School Act and the
Freedom of Information and Protection of Privacy Act section 33(c)
for the purpose of informing the public.

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

OE – 8: Communicating and Engaging with the Public**CHIEF SUPERINTENDENT CERTIFICATION**

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

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



Signed: _____
 Christopher Usih, Chief Superintendent

Date: Nov. 22, 2019

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 8: Global Operational Expectations, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
 Chair, Board of Trustees

Date: _____



OE – 8: Communicating and Engaging with the Public

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE 8: Communicating and Engaging with the Public were approved on October 10, 2017. The Board of Trustees last monitored OE – 8 on December 4, 2018. This report includes data available from the 2018-2019 school year and contains evidence to support the following findings:

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



OE – 8: Communicating and Engaging with the Public

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

Board-approved Interpretation |

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

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

The Chief Superintendent interprets:

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



OE – 8: Communicating and Engaging with the Public

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

The Chief Superintendent shall:

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

The Chief Superintendent interprets:

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

Board-approved Indicators and *Evidence of Compliance* |

1. 100 per cent of system-level communications will enable feedback or provide the public with the ability to ask questions.	Compliant
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OE – 8: Communicating and Engaging with the Public

The organization is compliant with this indicator.

Evidence statement

During the reporting period, 100 per cent of system level communication included at least one of the following: CBE website address and/or contact information for the system, department, school or individual responsible for content.

Our corporate website also has a number of dedicated email feedback mechanisms including a budget feedback form, webmaster@cbe.ab.ca, dialogue@cbe.ab.ca and cbecommunications@cbe.ab.ca

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

Evidence statement

The Dialogue Framework was launched in June 2016 and professional development was provided for leaders in December 2017. In 2018-19, further development was provided to CBE leaders focused specifically on employee engagement and involving employees in decisions that affect them. This provided an opportunity to reinforce the importance of aligning all engagement activities with the Dialogue Framework. School and service unit leaders continue to use the framework in their engagement activities and reach out to Communication and Engagement Services for support when appropriate.

3. 90 per cent of public enquiries received at the system level by voice mail and email are acknowledged within two business days	Compliant
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The organization is compliant with this indicator.

Evidence statement



OE – 8: Communicating and Engaging with the Public

During the 2018-2019 school year, 100% of supervisors confirmed that at least 90% of voicemails and email inquiries received in their area or service unit were acknowledged within two business days.

During the reporting period a review of the monitoring records from the Chief Superintendent's office indicate 100 per cent of public enquires were acknowledged by voicemail and email within two business days. A similar review of records maintained by CBE Communication and Engagement Services indicates that 5,146 enquiries or 100 per cent of enquiries received by the public information line and the CBE communications inbox from August 2018 to July 2019 were acknowledged within two business days.

Evidence demonstrates all indicators in subsection 1 are in compliance.

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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



OE – 8: Communicating and Engaging with the Public

Evidence statement

The corporate website includes dedicated pages with a variety of resources for school councils. These include the school council handbook (updated regularly), links to Council of School Councils (COSC) information, resources and links to the Alberta School Councils' Association (ASCA), administrative guidelines and templates for school council annual reports, and sample agendas, minutes, bylaws and other important checklists. The Key Communiqué newsletter, which includes important information for school councils, is also linked to this page. A separate page on the corporate website is dedicated to resources for parent societies.

In the reporting period, the following resources were accessed:

- School Council Handbook – 5,687 hits
- Administrative Regulation 5001 | School Councils and School/Parent Societies – 2,104 hits
- Social Media Guidelines for School Councils – 1,091 hits

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

Evidence statement

In 2018-19, eight Key Communiqué newsletters were emailed to school council chairs, principals, Area offices and trustees. School council chairs, in turn, share these with their individual school communities in a variety of ways. The Key Communiqué includes timely information for school councils such as key system updates, accessing Alberta School Council's Association resources and other information of interest to school councils.

Four COSC (Council of School Councils) meetings were held during the 2018-19 school year. Each meeting typically has between 60 and 100 parents attend. Meetings include system updates, presentations of interest to participants, Q&A and time to share best practices and information with fellow school council members.



OE – 8: Communicating and Engaging with the Public

Meeting evaluation responses received by parents who attended meetings were as follows:

- This meeting provided me with useful information: 131 of 133 (98 per cent) responses agreed or strongly agreed.
- I had an opportunity to share my ideas and opinions at this meeting: 133 of 136 (98 per cent) responses agreed or strongly agreed.
- I enjoyed the opportunities to discuss topics with other participants: 132 of 136 (97 per cent) responses agreed or strongly agreed.

Principals also share information at school council meetings throughout the school year.

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

Evidence statement

During the 2018-2019 school year, 100% of principals who have school councils confirmed that they have provided school council with the opportunity to receive information and provide feedback regarding school development plans. All school development plans are posted on school websites.

2018-19 was the first year all CBE school leaders used a common toolkit to engage their school communities in discussions about their school development plans. All schools hosted discussions about school development plans with school councils and parents in October 2018.

The toolkit, available on Staff Insite, includes an invitation template, presentation template, discussion questions, possible techniques to be used, a meeting evaluation and more. Meeting evaluation responses received by some of the parents who attended meetings were as follows:

- This meeting provided me with useful information: 163 of 167 (98 per cent) responses agreed or strongly agreed.
- I had an opportunity to share my ideas and opinions at this meeting: 163 of 167 (98 per cent) responses agreed or strongly agreed.



OE – 8: Communicating and Engaging with the Public

- I enjoyed the opportunities to discuss topics with other participants: 155 of 164 (95 per cent) responses agreed or strongly agreed.

Principals also had an opportunity to provide feedback on the 2018-19 school development plan engagement process and toolkit through a survey and discussion at June 2019 area principal meetings. Additional telephone interviews were also conducted with principals. Many principals expressed appreciation for the support provided through the toolkit and the consistency it provided from school to school. There were also some suggestions for improvements, which were incorporated into the school budget engagement toolkit launched later in the year. Feedback has also influenced planning for future school development plan engagement. The specific comments and feedback received are captured in a report available on Staff Insite.

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

Evidence statement

During the 2018-2019 school year, 100% of principals who have school councils confirmed that they have provided school council with the opportunity to receive information and an opportunity to provide feedback regarding school based budgets.

Evidence demonstrates all indicators in subsection 2 are in compliance.

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



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The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

1. 90 per cent of concerns and complaints received at the Area and system level are responded to within the stated time frames as outlined in AR 5007	Compliant
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The organization is compliant with this indicator.

Evidence statement

Supervisors of areas and service units confirm that at least 90% of concerns and complaints received are responded to within the timeframes set out in AR 5007 – Concern and Complaints. One hundred percent (100%) of principals reported that parents, where applicable, were directed to utilize the Concerns and Complaints process.

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

Evidence statement

As recorded in Action Manager, 100 per cent of principals and system leaders confirm that parents have been directed to use the concerns and complaints process when applicable during the 2018-19 school year.



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The concerns and complaints process can be found on the CBE corporate website and is linked to all the school websites that have transitioned to the new technology platform.

Evidence demonstrates all indicators in subsection 3 are in compliance.

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

1. 100 per cent of community engagement processes are organized for reasonable and appropriate participation in decision-making as identified in the Dialogue Framework.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Dialogue Framework is used by service units and schools to guide community engagement activities across our system. During the 2018-19 school year,



OE – 8: Communicating and Engaging with the Public

Communication and Engagement Services led engagement initiatives designed to provide affected CBE community members with a voice in the following decisions:

- Northwest and North Central French Immersion Programs
 - 330 people attended fall 2018 open house about proposed plan
 - 650 online survey responses
- Balancing K-9 Enrolment at Captain Nichola Goddard, Buffalo Rubbing Stone and Panorama Hills schools
 - 65 people attended an in-person session
 - 145 online survey responses
- Determining Consideration of Closure for Rosscarrock School
 - 40 attendees at three in-person sessions
 - 30 online survey responses
- Enrolment Adjustments at Altadore School and Richmond School
 - 312 attendees at two in-person sessions
 - 240 online survey responses
- Shaping the Future of CBE High Schools
 - 5,150 online parent and public survey responses
 - 1,130 online student survey responses

Four of five of these engagement initiatives resulted in a decision during the 2018-19 school year. The decision about the future of CBE high schools will be made by October 2021.

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



OE – 8: Communicating and Engaging with the Public

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

Evidence statement

The CBE uses two different evaluation forms for meetings and in-person sessions, depending on the structure and format for the session (i.e. session to provide input on options or an open house). Of those who completed evaluations at in-person engagement sessions for decisions about northwest and north central French Immersion Programs, balancing K-9 enrolment at schools in the community of Panorama Hills and determining consideration of closure for Rosscarrock School responses were as follows:

- This meeting provided me with useful information: 90 per cent agreed or strongly agreed
- My questions were answered at this meeting: 83 per cent agreed or strongly agreed
- Information was presented in a clear and appropriate format: 89 per cent agreed or strongly agreed

For enrolment adjustments at Altadore School and Richmond School, responses were as follows:

- I was encouraged to share my thoughts and/or feedback during this engagement: 94 per cent agreed or strongly agreed
- I had the information I needed to participate in a meaningful way: 89 per cent agreed or strongly agreed

3. The percentage of parents indicating agreement with the suite of questions from the CBE Annual Parental Involvement results, as determined by Alberta Education's Accountability Pillar Survey will be maintained plus or minus two percentage points.	Compliant
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OE – 8: Communicating and Engaging with the Public

The organization is compliant with this indicator.

Evidence statement

During the reporting period, the result for the suite of questions related to Annual Parental Involvement was 77.9 per cent compared to 77.4 per cent in 2017-18. The result was maintained within plus or minus two percentage points.

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

Evidence statement

During the 2018-2019 school year, 100% of principals confirm that staff were offered the opportunities to be involved in school decisions.

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

Evidence statement

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

Identified issues:

1. Capacity and learning
 - Principals were given the opportunity to provide feedback into the draft Three-Year Education Plan



OE – 8: Communicating and Engaging with the Public

- Support in the development of the school development plan and budget through education directors and the dialogue toolkit.
 - Opportunities were provided to engage in the assessment and reporting initiative.
 - Monthly meetings with the chief superintendent, senior leaders and the principal associations.
2. Systems in support of schools
- Creation of training materials and rollout related to technology upgrades such as PowerSchool, and Rycor
3. System and school culture
- A number of councils and working groups have been established with staff and leaders from a cross-section of schools and service units. Examples include the Teacher Advisory Group, Technology Council, High School Engagement Advisory Council, and Transportation Advisory Council.
 - There were meetings and opportunities for feedback from leaders on the implementation of the School Support Model.
 - Discussions and collaborative work on assessment and reporting
4. Visibility and connection
- The chief superintendent visited more than 50 schools during the school year.
 - Each superintendent visited 10-20 schools to learn more about the school community and engage in dialogue about matters that impact that school community.
 - The development of an internal communications strategy.
 - There were System, Area or school based community and employee engagement opportunities
 - Monthly meetings with the chief superintendents/senior leaders and union/association executive to discuss issues that matter to staff.
 - Meetings with the chief superintendent, senior leaders and staff at various schools and areas. Topics include achievement, equity and well-being, ways to continuously improve, and emergent topics.

Evidence demonstrates all indicators in subsection 4 are in compliance.



OE – 8: Communicating and Engaging with the Public

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



**report to
Board of Trustees**

Budget Assumptions Report – Update Re: One-Time Repurpose of the Infrastructure Maintenance and Renewal Grant Funding

Date	December 3, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy, Chief Financial Officer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning
Resource Person(s)	Superintendents' Team Finance and Technology Services staff Superintendent, Facilities and Environmental Services

1 | Recommendation

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

2 | Issue

A communication from the Minister of Education on November 27, 2019 provided for a one time exception to the Infrastructure Maintenance and Renewal (IMR) grant requirements to provide increased operational flexibility for the 2019-20 school year and related budget.

3 | Background

On June 30, 2019 the Calgary Board of Education (CBE) submitted a balanced budget to Alberta Education. That spring budget was based on the assumption that school jurisdiction funding for 2019-20 would be maintained at 2018-19 funding levels notwithstanding enrolment growth and other inflationary cost pressure. The spring budget can be found [here](#).

On October 24, 2019 the Government of Alberta released its provincial government budget. The CBE's funding from Alberta Education was reduced by \$32 million.

Coming in the midst of the school year, the revenue reduction necessitated finding staff positions and other savings equivalent to \$48 million over the remainder of the school year.

On November 14, 2019 CBE Administration presented a Budget Assumptions Report – Fall 2019 Update (fall update) to the Board of Trustees. The fall update set out a system-wide approach to re-balancing the budget in light of the revenue reduction. The Budget Assumptions Report – Fall 2019 Update can be found [here](#).

On November 27, 2019 the Minister of Education issued a communication to all school boards which stated that for the 2019/20 school year only, school boards can seek Ministerial permission to repurpose the operating portion of the Infrastructure Maintenance and Renewal (IMR) grant to support classroom, or school-based, certificated and non-certificated staffing costs.

It is CBE Administration's understanding that the intention is to provide school boards with short-term flexibility necessary to maintain stability for classrooms and allow boards more time to strategically review their entire cost and revenue structures and put plans in place next spring for the 2020/21 school year.

Upon receipt of the communication, CBE Administration reviewed the opportunity and has submitted a request to access \$15 million in IMR grant funding to moderate the impact of the fall update plan on classrooms and school based staffing.

4 | Analysis

CBE Administration evaluated the risks and opportunities presented by the more flexible approach to the IMR grant funding. A summary of the analysis can be found in Appendix I to this report.

Use of IMR grant funding for non-infrastructure purposes does create some risk; however, prioritizing teaching and learning in the classroom is of highest priority. Assuming receipt of Ministerial approval, CBE Administration will provide the Board of Trustees with an updated Budget Assumptions Report – Fall 2019 Update (version 2) that incorporates the repurposed IMR grant funding.

The updated Budget Assumptions Report – Fall 2019 Update (version 2) will be presented at the next public board meeting. The updated report will provide further details relating to administrative staffing changes in service units, other budget balancing strategies, impacts on schools and school based staffing, as well as transportation fees, rebates and service level implications.

5 | Conclusion

Taking all factors into consideration, CBE Administration determined the risk of unanticipated building or major system failure is manageable within the remainder of the IMR grant funding (\$22.5 million). Conversely, CBE Administration recognizes the significant positive impact on students and their learning through the use of \$15 million of IMR grant funding to support stability in classrooms.

Accordingly, on November 27, 2019 the Chief Financial Officer submitted a request to Alberta Education to repurpose \$15 million in IMR grant funding to support school based operations.

A ministerial response is expected within the next few business days.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

APPENDICES

An appendix is a document that provides additional reference information and supplements the original report. When numbering appendices, use Appendix Numbering Style

Appendix I: Considerations for repurposing IMR grant funding

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

Considerations for Repurposing IMR Grant Funding

IMR grant's intended purpose is to allow school jurisdictions to maintain and renew their stock of physical plant, their schools. As schools are integral to the delivery of public education the IMR grant is of significant importance to school jurisdictions. For the 2019-20 school year, the IMR grant is \$37.5 million.

The requested repurposing of IMR grant funding would see \$15 million used to support classroom based operations leaving \$22.5 million available to support IMR activities. In arriving at its decision to seek approval for a one-time repurposing of the IMR grant, CBE Administration considered the following:

Considerations – Repurpose of IMR Grant Funding
Opportunities
Repurposing of the IMR grant to support certificated and non-certificated staffing in schools would have a material positive impact for students over the remainder of the 2019-20 school year.
Repurposing of the IMR grant may allow the CBE to moderate the impact of the elimination of the fee replacement grant on transportation. Specifically, service levels could be maintained and mid-year fee increases moderated.
Repurposing of the IMR grant provides the CBE with time to review the entirety of its revenues and costs for implementation in the 2020-21 school year.
Risks
Over 50 per cent of CBE schools are more than 50 years old which increases the risk of envelope or major system failure.
The CBE's deferred maintenance backlog is \$162 million, and growing, across the nearly 250 schools. IMR grant funding is the primary means of addressing deferred maintenance.
The value of major building components currently operating beyond their expected lifespan is estimated at \$759 million. IMR grant funding is used to address unexpected building component failure.
A major infrastructure event such as a roof replacement on a high school can exceed \$2 million.
Proactive maintenance undertaken with IMR grant funding is more cost-effective than performing break-down maintenance.
CBE available for use capital reserves are approximately \$10.4 million at August 31, 2019. This represents approximately 2/10 th of one percent of the CBE's asset base based on replacement cost.
It is not anticipated the IMR funding that is repurposed will be replaced in a future year. That means it is not available to address future emergent maintenance issues.

report to Board of Trustees

Revision to the Schedule of Regular Meetings

Date	December 3, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trish Minor Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments GC-6: Annual Work Plan

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves a revision to the Schedule of Regular Meetings, to:
 - 1) add a public meeting to be held on December 10, 2019, commencing at 12:00 p.m., in the Multipurpose Room at 1221 - 8 Street SW, Calgary, Alberta.

2 | Background

On June 18, 2019, at the Board of Trustees' Organizational Meeting, the Board approved the Schedule of Regular Meetings for September 2019 to June 2020.

It has recently been brought to the Board's attention that it would be beneficial to add this public session in order that Board business can be dealt with in a timely manner.

Attachment I: Schedule of Regular Meetings – revision in tracked changes





**Calgary Board
of Education**

**BOARD OF TRUSTEES
SCHEDULE OF REGULAR MEETINGS
SEPTEMBER 2019 TO JUNE 2020**

held at the Education Centre, 1221 – 8 Street SW, Calgary, Alberta

PUBLIC AGENDAS 12:00 p.m. to 3:00 p.m. Multipurpose Room	PRIVATE AGENDAS 12:00 p.m. to 3:00 p.m. Room T224
September 10, 2019 September 17, 2019	September 24, 2019
October 8, 2019 October 22, 2019	October 29, 2019
November 5, 2019 November 12, 2019 November 26, 2019	November 21, 2019
December 3, 2019 <u>December 10, 2019</u>	December 10, 2019
January 7, 2020 January 14, 2020	January 28, 2020
February 4, 2020 February 11, 2020	February 25, 2020
March 3, 2020 March 10, 2020	March 17, 2020
April 7, 2020 April 14, 2020	April 28, 2020
May 12, 2020 May 19, 2020	May 26, 2020
June 9, 2020 June 16, 2020	June 23, 2020

(Organizational Meeting of the Board of Trustees – Tentatively June 16, 2020)

report to
Board of Trustees

Chief Superintendent's Update

Date	December 3, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-3: Instructional Program OE-5: Financial Planning OE-4: Treatment of Employees

1 | Recommendation

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

2 | Issue

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

OE-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-5: Finances states that “prudent financial planning and management are essential for student success and public confidence”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-5 in focusing on student learning, incorporating key assumptions and presenting information that furthers understanding of the use of resources.

OE-4: Treatment of Employees states that “student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-4 in positively impacting the achievement of CBE Results through quality and performance of employees and attending to workplace culture.

3 | Timely Information

Engage our Stakeholders | Calgary Reads Books on Buses

Calgary Reads is a non-profit organization founded in 2001 to promote literacy. They collaborate with schools, educators and community partners to offer programs, events and resources that nurture a love of reading. Their mission: “Together, we are igniting a movement to strengthen literacy and give children a brighter future.” A number of CBE schools participate in school programs offered by Calgary Reads, programs that include everything from reading to Kindergarteners to encouraging family reading time and professional learning for educators.

One important Calgary Reads activity is the distribution of new and used books to children who can keep these donated items. In support of this program, the CBE, in collaboration with our student transportation service providers, will be adding book bins to buses on select routes as a way to give students access to free, age-appropriate reading material throughout November and December 2019.

Seven bus routes with two service providers will be involved in the pilot. The initiative will include a cross-section of ridership from pre-schools to middle schools. It will also extend to bus routes for regular programs, alternative programs and complex learning needs.

Collaborative efforts with various stakeholders, such as this example involving Calgary Reads and student transportation service providers, are yet another way that the CBE can offer students with learning opportunities and promote literacy.

Engage our Stakeholders | Backpacks for Kids Program

The Backpacks for Kids Program is an annual campaign where organizations and individuals donate backpacks filled with a variety of school supplies for children whose families might not otherwise be able to provide the supplies that their children need for the beginning of school. The supplies in the backpacks provide students with the tools they need both at school and at home so they can complete homework assignments or other special projects.

For 2019-20, sixty schools serving more than 3,400 students benefited from the backpacks donated. The Backpacks for Kids Program is made possible through the generous donations and investment of time from a variety of corporate sponsors and individuals. The CBE would like to thank Staples, Costco, Bell, Equinor Canada Ltd., Great-West Life, Precision Drilling, Suncor Energy, RBC PH&N, Westcor Construction, QuadReal, EvolveStrength, ELEV8 and Calgary Field Lacrosse as well as the numerous individual donors.

Steward our Resources | PeopleSoft Strategic Initiative

Progress continues on the PeopleSoft Strategic Initiative and to date the following has been completed: transition of the Employee Contact Centre from Telus Sourcing Solutions Inc. (TSSi) in August 2017; transition of Payroll Services from TSSi in May 2018; and transition of PeopleSoft Hosting and Application Management Services from TSSi to Oracle Managed Cloud Services (OMCS) in March 2019.

Currently, the CBE is working on the last step in its PeopleSoft Strategic Initiative, i.e., Project NextGen which is the upgrade to PeopleSoft 9.2 – the most current version of the application. The “go live” date is March 2, 2020. Between now and then, the CBE is conducting a series of test cycles, user acceptance tests, upgrade trials, and employee change management sessions to ensure the safe conversion to 9.2 next spring.

When the full initiative is completed in March 2020, the CBE will have repatriated all functional services from TSSi, transitioned to a new provider, will be running supported software in a modern data centre, will realize an annual savings of over \$1 million when compared to the TSSi agreement, and will see ongoing improvements in services delivered through the new PeopleSoft application.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

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report to Board of Trustees

2019-2020 School Enrolment Report

Date	December 3, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities & Environmental Services
Governance Policy Reference	Operational Expectations: OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Carrie Edwards, Director, Property, Planning & Transportation Anne Trombley, Manager, Planning Sherri Lambourne, Manager, Real Estate and Leasing Heather Kirkwood, Manager, Business Administration, School Improvement

1 | Recommendation

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

2 | Issue

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



3 | Background

The purpose of the report is to provide enrolment data for CBE schools and programs. This report is intended to provide a snapshot based on the September 30 enrolment each year. It does not provide analysis of CBE growth trends. The information contained in this report is used throughout the year by CBE administration to prepare other key documents such as the annual Three Year School Capital Plan that provide updated analysis of projected enrolment growth and population trends.

The School Enrolment Report includes several attachments that provide the following information:

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

The School Enrolment Report does not provide any financial data or information on class size within schools. School RAM budgets are adjusted in the fall to allocate resources to schools based on actual enrolment on September 30.

4 | Analysis

City of Calgary's Population

Information about Calgary's population is provided as context and is taken from two City of Calgary sources: *the 2019 Civic Census Results and Calgary & Region Economic Outlook 2019-2024*. The information provided in this report is only a small fraction of the detail provided in these documents. The full reports are available on the City of Calgary website.

<https://www.calgary.ca/CA/city-clerks/Pages/Election-and-Information-Services/Civic-Census/Civic-Census.aspx>

<https://www.calgary.ca/cfod/finance/Documents/Corporate-Economics/Calgary-and-Region-Economic-Outlook/Calgary-and-Region-Economic-Outlook-2019-Fall.pdf>

Total population for 2019 is 1,285,711 up 18,367 residents from 2018. This represents an increase of 1.45%.

Calgary's population is expected to increase by 94,900 between 2019 and 2024 – an average of 19,000 people per year over the five years. In comparison, the previous five-year population growth in The Calgary and Region Economic Outlook from fall 2018 projected a total population growth of 131,400 or by 26,300 annually.

Calgary's population growth is comprised of two factors; natural increase and net migration. Natural increases are the result of the excess of births over deaths. In 2019, the natural increase was 8,807 persons, a decrease of 612 from the previous period of 2017-2018.

Net migration fluctuates, making it difficult to predict from year to year. Net migration is the difference between the total population growth recorded and the natural increase. At 9,560, there was a decrease in net migration from 2018's net migration of 11,588 people. Net migration continues to be projected as the primary driver of population growth.

Population and housing statistics are monitored on an annual basis for all residential districts. Mahogany leads the way in growth with a population increase of 1,948 residents. This increases the population of the community of Mahogany to 11,784 for 2019. Four other communities also had an increase of more than 1,000 residents. By comparison, in 2018, ten communities had an increase of more 1,000 people. The communities with a population increase of more than 1,000 residents in the 2019 census are:

Community Name	Planning Sector	Additional Residents	2018 Total Residents
Mahogany	Southeast	1,948	11,784
Legacy	South	1,116	6,420
Nolan Hill	North	1,051	7,505
Cornerstone	Northeast	1,019	2,648
Redstone	Northeast	1,002	5,848

Source: 2019 Civic Census Results

Calgary Board of Education

Enrolment has increased for the 12th consecutive year. Over the past 12 years, enrolment has increased by just over 24,000 students with enrolment increasing by 1.9% or 2,390 students from 2018 to 2019. The enrolment increase this year is higher than the 1,729 student increase last year. The highest increase over the past 12 years was 3,737 between September 2012 and September 2013.

The table below compares September 30, 2018 student enrolment to September 30, 2019 by division:

Comparison of September 30, 2018 to September 30, 2019

	September 30, 2018	September 30, 2019	Difference
Pre-Kindergarten	195	215	20
Kindergarten	8,740	9,030	290
Grades 1-3	29,073	28,972	-101
Grades 4-6	28,265	28,626	361
Grades 7-9	25,321	26,696	1,375
Grades 10-12	27,567	27,988	421
Sub-Total (Pre-K to GR12)	119,161	121,527	2,366
Home Education	262	209	-53
Outreach Programs	1,365	1,437	72
Unique Settings	939	971	32
CBe-learn	576	541	-35
Chinook Learning Services	1,116	1,124	8
Total	123,419	125,809	2,390

Increases occurred in all divisions with the exceptions of Grades 1-3.

Seventeen schools offer a full day kindergarten program and reported total enrolment of 746 students on September 30, 2019. Excluding Unique Settings, CBE has 13 Early Development Centre (EDC) locations that offer pre-kindergarten programming to over 200 students.

School Enrolment

Attachment I lists enrolment by CBE Administrative Area for each school by grade. It also reports the number of out-of-attendance area students in each school. For schools and/or programs whose attendance area is the same as the CBE boundary, the number of out-of-attendance area students, if any, are students attending from outside of the city. There are several CBE schools in established communities where enrolment from the designated communities may be low or declining. Accepting out of attendance area students each year allows these schools to maintain strong programming for students.

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

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

A graph of the total student enrolment in the last decade and the projected enrolment in the next three years is included in Attachment VI. The projected enrolment included in the graph is taken from the CBE's Three-Year School Capital Plan 2020-2021 which was approved in March 2019. An updated five-year enrolment projection will be included in the Three-Year School Capital Plan 2021-2024 when it is presented in March 2020.

Attachment IX is a map of student population change by community. It shows pre-k to Grade 12 enrolment change, by community, from September 30, 2018 to September 30, 2019. The map also indicates the locations of new schools that are approved for construction and are projected to open for 2020 and beyond.

Alternative Programs

Enrolment in alternative programs by school is reported in Attachment II. Enrolment in alternative programs is 26,203, an increase of 721 students or 2.8% from last year. This increase in alternative program enrolment is higher than the 594 student increase from the previous year.

Complex Learning Needs

A detailed list of classes and enrolment for students with complex learning needs is reported in Attachments III and IV. Enrolment in classes for students with complex learning needs is 3,413 an increase of 185 students or 5.7% from last year.

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

Capacity and Utilization

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

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

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

Area exemptions are not granted for space leased to the private sector.

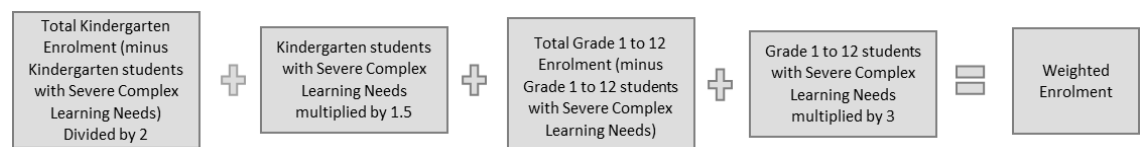
The way in which the method allows for lease exemptions means that provincial capacities of schools may change from year to year. One example that could trigger a change is if a new lease is added to a school or if an existing lease arrangement changes or is discontinued.

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

- kindergarten students who typically attend half day
- K-12 students who have severe complex learning needs.

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

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



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

The provincial utilization rate for the system has increased by 1% from 85% last year to 86% this year. The table below indicates the number of schools over, at and under 85% utilization comparing this year to last year.

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

	2018	2019	Change
Under 85%	114	112	-2
At 85%	6	6	0
Over 85%	106	108	2

Leases

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

5 | Conclusion

Total student enrolment increased by 2,390 students from September 30, 2018 to September 30, 2019. Increases occurred in all divisions with the exceptions of Grades 1-3.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I:	September 30 enrolment including out of attendance area
Attachment II:	Alternative program enrolment by school and grade
Attachment III:	Complex learning classes 2019-2020
Attachment IV:	Enrolment in classes for students with complex learning needs 2019-2020
Attachment V:	School capacity and utilization 2019-2020
Attachment VI:	CBE actual enrolment 2009-2019 & projected enrolment 2020-2023
Attachment VII:	2019-2020 Leased space in operating schools
Attachment VIII:	2019-2020 Lease of surplus school facilities
Attachment IX:	2018-2019 Student population change by community
Attachment X:	Complex learning definitions

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September 30, 2019

Full Day Kindergarten

SCHOOL	Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OAAA	
ARBOUR LAKE	734							105	150	153	165	161				46	
BELVEDERE PARKWAY	401		53	64	53	71	54	65	41							43	
BOWCROFT	166		22	20	22	28	34	18	22							32	
BOWCROFT	144	German Bilingual	30	23	19	21	19	18	14							0	
BOWNESS	1,026												391	381	254	202	
BRENTWOOD	6	Complex Learning Class(es)		1	1	3	1									0	
BRENTWOOD	651	Traditional Learning		105	104	107	104	106	125							8	
CAPTAIN JOHN PALLISER	224		13	17	19	20	31	73	51							25	
CAPTAIN JOHN PALLISER	301	Montessori		56	62	38	40	39	36	30						1	
CITADEL PARK	425		73	85	73	92	102									13	
DR E W COFFIN	183		21	27	26	36	26	29	18							91	
EDGEMONT	700		87	104	111	139	133	126								11	
ERIC HARVIE	425		78	88	91	106	62									15	
F E OSBORNE	94	French Immersion							42	52						4	
F E OSBORNE	445									154	157	134				40	
H D CARTWRIGHT	450									136	157	157				48	
HAMPTONS (THE)	182		29	46	37	41	29									24	
HAWKWOOD	616		72	78	97	73	96	107	93							46	
MARION CARSON	312		15	45	36	46	56	55	59							41	
MARION CARSON	233	Chinese (Mandarin) Bil		50	50	51	41	41								2	
NATIONAL SPORT SCHOOL	213											26	61	57	69	50	
RANCHLANDS	407		39	56	55	67	57	53	80							8	
ROBERT THIRSK	1,237												356	423	458	155	
ROYAL OAK	496		20	97	126	124	129									4	
SCENIC ACRES	126		23	21	32	26	24									4	
SILVER SPRINGS	263		28	38	33	36	41	43	44							12	
SIMON FRASER	550							85	88	117	136	124				88	
SIR WINSTON CHURCHILL	2,186												755	684	747	306	
TERRACE ROAD	166		27	26	23	25	17	30	18							14	
THOMAS B RILEY	218									75	76	67				18	
THOMAS B RILEY	390	Traditional Learning							100	107	88	95				5	
TOM BAINES	840								157	239	228	216				10	
TUSCANY	329		19	46	59	66	64	75								16	
TUSCANY	149	French Immersion		53	29	24	20	23								0	
TWELVE MILE COULEE	894							160	187	188	180	179				24	
WEST DALHOUSIE	317		39	42	31	47	45	50	63							24	
WILLIAM D. PRATT	931						129	148	152	173	161	168				14	
AREA 1 TOTAL	17,430		39	1,056	1,211	1,169	1,275	1,240	1,326	1,409	1,394	1,348	1,327	1,563	1,545	1,528	1,444

September 30, 2019

Full Day Kindergarten

SCHOOL	Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOAA	
ALEX MUNRO	304	15	38	39	47	46	45	40	34							22	
BALMORAL	558							105	110	103	121	119				27	
BANFF TRAIL	354		61	66	67	50	55	55								4	
BEDDINGTON HEIGHTS	422		39	45	74	61	67	76	60							33	
BRANTON	738								86	199	240	213				41	
BUCHANAN	186		20	29	33	36	28	15	25							24	
BUFFALO RUBBING STONE	621		99	100	123	102	98	99								24	
CAMBRIAN HEIGHTS	282		42	44	41	36	41	39	39							21	
CAPITOL HILL	314		35	29	57	47	50	47	49							27	
CAPTAIN NICHOLA GODDARD	850								215	226	219	190				9	
CATHERINE N GUNN	307		38	47	56	34	42	52	38							47	
COLLINGWOOD	481		84	81	86	75	86	69								13	
COLONEL IRVINE	292								1	113	95	83				26	
COLONEL IRVINE	327							78	79	69	62	39				1	
COLONEL SANDERS	360			92	90	90	88									5	
DALHOUSIE	411		94	72	72	62	56	55								23	
DR J K MULLOY	525		109	105	105	104	102									7	
GEORGES P VANIER	118									46	42	30				21	
GEORGES P VANIER	318								50	101	93	74				8	
HIGHWOOD	350		74	74	68	67	67									9	
HUNTINGTON HILLS	245		22	30	33	33	25	46	56							27	
JAMES FOWLER	623													221	182	220	236
JAMES FOWLER	189													31	54	104	8
JOHN G DIEFENBAKER	1,454													473	449	532	166
KENNETH D. TAYLOR	586		116	114	121	118	114	1	2							3	
KING GEORGE	562		117	111	99	92	74	69								4	
NORTH HAVEN	265	14	28	29	32	32	45	39	46							19	
PANORAMA HILLS	559		73	85	114	99	94	94								35	
SENATOR PATRICK BURNS	91									31	26	34				26	
SENATOR PATRICK BURNS	620								202	151	137	130				5	
SIR JOHN A MACDONALD	713									251	238	224				52	
SIR JOHN FRANKLIN	347							16	59	95	88	89				8	
SIR JOHN FRANKLIN	58							9	10	17	16	6				0	
THORNCLIFFE	185		31	22	23	35	34	21	19							32	
THORNCLIFFE	80		80													0	
VARSITY ACRES	482		90	92	84	72	57	87								5	
W O MITCHELL	423		65	63	65	71	72	87								4	
WILLIAM ABERHART	341												75	112	154	214	
WILLIAM ABERHART	782												287	243	252	19	

September 30, 2019

Full Day Kindergarten

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OAAA
WILLIAM ABERHART	Spanish Bilingual	307												114	92	101	8
AREA 2 TOTAL		17,030	29	1,355	1,369	1,490	1,362	1,340	1,199	1,180	1,402	1,377	1,231	1,201	1,132	1,363	1,263
ABBEYDALE		275		46	49	50	39	53	38								11
BELFAST		216		33	25	36	35	22	38	27							150
CAPPY SMART		179		28	29	24	33	40	20	5							16
COLONEL MACLEOD		93								1	33	27	32				9
COLONEL MACLEOD	Traditional Learning	444							95	92	92	89	76				40
COVENTRY HILLS		582	18	126	124	164	150										3
CRESCENT HEIGHTS		1,704												557	615	532	571
DR GLADYS M EGBERT		475								127	119	114	115				64
ERIN WOODS		349		54	54	70	53	68	50								26
ERNEST MORROW		634								132	161	175	166				107
FOREST LAWN		1,211												383	393	435	92
G W SKENE		207					64	75	63	5							15
HIDDEN VALLEY		201		46	42	54	59										3
HIDDEN VALLEY	French Immersion	237		59	59	69	50										4
IAN BAZALGETTE		418								100	110	117	91				44
IAN BAZALGETTE	Science	116								45	29	21	21				0
JACK JAMES		325												99	79	147	4
JAMES SHORT MEMORIAL		205	21	56	66	62											13
KEELER		266	19	38	39	45	47	38	39	1							63
LANGEVIN	Complex Learning Class(es)	10									4	6					0
LANGEVIN	Science	633		45	52	50	49	52	55	53	105	89	83				78
MOUNT VIEW		161		25	23	16	30	21	25	21							39
NOSE CREEK		929						136	159	173	154	155	152				26
PATRICK AIRLIE		207		38	30	33	33	41	32								19
PENBROOKE MEADOWS		196		31	31	28	27	37	33	9							26
PIITOAYIS FAMILY SCHOOL	Colonel Walker	217		20	36	30	44	35	25	27							2
RADISSON PARK		281		51	53	47	31	54	45								21
ROLAND MICHENER		201		26	18	37	24	54	42								32
ROSEDALE		238		24	25	28	29	16	25	18	21	21	31				44
ROSEMONT		189		16	31	19	37	27	28	31							19
STANLEY JONES		255		46	45	48	40	29	24	23							37
STANLEY JONES	Alice Jamieson	270						29	40	51	52	52	46				1
SUNNYSIDE		164		22	19	27	25	22	22	27							44
VALLEY CREEK		427						52	55	73	77	80	90				18
VALLEY CREEK	French Immersion	259						54	53	42	48	37	25				15
VALLEY VIEW		193		24	31	37	31	38	32								15
VALLEY VIEW	Medicine Wheel	15		15													0

September 30, 2019

Full Day Kindergarten

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOAA
VALLEY VIEW	Science	276		40	49	49	44	48	46								0
VISTA HEIGHTS		168		28	21	28	22	20	23	26							8
WEST DOVER		242		36	29	51	35	50	40	1							29
AREA 3 TOTAL		13,668	58	973	980	1,102	1,031	1,111	1,147	1,110	1,005	983	928	1,039	1,087	1,114	1,708
ANNIE FOOTE		542		81	91	94	71	73	80	52							35
ANNIE GALE		309									102	99	108				24
ANNIE GALE	Traditional Learning	236								60	59	57	60				5
BOB EDWARDS		251								87	50	50	64				60
BOB EDWARDS	French Immersion	174								37	61	48	28				2
CECIL SWANSON		398		38	56	65	65	52	61	61							56
CHIEF JUSTICE MILVAIN		242		30	48	38	29	29	32	36							15
CHIEF JUSTICE MILVAIN	Traditional Learning	309		49	52	50	49	53	56								8
CHRIS AKKERMAN	Traditional Learning	639		108	103	104	105	107	112								1
CLARENCE SANSOM		501									142	169	190				77
COLONEL J F SCOTT		471		62	64	80	69	71	55	70							36
CROSSING PARK		1,137		86	81	106	92	97	110	108	160	143	154				32
DOUGLAS HARKNESS		314	15	53	47	45	39	30	39	46							8
DR GORDON HIGGINS		525									179	171	175				14
FALCONRIDGE		449	14	60	69	51	74	70	55	56							59
GRANT MACEWAN		402		57	49	66	59	66	53	52							31
GUY WEADICK		315		33	40	44	62	48	52	36							10
HUGH A. BENNETT		588		126	121	136	112	93									29
LESTER B PEARSON		1,550												506	508	536	246
LESTER B PEARSON	French Immersion	66												31	22	13	2
LOUISE DEAN		88												14	24	50	6
MANMEET SINGH BHULLAR		530		88	80	86	77	67	66	66							13
MARLBOROUGH		258		46	53	40	36	48	35								3
MAYLAND HEIGHTS		156		14	19	24	23	24	25	27							58
MAYLAND HEIGHTS	French Immersion	302		58	57	59	51	39	38								13
MONTEREY PARK		572		87	106	81	83	73	65	77							36
NELSON MANDELA		1,818												636	559	623	107
O S GEIGER		358	17	44	51	54	50	49	47	46							39
PETER LOUGHEED		951							165	205	201	210	170				14
PINERIDGE		238		26	38	37	35	30	33	39							26
RUNDLE		557		92	92	73	90	80	72	58							12
SADDLE RIDGE		571		127	89	125	117	113									10
SIR WILFRID LAURIER	Traditional Learning	474								129	125	117	103				22
TARADALE		684		139	145	133	148	119									5

September 30, 2019

Full Day Kindergarten

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OAAA
TED HARRISON		759						134	137		165	163	160				48
TERRY FOX		406									137	140	129				34
AREA 4 TOTAL		18,140	46	1,504	1,551	1,591	1,536	1,431	1,385	1,485	1,381	1,367	1,341	1,187	1,113	1,222	1,196
ACADIA		366		62	57	53	65	45	40	44							26
AUBURN BAY		672		133	136	150	143	109	1								0
BRIDLEWOOD		485		57	58	70	74	75	82	69							16
CENTENNIAL		1,500												464	481	555	157
CHAPARRAL		502		63	58	75	82	67	69	88							35
COPPERFIELD		552		120	111	128	104	89									4
CRANSTON		522		122	135	124	141										11
DEER RUN		345		52	47	60	51	52	45	38							16
DOUGLASDALE		372		82	60	76	80	72	1	1							64
DR GEORGE STANLEY		826						143	154	158	151	113	107				36
DR MARTHA COHEN		867							200	183	196	156	132				16
FAIRVIEW	Traditional Learning	871						158	163	159	151	122	118				8
FISH CREEK		703		77	94	99	110	96	111	116							15
HAULTAIN MEMORIAL		202		33	30	27	33	29	30	20							32
JOANE CARDINAL-SCHUBERT		1,861												712	652	497	66
LAKE BONAVIDA	Montessori	367		64	66	77	55	53	25	27							8
LE ROI DANIELS	Traditional Learning	560		121	144	145	150										2
LORD BEAVERBROOK	Arts Centered Learning	55												21	12	22	0
LORD BEAVERBROOK		730												219	235	276	175
MAPLE RIDGE	Science	350		71	80	66	68	65									8
MCKENZIE HIGHLANDS		783						53	187	149	161	132	101				61
MCKENZIE LAKE		430	13	71	85	80	94	84	2	1							43
MCKENZIE TOWNE		566		101	138	124	129	74									5
MIDNAPORE	Chinese (Mandarin) Bilingual	166		43	36	32	32	23									3
MIDNAPORE		264		32	34	40	38	45	41	34							48
MIDSUN		727									240	201	286				19
MOUNTAIN PARK		752							164	121	158	136	173				71
NEW BRIGHTON		623		133	133	118	133	106									4
PRINCE OF WALES		299		41	39	46	53	56	37	27							64
R T ALDERMAN	Science	449							107	99	105	81	57				18
SAMUEL W SHAW		805							103	120	180	193	209				23
SOMERSET		232		36	44	61	40	49	1	1							16
WILLOW PARK	Arts Centered Learning	618							88	115	147	144	124				0
WILMA HANSEN		364							15	11	103	113	122				31
AREA 5 TOTAL		19,786	13	1,514	1,585	1,651	1,675	1,543	1,666	1,581	1,592	1,391	1,429	1,416	1,380	1,350	1,101
A E CROSS		438									127	152	159				58

September 30, 2019

Full Day Kindergarten

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOAA
A E CROSS	Spanish Bilingual	91									40	23	28				2
ALTADORE		367		41	55	61	67	55	44	44							30
ALTERNATIVE HIGH		86												12	32	42	6
ANDREW SIBBALD		363		57	64	46	58	50	50	38							32
BANTING AND BEST		196		50	55	42	49										10
BRAESIDE		266		34	42	40	36	34	44	36							51
CANYON MEADOWS	Spanish Bilingual	425		82	80	75	66	61	61								27
CEDARBRAE		244		26	24	33	38	38	40	45							35
CENTRAL MEMORIAL		1,173											1	385	385	402	465
CHINOOK PARK		172		17	18	23	21	32	28	33							16
CHINOOK PARK	French Immersion	266		32	46	47	38	43	31	29							17
DAVID THOMPSON	French Immersion	429							88	72	98	82	89				1
DAVID THOMPSON		122									25	41	56				16
DR E P SCARLETT		1,118												351	375	392	172
DR E P SCARLETT	French Immersion	306												114	109	83	3
DR E P SCARLETT	Spanish Bilingual	86												24	34	28	1
ETHEL M JOHNSON		334		28	22	47	64	38	68	67							26
EUGENE COSTE	Spanish Bilingual	345		52	76	63	48	75	31								34
EVERGREEN		418		85	108	114	111										12
GLENBROOK		232		28	33	32	32	43	27	37							15
GLENMEADOWS	Spanish Bilingual	346		52	48	53	43	48	54	48							3
HAROLD PANABAKER	Chinese (Mandarin) Bilingual	68							17	24	14	13					0
HAROLD PANABAKER		250									73	69	108				23
HAYSBORO		175		21	24	25	26	25	31	23							12
HENRY WISE WOOD		1,316												457	435	424	192
JANET JOHNSTONE	French Immersion	179		38	39	29	35	38									5
JANET JOHNSTONE		263		46	53	62	52	50									11
JOHN WARE		478									149	158	171				34
LOUIS RIEL	Complex Learning Class(es)	336						39	36	64	71	67	59				0
LOUIS RIEL	Science	528		39	63	46	52	75	53	53	49	48	50				13
MARSHALL SPRINGS		835						134	121	162	150	123	145				22
NELLIE McCLUNG		345		40	52	64	62	44	42	41							32
NICKLE		529							72	96	107	119	135				46
RIVERBEND		463		71	81	56	77	60	63	55							6
ROBERT WARREN	Spanish Bilingual	250								76	62	60	52				3
RON SOUTHERN		250		44	46	42	44	30	31	13							1
SAM LIVINGSTON	French Immersion	463		90	87	117	83	86									18
SHERWOOD		376						44	40	43	92	80	77				10
SUNDANCE	French Immersion	441		71	81	61	55	72	55	46							6

September 30, 2019

Full Day Kindergarten

SCHOOL		Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OAAA
WOODBINE		397	16	52	67	44	58	55	41	64							16
WOODLANDS		272		33	37	44	36	45	47	30							32
WOODMAN		153									50	46	57				27
WOODMAN	French Immersion	339							37	47	106	82	67				35
AREA 6 TOTAL		16,529	16	1,129	1,301	1,266	1,251	1,314	1,252	1,286	1,213	1,163	1,254	1,343	1,370	1,371	1,576
ALEXANDER FERGUSON		226		24	39	24	29	37	35	38							24
ALL BOYS @ SIR JAMES LOUGHEED		104		9	13	19	10	22	16	15							0
BATTALION PARK		479		72	72	56	65	62	77	75							6
BISHOP PINKHAM		75									31	24	20				14
BISHOP PINKHAM	French Immersion	403									144	134	125				16
BRIAR HILL		238		34	37	36	41	32	29	29							109
COLONEL WALKER		127		25	23	19	22	15	13	10							11
CONNAUGHT		406		78	80	55	62	51	36	44							41
DR ROBERTA BONDAR		559		89	77	103	72	76	66	76							49
EARL GREY		200		25	24	18	29	27	39	38							84
ELBOW PARK		209		18	37	35	37	28	43	11							12
ELBOYA		403		26	45	43	50	36	52	47	38	35	31				51
ELBOYA	French Immersion	306							44	68	72	66	56				14
ERNEST MANNING		1,996												676	690	630	40
GLAMORGAN	Traditional Learning	745		80	78	78	93	78	81	84	60	61	52				12
GLENDALE		205		25	21	35	30	31	29	34							66
GRIFFITH WOODS		966		80	80	108	92	74	128	102	107	102	93				8
HILLHURST		274		33	19	22	20	43	68	69							45
JENNIE ELLIOTT		555		87	86	97	84	70	76	55							31
KILLARNEY	Montessori	385		81	68	56	57	48	44	31							13
MOUNT ROYAL		277									87	95	95				34
OLYMPIC HEIGHTS		603		70	98	84	74	94	87	96							72
QUEEN ELIZABETH		320		44	37	41	50	54	45	49							23
QUEEN ELIZABETH JR/SR		981									197	200	164	146	147	127	144
RAMSAY		163		39	26	20	20	25	15	18							42
RICHMOND		209		42	39	30	26	31	15	26							19
RIDEAU PARK		494		29	32	31	28	30	29	32	108	87	88				105
ROSSCARROCK		123	14	7	14	8	16	20	16	28							11
SIMONS VALLEY		643		74	92	92	87	103	105	90							51
SUNALTA		316		46	41	48	48	46	44	43							120
UNIVERSITY		358		40	53	64	70	53	40	38							88
VINCENT MASSEY		694									213	240	241				55
WEST RIDGE		844							157	183	200	154	150				15
WEST SPRINGS		579		113	110	107	121	128									5

September 30, 2019

Full Day Kindergarten

SCHOOL	Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OOAA
WESTERN CANADA	1,719												547	542	630	189
WESTERN CANADA French Immersion	529												176	184	169	16
WESTGATE French Immersion	567		89	100	74	75	84	71	74							3
WILDWOOD	380		56	54	45	65	50	47	63							30
WILLIAM REID French Immersion	284		64	64	55	41	60									9
AREA 7 TOTAL	18,944	14	1,499	1,559	1,503	1,514	1,508	1,547	1,566	1,257	1,198	1,115	1,545	1,563	1,556	1,677
TOTAL	121,527	215	9,030	9,556	9,772	9,644	9,487	9,522	9,617	9,244	8,827	8,625	9,294	9,190	9,504	9,965

Full Day Kindergarten

SCHOOL	Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	OAAA
SCHOOL	Total	Pre-K	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8	GR9	GR10	GR11	GR12	

OUTREACH PROGRAMS

DISCOVERING CHOICES	Downtown	614											18	68	528	
DISCOVERING CHOICES II	Marlborough	386											12	38	336	
START OUTREACH - BOWNESS	Bowness	186											2	25	159	
WESTBROOK OUTREACH	Westbrook	251											9	25	217	
TOTAL OUTREACH PROGRAMS		1,437	-	-	-	-	-	-	-	-	-	-	41	156	1,240	

UNIQUE SETTINGS

CHILDREN'S VILLAGE	Area 2	71		3	8	11	10	15	16	8						
CHRISTINE MEIKLE	Area 1	120								2	9	25	23	18	21	22
DR GORDON TOWNSEND	Area 1	23				1	3	1	4	2	2	4	3	1	1	1
DR OAKLEY	Area 7	164					7	24	41	46	17	20	3	1	3	2
EMILY FOLLENSBEE	Area 6	85	7	2	10	9	13	8	14	15	5	2				
NEXUS/TRUST TREATMENT/PROJECT TRUST	Area 1	18												1	2	15
NIITSITAPI LEARNING CENTRE	Area 3	181	45	54	45	37										
WEST VIEW SECONDARY	Area 1	51											6	5	6	34
WILLIAM ROPER HULL	Area 6	110				1	5	6	8	5	11	12	20	11	17	14
WOOD'S HOMES	Area 1	73								1	8	13	12	17	10	12
YOUNG ADULT PROGRAM	Area 1	75			1		3					5	9	19	15	21
TOTAL UNIQUE SETTINGS		971	52	59	64	59	41	54	83	81	52	81	76	73	75	121

HOME EDUCATION	Windsor Park	209			12	17	27	27	19	34	30	20	18	3		2
CBe-LEARN*		541								2	8	20	41	41	51	378
CHINOOK LEARNING SERVICES*		1,124														1124
SUB-TOTAL		1,874	-	-	12	17	27	27	19	36	38	40	59	44	51	1,504
*includes students 20 years old and older																

TOTAL ENROLMENT	125,809	267	9,089	9,632	9,848	9,712	9,568	9,624	9,734	9,334	8,948	8,760	9,452	9,472	12,369
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Alternative Program Enrolment by School and by Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Alice Jamieson Girls' Academy					29	40	51	52	52	46				270
Stanley Jones School					29	40	51	52	52	46				270
All - Boys School	9	13	19	10	22	16	15							104
All Boys Program	9	13	19	10	22	16	15							104
Arts-Centred Learning						104	175	242	234	213	52	66	126	1212
James Fowler High School											31	54	104	189
Lord Beaverbrook High School											21	12	22	55
Sir John Franklin School						16	60	95	90	89				350
Willow Park School						88	115	147	144	124				618
Chinese (Mandarin) Bilingual	167	160	151	140	131	95	103	86	76	39				1148
Colonel Irvine School						78	79	69	62	39				327
Harold Panabaker School						17	24	17	14					72
Highwood School	74	74	68	67	67									350
Marion Carson School	50	50	51	41	41									233
Midnapore School	43	36	32	32	23									166
French Immersion	823	832	785	662	685	628	593	884	787	678	609	560	519	9045
Banff Trail School	61	66	67	50	55	55								354
Bishop Pinkham School								146	137	126				409
Bob Edwards School							37	61	49	28				175
Branton School							86	199	240	213				738
Chinook Park School	32	46	47	38	43	31	29							266
David Thompson School						88	72	98	83	89				430
Dr. E.P. Scarlett High School											114	109	84	307
Elboya School						44	68	73	66	56				307
F.E. Osborne School							42	52						94
Georges P. Vanier School							50	101	93	74				318
Hidden Valley School	60	59	69	50										238
Janet Johnstone School	38	39	29	35	38									179
King George School	117	111	99	92	74	69								562
Lester B. Pearson High School											31	23	14	68
Mayland Heights School	58	57	59	51	39	38								302
Sam Livingston School	90	87	117	83	86									463
Sundance School	71	81	61	55	72	55	46							441
Tuscany School	53	30	24	20	23									150
Valley Creek School					54	53	42	48	37	25				259
Varsity Acres School	90	92	84	72	57	87								482
Western Canada High School											177	185	169	531
Westgate School	89	100	74	75	84	71	74							567
William Aberhart High School											287	243	252	782
William Reid School	64	64	55	41	60									284
Woodman School						37	47	106	82	67				339

Alternative Program Enrolment by School and by Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
German Bilingual	30	23	20	21	19	18	14							145
Bowcroft School	30	23	20	21	19	18	14							145
Medicine Wheel	15													15
Valley View School	15													15
Montessori	201	196	171	152	141	105	88							1054
Captain John Palliser School	56	62	38	40	40	36	30							302
Killarney School	81	68	56	57	48	44	31							385
Lake Bonavista School	64	66	77	55	53	25	27							367
Piitoayis Family School	20	36	30	44	35	25	27							217
Piitoayis Family School	20	36	30	44	35	25	27							217
Science School	195	244	211	214	240	261	250	288	239	211				2353
Ian Bazalgette School							45	29	21	21				116
Langevin School	45	52	50	49	52	55	53	105	89	83				633
Louis Riel School	39	63	46	52	75	53	53	49	48	50				528
Maple Ridge School	71	80	66	68	65									350
R.T. Alderman School						107	99	105	81	57				449
Valley View School	40	49	49	45	48	46								277
Spanish Bilingual	429	420	414	365	398	357	326	256	221	210	138	127	129	3790
A. E. Cross School								40	23	28				91
Canyon Meadows School	82	80	75	66	61	61								425
Collingwood School	84	81	86	75	86	69								481
Dalhousie School	94	72	72	62	56	55								411
Dr. E.P. Scarlett High School											24	34	28	86
Eugene Coste School	52	76	63	48	75	31								345
Glenmeadows School	52	48	53	43	48	54	48							346
Robert Warren School							76	62	60	52				250
Senator Patrick Burns School							202	154	138	130				624
W.O. Mitchell School	65	63	65	71	72	87								423
William Aberhart High School											114	93	101	308
Traditional Learning Centre	652	678	679	695	694	737	734	698	657	626				6850
Annie Gale School							60	59	57	60				236
Balmoral School						105	110	103	121	119				558
Brentwood School	105	104	107	104	106	125								651
Chief Justice Milvain School	49	52	50	49	55	56								311
Chris Akkerman School	108	103	104	105	107	112								639
Colonel Macleod School						95	92	93	91	79				450
Colonel Sanders-TLC		92	90	90	88									360
Dr. J.K. Mulloy School	109	105	105	104	102									525
Fairview School					158	163	159	151	122	118				871
Glamorgan School	80	78	78	93	78	81	84	60	61	52				745
Le Roi Daniels School	121	144	145	150										560
Sir Wilfrid Laurier School							129	125	117	103				474
Thomas B. Riley School							100	107	88	95				390
Thornclyffe School	80													80
Grand Total	2541	2602	2480	2303	2394	2386	2376	2506	2266	2023	799	753	774	26203

**CALGARY BOARD OF EDUCATION
SPECIALIZED CLASSES 2019-2020**

Area	School	PROGRAM	# of Classes
1	Arbour Lake	Learning & Literacy (L&L)	2
1	Arbour Lake	The Class	2
1	Belvedere Parkway	Bridges II	1
1	Bowness	Communication, Sensory and Social Interaction (CSSI)	1
1	Bowness	Paced Learning Program (PLP)	1
1	Brentwood	Communication, Sensory and Social Interaction (CSSI)	1
1	Captain John Palliser	Learning & Literacy (L&L II)	1
1	F E Osborne	Paced Learning Program (PLP)	1
1	H.D. Cartwright	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
1	H.D. Cartwright	Learning & Literacy (L&L)	2
1	Hawkwood	Bridges II	1
1	Ranchlands	Paced Learning Program (PLP)	1
1	Robert Thirsk	Adapted Learning Program (ALP)	1
1	Robert Thirsk	Paced Learning Program (PLP)	1
1	Royal Oak	Early Development Centre	2
1	Sir Winston Churchill	The Class	1
1	Terrace Road	Paced Learning Program (PLP)	1
1	The Hamptons	Social Knowledge, Independent Living and Language (SKILL)	1
1	Thomas B. Riley	Adapted Learning Program (ALP)	1
1	Thomas B. Riley	Paced Learning Program (PLP)	1
1	Tuscany	Early Development Centre	2
1	West Dalhousie	Social Knowledge, Independent Living and Language (SKILL)	1
2	Alex Munro	Early Development Centre	2
2	Buchanan	Social Knowledge, Independent Living and Language (SKILL)	2
2	Buffalo Rubbing Stone	Teaching of Attitude, Social Skills and Communication (TASC)	1
2	Cambrian Heights	Communication, Sensory and Social Interaction (CSSI)	1
2	Cambrian Heights	Paced Learning Program (PLP)	1
2	Cambrian Heights	The Class	1
2	Capitol Hill	Teaching of Attitude, Social Skills and Communication (TASC)	1
2	Children's Village	Early Development Centre (Full Day)	1
2	Colonel Irvine	Bridges III	1
2	Georges P. Vanier	Learning & Literacy (L&L)	3
2	Huntington Hills	Learning & Literacy (L&L II)	2
2	James Fowler High	Literacy, English & Academic Development (LEAD)	3
2	James Fowler High	Paced Learning Program (PLP)	2
2	James Fowler High	The Class	2
2	Kenneth D Taylor	Communication, Sensory and Social Interaction (CSSI)	2
2	North Haven	Bridges II	1
2	North Haven	Early Development Centre	2
2	North Haven	Paced Learning Program (PLP)	1
2	Panorama Hills	Communication, Sensory and Social Interaction (CSSI)	1
2	Panorama Hills	Social Knowledge, Independent Living and Language (SKILL)	1
2	Sir J. A. Macdonald	Adapted Learning Program (ALP)	1
2	Sir John A. Macdonald	Paced Learning Program (PLP)	1
2	Sir John A. Macdonald	Teaching of Attitude, Social Skills and Communication (TASC)	1
2	Sir John Franklin	Communication, Sensory and Social Interaction (CSSI)	2
2	Sir John Franklin	Literacy, English & Academic Development (LEAD)	4
2	Sir John Franklin	Teaching of Attitude, Social Skills and Communication (TASC)	1
2	Thornccliffe	The Class	1
2	William Aberhart High	Adapted Learning Program (ALP)	1
2	William Aberhart High	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
3	Cappy Smart	Social Knowledge, Independent Living and Language (SKILL)	2
3	Colonel Macleod	Bridges III	1
3	Colonel Macleod	Literacy, English & Academic Development (LEAD)	1
3	Coventry Hills	Early Development Centre	2
3	Crescent Heights High	Bridges IV	2
3	Crescent Heights High	Literacy, English & Academic Development (LEAD)	4
3	Crescent Heights High	The Class	1
3	Dr. Gladys M. Egbert	Paced Learning Program (PLP)	1
3	Erin Woods	Bridges I	2
3	Ernest Morrow	Literacy, English & Academic Development (LEAD)	2
3	Ernest Morrow	Paced Learning Program (PLP)	3
3	Forest Lawn High	Literacy, English & Academic Development (LEAD)	2

**CALGARY BOARD OF EDUCATION
SPECIALIZED CLASSES 2019-2020**

Area	School	PROGRAM	# of Classes
3	Forest Lawn High	Paced Learning Program (PLP)	2
3	Forest Lawn High	The Class	1
3	G. W. Skene	Social Knowledge, Independent Living and Language (SKILL)	1
3	Jack James	Paced Learning Program (PLP)	1
3	James Short Memorial	Early Development Centre	3
3	Keeler	Communication, Sensory and Social Interaction (CSSI)	2
3	Keeler	Early Development Centre	2
3	Langevin	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
3	Mount View	Literacy, English & Academic Development (LEAD)	1
3	Nose Creek	Autism Spectrum Disorder (ASD) cluster	1
3	Nose Creek	Paced Learning Program (PLP)	2
3	Penbrooke Meadows	Literacy, English & Academic Development (LEAD)	2
3	Radisson Park	Bridges II	1
3	Roland Michener	Paced Learning Program (PLP)	2
3	Rosemont	Bridges I	1
3	Stanley Jones	The Class	1
3	Vista Heights	Communication, Sensory and Social Interaction (CSSI)	1
3	Vista Heights	Learning & Literacy (L&L)	2
3	West Dover	Social Knowledge, Independent Living and Language (SKILL)	1
3	West Dover	Teaching of Attitude, Social Skills and Communication (TASC)	1
4	Annie Gale	Learning & Literacy (L&L)	2
4	Bob Edwards	The Class	1
4	Cecil Swanson	Social Knowledge, Independent Living and Language (SKILL)	2
4	Clarence Sansom	Adapted Learning Program (ALP)	1
4	Clarence Sansom	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
4	Douglas Harkness	Early Development Centre	2
4	Dr. Gordon Higgins	Paced Learning Program (PLP)	2
4	Falconridge	Early Development Centre	2
4	Grant MacEwan	Bridges I	2
4	Hugh A. Bennett	Teaching of Attitude, Social Skills and Communication (TASC)	1
4	Lester B. Pearson High	Adapted Learning Program (ALP)	1
4	Lester B. Pearson High	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
4	Mayland Heights	Communication, Sensory and Social Interaction (CSSI)	1
4	Monterey Park	Communication, Sensory and Social Interaction (CSSI)	2
4	Nelson Mandela High	Paced Learning Program (PLP)	2
4	O.S. Geiger	Early Development Centre	2
4	O.S. Geiger	Paced Learning Program (PLP)	1
4	Peter Loughheed	Learning & Literacy (L&L)	2
4	Pineridge	Communication, Sensory and Social Interaction (CSSI)	2
4	Ted Harrison	Communication, Sensory and Social Interaction (CSSI)	1
4	Ted Harrison	Paced Learning Program (PLP)	1
4	Terry Fox	Bridges III	2
4	Terry Fox	Literacy, English & Academic Development (LEAD)	2
5	Auburn Bay	Social Knowledge, Independent Living and Language (SKILL)	1
5	Centennial High	Paced Learning Program (PLP)	1
5	Centennial High	The Class	1
5	Centennial High	Autism Spectrum Disorder (ASD) cluster	1
5	Deer Run	Teaching of Attitude, Social Skills and Communication (TASC)	1
5	Douglasdale	Communication, Sensory and Social Interaction (CSSI)	2
5	Dr. Marthan Cohen	Autism Spectrum Disorder (ASD) cluster	1
5	Lord Beaverbrook High	Adapted Learning Program (ALP)	2
5	Lord Beaverbrook High	Paced Learning Program (PLP)	1
5	Lord Beaverbrook High	The Class	1
5	McKenzie Highland	Learning & Literacy (L&L)	2
5	McKenzie Lake	Early Development Centre	2
5	McKenzie Lake	Social Knowledge, Independent Living and Language (SKILL)	2

**CALGARY BOARD OF EDUCATION
SPECIALIZED CLASSES 2019-2020**

Area	School	PROGRAM	# of Classes
5	Midsun	Adapted Learning Program (ALP)	1
5	Midsun	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
5	Mountain Park	The Class	1
5	New Brighton	Teaching of Attitude, Social Skills and Communication (TASC)	1
5	Prince of Wales	Bridges I	1
5	Samuel W. Shaw	Paced Learning Program (PLP)	2
5	Somerset	Teaching of Attitude, Social Skills and Communication (TASC)	1
5	Wilma Hansen	Bridges III	1
5	Wilma Hansen	Paced Learning Program (PLP)	2
6	AE Cross	Paced Learning Program (PLP)	2
6	Andrew Sibbald	The Class	2
6	Bishop Pinkham	Communication, Sensory and Social Interaction (CSSI)	1
6	Braeside	Bridges II	1
6	Braeside	Communication, Sensory and Social Interaction (CSSI)	1
6	Cedarbrae	Bridges	1
6	Central Memorial High	Bridges IV	1
6	Central Memorial High	Communication, Sensory and Social Interaction (CSSI)	1
6	Central Memorial High	Teaching of Attitude, Social Skills and Communication (TASC)	1
6	Chinook Park	Communication, Sensory and Social Interaction (CSSI)	2
6	Ethel M. Johnson	Learning & Literacy (L&L II)	2
6	Ethel M. Johnson	Paced Learning Program (PLP)	1
6	Ethel M. Johnson	Social Knowledge, Independent Living and Language (SKILL)	2
6	Harold Panabaker	Adapted Learning Program (ALP)	1
6	Harold Panabaker	Learning & Literacy (L&L)	2
6	Henry Wise Wood	Autism Spectrum Disorder (ASD) cluster	1
6	Henry Wise Wood	The Class	2
6	Henry Wise Wood High	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
6	Henry Wise Wood High	Gifted and Talented Education (GATE)	
6	Henry Wise Wood High	Literacy, English & Academic Development (LEAD)	2
6	Henry Wise Wood High	Paced Learning Program (PLP)	1
6	Jennie Elliott	Teaching of Attitude, Social Skills and Communication (TASC)	1
6	John Ware	The Class	1
6	Louis Riel	Gifted and Talented Education (GATE II)	
6	Louis Riel	Gifted and Talented Education (GATE III)	
6	Nellie McClung	Bridges I	1
6	Nickle	Bridges III	1
6	Nickle	Learning & Literacy (L&L)	2
6	Ron Southern	Communication, Sensory and Social Interaction (CSSI)	1
6	Woodbine	Early Development Centre	2
6	Woodman	The Class	1
7	Dr. Oakley	HERA	1
7	Earl Grey	Learning & Literacy (L&L II)	1
7	Ernest Manning High	Paced Learning Program (PLP)	1
7	Hillhurst	Gifted and Talented Education (GATE)	
7	Jennie Elliott	Deaf and Hard of Hearing (Aural)	4
7	Jennie Elliott	Deaf and Hard of Hearing (Total Communication)	2
7	Mount Royal	Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS)	1
7	Mount Royal	Teaching of Attitude, Social Skills and Communication (TASC)	1
7	Olympic Heights	The Class	1
7	Queen Elizabeth High	Deaf and Hard of Hearing (III/IV)	4
7	Queen Elizabeth High	Gifted and Talented Education (GATE III)	
7	Queen Elizabeth High	Gifted and Talented Education (GATE IV)	
7	Queen Elizabeth High	The Class	1
7	Queen Elizabeth High	Transitions	2

**CALGARY BOARD OF EDUCATION
SPECIALIZED CLASSES 2019-2020**

Area	School	PROGRAM	# of Classes
7	Richmond	Bridges II	1
7	Rosscarrock	Early Development Centre	2
7	Rosscarrock	Paced Learning Program (PLP)	1
7	Simons Valley	Social Knowledge, Independent Living and Language (SKILL)	1
7	Sunalta	Bridges I	1
7	University	Communication, Sensory and Social Interaction (CSSI)	2
7	Vincent Massey	Learning & Literacy (L&L)	2
7	Vincent Massey	Literacy, English & Academic Development (LEAD)	2
7	Wildwood	Literacy, English & Academic Development (LEAD)	1
7	Wildwood	Social Knowledge, Independent Living and Language (SKILL)	2

260

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

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
ACCESS									22	15	17	11	13	15	93
Clarence Sansom School									2	2	5				9
H.D. Cartwright School									8	1	3				12
Henry Wise Wood High School												4	3	6	13
Langevin School									4	6					10
Lester B. Pearson High School												1	4	6	11
MidSun School									5	3	5				13
Mount Royal School									3	3	4				10
William Aberhart High School												6	6	3	15
ALP - Adapted Learning Program									26	20	19	14	17	26	122
Clarence Sansom School									3	7	4				14
Harold Panabaker School									2	3	9				14
Lester B. Pearson High School												2	5	4	11
Lord Beaverbrook High School												7	5	8	20
MidSun School									6	3	4				13
Robert Thirsk High School												3	3	5	11
Sir John A. Macdonald School									9	4	1				14
Thomas B. Riley School									6	3	1				10
William Aberhart High School												2	4	9	15
ASD Cluster							1	4	6	5	2	8	4	2	32
Centennial High School												2	1		3
Dr. Martha Cohen School							1	3	3	4	1				12
Henry Wise Wood High School												6	3	2	11
Nose Creek School									1	3	1	1			6
Bridges		3	9	27	25	21	22	13	17	10	8	11	8		174
Belvedere Parkway School						5	2								7
Braeside School							3	1							4
Cedarbrae School				2	2	3									7
Central Memorial High School												4	4	1	9
Colonel Irvine School									1	3	4	2			10
Colonel Macleod School									1	2	2	3			8
Crescent Heights High School												4	7	7	18
Erin Woods School				2	7	4	3								16
Grant MacEwan School				1	4	1	5	2							13
Hawkwood School					1	1	2	4							8
Nellie McClung School			3	1	1										5
Nickle School									2	3	3				8
North Haven School						3	1	2							6
Prince Of Wales School				1	1	1	2	2							7
Radisson Park School					1	6	1								8
Richmond School						1	2	5							8
Rosemont School				2	5										7
Sunalta School					5										5
Terry Fox School									4	6	2				12
Wilma Hansen School									4	2	2				8

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

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
CSSI		22	29	31	20	11	11	10	9	2	6	3	2		156
Bishop Pinkham School									3	3					6
Bowness High School												5		1	6
Braeside School				1	2			1							4
Brentwood School			1	1	3	1									6
Cambrian Heights School			4			1									5
Central Memorial High School												1	3	1	5
Chinook Park School				2	2	3	3	1							11
Douglasdale School				2	5	2	1	1							11
Keeler School			5	3	2		2	1							13
Kenneth D. Taylor School				1	6	4	1	2							14
Mayland Heights School			1	1	1	2		1							6
Monterey Park School			3	2	3	2	1	1							12
Panorama Hills School			1	3	1	1									6
Pineridge School				1	5	1	3	1							11
Ron Southern School			4			1									5
Sir John Franklin School										4	5	2			11
Ted Harrison School								1	3	1					5
University School			3	5	1	2		1							12
Vista Heights School				7											7
DHH (Deaf and Hard of Hearing)		6	8	9	6	9	8	14	10	5	11	7	3		96
Jennie Elliott School			6	8	9	6	9	8							46
Queen Elizabeth High School									14	10	5	11	7	3	50
Early Development Centre		215													215
Alex Munro School		15													15
Coventry Hills School		18													18
Douglas Harkness School		15													15
Falconridge School		14													14
James Short Memorial School		21													21
Keeler School		19													19
McKenzie Lake School		13													13
North Haven School		14													14
O.S. Geiger School		17													17
Rosscarrock School		14													14
Royal Oak School		20													20
Tuscany School		19													19
Woodbine School		16													16
GATE						62	83	109	139	145	105	45	46	61	795
Henry Wise Wood High School												28	29	41	98
Hillhurst School					23	47	45								115
Louis Riel School					39	36	64	71	67	59					336
Queen Elizabeth High School								68	78	46	17	17	20		246
HERA									1	1	1	3	2		8
Dr. Oakley									1	1	1	3	2		8
MH Programs-Transitions									1	1	7	4	5	3	21
Queen Elizabeth High School									1	1	7	4	5	3	21

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

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
L&L						20	42	73	93	86	70				384
Annie Gale School									10	12	3				25
Arbour Lake School								8	7	7	10				32
Captain John Palliser School						6	6	9							21
Earl Grey School						2	5	8							15
Ethel M. Johnson School						5	13	12							30
Georges P. Vanier School									14	9	9				32
H.D. Cartwright School									10	11	4				25
Harold Panabaker School									10	9	10				29
Huntington Hills School						3	7	17							27
McKenzie Highlands School							7		10	7	7				31
Nickle School									12	9	10				31
Peter Lougheed School									9	12	11	10			42
Vincent Massey School										8	11	7			26
Vista Heights School						4	4	10							18
LEAD						21	22	28	29	25	35	34	52		246
Colonel Macleod School									1	3	2				6
Crescent Heights High School												9	12	13	34
Ernest Morrow School									6	7	9				22
Forest Lawn High School												8	10	12	30
Henry Wise Wood High School												4	4	9	17
James Fowler High School												14	8	18	40
Mount View School							3	4							7
Penbrooke Meadows School							7	9							16
Sir John Franklin School							9	8	10	9	4				40
Terry Fox School										5	7	4			16
Vincent Massey School										6	3	6			15
Wildwood School							2	1							3

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

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
PLP						30	53	56	74	81	76	76	79	60	585
A. E. Cross School									11	12	6				29
Bowness High School												11	6	1	18
Cambrian Heights School						3	5	5							13
Centennial High School												2	8	6	16
Dr. Gladys McKelvie Egbert School								4	2	4	3				13
Dr. Gordon Higgins School									6	7	12				25
Ernest Manning High School												9	4	3	16
Ernest Morrow School								8	11	5	12				36
Ethel M. Johnson School						2	9	4							15
F.E. Osborne School									4	7	5				16
Forest Lawn High School												10	16	15	41
Henry Wise Wood High School												6	3	10	19
Jack James High School												6	3	8	17
James Fowler High School												11	11	2	24
Lord Beaverbrook High School												6	13	1	20
Nelson Mandela High School												11	10	12	33
North Haven School						5	5	1							11
Nose Creek School						1	3	4	9	9	4				30
O.S. Geiger School						2	2	10							14
Ranchlands School						5	2	5							12
Robert Thirsk High School												4	5	2	11
Roland Michener School						7	16								23
Rosscarrock School						4	3	7							14
Samuel W. Shaw School							3	3	10	9	6				31
Sir John A. Macdonald School									6	6	4				16
Ted Harrison School									5	7	3				15
Terrace Road School						1	5	5							11
Thomas B. Riley School									2	7	5				14
Wilma Hansen School									8	8	16				32
SKILL			38	29	34	32	14	32							179
Auburn Bay School			2	1	3		1								7
Buchanan School			4	1	4	3	1	4							17
Cappy Smart School			5	3	3	4		5							20
Cecil Swanson School			3	5	3	3	1	5							20
Ethel M. Johnson School				5	4	1	2	5							17
G.W. Skene School					1	3	1	5							10
McKenzie Lake School			4	2	4	4	2	1							17
Panorama Hills School			3		2	3									8
Simons Valley School			1	2	2	4		1							10
The Hamptons School			4	3											7
West Dalhousie School			2	4	2	4	4	4							20
West Dover School			2	1		2	2	1							8
Wildwood School			8	2	6	1		1							18

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

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
TASC			9	8	4	16	8	4	4	8	4	1	2	2	70
Buffalo Rubbing Stone School			2		2	1									5
Capitol Hill School			1	1			2	1	2						7
Central Memorial High School											1	1	2	2	6
Deer Run School			2			2	1								5
Hugh A. Bennett School			2	2		4									8
Jennie Elliott School				1	1	1	3								6
Mount Royal School										5	1				6
New Brighton School				2		3									5
Sir John A. Macdonald School									1	3	2				6
Sir John Franklin School								1	3						4
Somerset School			1		1	1	1	1							5
West Dover School			1	2		2	2								7
The Class					3	13	18	16	16	12	27	47	40	45	237
Andrew Sibbald School					3	4	5	3							15
Arbour Lake School									5	4	8				17
Bob Edwards School								2	1	1	4				8
Cambrian Heights School					2	4	2								8
Centennial High School												5	3	6	14
Crescent Heights High School												2	5	7	14
Forest Lawn High School												3	4	7	14
Henry Wise Wood High School												15	5	4	24
James Fowler High School												13	9	10	32
John Ware School									1		6				7
Lord Beaverbrook High School												4	7	3	14
Mountain Park School								2	2	2	5				11
Olympic Heights School					2	4	3								9
Queen Elizabeth High School									2	4	4				10
Sir Winston Churchill High School												5	7	8	20
Stanley Jones School							4	3							7
Thornccliffe School					5	1	1								7
Woodman School									5	1					6
Grand Total	215	0	78	83	108	224	281	357	446	439	370	267	264	281	3413

2019 - 2020 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

Attachment V

- i. The provincial utilization rate of each school building includes lease exemptions as of September 1 of the current year
- ii. Weighted Enrolment = (Kindergarten minus Kindergarten Special Education Severe) divided by 2) + (Kindergarten Special Education Severe multiplied by 1.5) + (GR 1-12 enrolment minus GR1-12 Special Education Severe) + (GR1-12 Special Education Severe multiplied by 3)
- iii. Utilization Rate = Weighted Enrolment divided by Provincial Capacity

SCHOOL	2018 WEIGHTED ENROLMENT	2018 PROVINCIAL % UTILIZ.	2019 WEIGHTED ENROLMENT	2019 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2019 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2018 to 2019)
AREA 1							
ARBOUR LAKE	841	99%	828	892	8	93%	-7%
BELVEDERE-PARKWAY	287	62%	413	449	0	92%	31%
BOWCROFT	307	64%	322	484	0	67%	3%
BOWNESS	1056	64%	1168	1607	0	73%	9%
BRENTWOOD	649	84%	634	778	0	82%	-3%
CAPTAIN JOHN PALLISER	538	88%	529	611	0	87%	-2%
CITADEL PARK	412	90%	405	481	8	84%	-6%
DR. E. W. COFFIN	179	82%	185	218	1	85%	3%
EDGEMONT	653	101%	679	666	14	102%	2%
ERIC HARVIE	459	76%	434	580	6	75%	-1%
F. E. OSBORNE	530	68%	601	719	0	84%	16%
H. D. CARTWRIGHT	505	88%	518	582	2	89%	1%
HAMPTONS, THE	203	85%	194	240	4	81%	-4%
HAWKWOOD	633	99%	646	653	0	99%	0%
MARION CARSON	539	99%	537	545	2	99%	0%
RANCHLANDS	545	109%	450	496	8	91%	-19%
ROBERT THIRSK	1405	91%	1409	1543	0	91%	0%
ROYAL OAK	448	83%	513	545	10	94%	11%
SCENIC ACRES	116	63%	115	183	8	63%	-1%
SILVER SPRINGS	236	85%	261	286	1	91%	6%
SIMON FRASER	513	68%	574	760	6	76%	8%
SIR WINSTON CHURCHILL	2371	114%	2402	2082	6	115%	2%
TERRACE ROAD	201	70%	185	286	0	65%	-6%
THOMAS B. RILEY	618	98%	678	625	0	109%	10%
TOM BAINES	868	115%	884	799	1	111%	-4%
TUSCANY	381	58%	477	639	14	75%	17%
TWELVE MILE COULEE	873	98%	948	893	16	106%	9%
WEST DALHOUSIE	359	110%	368	325	6	113%	4%
WILLIAM D. PRATT	924	97%	985	948	8	104%	7%
AREA 1 - TOTAL	17,649	89%	18,342	19,915	129	92%	4%

2019 - 2020 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

Attachment V

- i. The provincial utilization rate of each school building includes lease exemptions as of September 1 of the current year
- ii. Weighted Enrolment = (Kindergarten minus Kindergarten Special Education Severe) divided by 2) + (Kindergarten Special Education Severe multiplied by 1.5) + (GR 1-12 enrolment minus GR1-12 Special Education Severe) + (GR1-12 Special Education Severe multiplied by 3)
- iii. Utilization Rate = Weighted Enrolment divided by Provincial Capacity

SCHOOL	2018 WEIGHTED ENROLMENT	2018 PROVINCIAL % UTILIZ.	2019 WEIGHTED ENROLMENT	2019 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2019 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2018 to 2019)
AREA 2							
ALEX MUNRO	335	74%	331	451	0	73%	-1%
BALMORAL	608	111%	562	538	0	105%	-7%
BANFF TRAIL	431	95%	336	456	0	74%	-21%
BEDDINGTON HEIGHTS	447	89%	422	504	8	84%	-5%
BRANTON	737	89%	762	761	6	100%	11%
BUCHANAN	247	102%	218	243	0	90%	-12%
BUFFALO RUBBING STONE	523	87%	602	601	6	100%	13%
CAMBRIAN HEIGHTS	236	55%	325	407	0	80%	25%
CAPITOL HILL	320	88%	323	362	0	89%	1%
CAPTAIN NICHOLA GODDARD	1051	117%	892	897	16	99%	-18%
CATHERINE N. GUNN	412	90%	310	458	0	68%	-22%
COLLINGWOOD	467	83%	447	577	0	78%	-6%
COLONEL IRVINE	570	75%	665	784	0	85%	10%
COLONEL SANDERS	391	108%	364	363	0	100%	-7%
DALHOUSIE	368	59%	380	598	4	64%	5%
DR. J. K. MULLOY	447	90%	481	496	0	97%	7%
GEORGES P. VANIER	361	52%	466	658	0	71%	19%
HIGHWOOD	305	84%	317	341	0	93%	9%
HUNTINGTON HILLS	255	70%	258	350	0	74%	4%
JAMES FOWLER	1408	71%	1004	1840	0	55%	-17%
JOHN G. DIEFENBAKER	1532	102%	1588	1503	4	106%	4%
KENNETH D. TAYLOR	555	94%	586	588	12	100%	6%
KING GEORGE	585	90%	516	645	0	80%	-10%
NORTH HAVEN	328	73%	326	452	0	72%	-1%
PANORAMA HILLS	465	81%	575	597	10	96%	15%
SENATOR PATRICK BURNS	683	79%	739	869	0	85%	6%
SIR JOHN A. MACDONALD	756	82%	825	921	4	90%	8%
SIR JOHN FRANKLIN	453	80%	489	566	0	86%	6%
THORNCLIFFE	207	90%	242	231	0	105%	15%
VARSITY ACRES	554	88%	461	628	3	73%	-15%
W. O. MITCHELL	456	101%	405	452	8	90%	-11%
WILLIAM ABERHART	1525	85%	1548	1805	4	86%	1%
AREA 2 - TOTAL	18,018	85%	17,765	20,942	85	85%	0%

2019 - 2020 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

Attachment V

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

SCHOOL	2018 WEIGHTED ENROLMENT	2018 PROVINCIAL % UTILIZ.	2019 WEIGHTED ENROLMENT	2019 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2019 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2018 to 2019)
AREA 3							
ABBEYDALE	286	71%	282	401	6	70%	-1%
BELFAST	232	81%	214	266	1	81%	-1%
CAPPY SMART	197	52%	223	379	4	59%	7%
COLONEL MACLEOD	538	80%	575	676	4	85%	5%
COVENTRY HILLS	597	96%	588	638	13	92%	-4%
CRESCENT HEIGHTS	1745	78%	1920	2247	0	85%	8%
DR. GLADYS M. EGBERT	513	96%	543	534	4	102%	6%
ERIN WOODS	375	78%	390	482	8	81%	3%
ERNEST MORROW	767	83%	734	929	0	79%	-4%
FOREST LAWN	1491	85%	1397	1762	0	79%	-6%
G. W. SKENE	243	74%	235	284	0	83%	9%
HIDDEN VALLEY	410	78%	410	523	10	78%	0%
IAN BAZALGETTE	555	85%	604	680	0	89%	4%
JACK JAMES	524	61%	557	818	0	68%	7%
JAMES SHORT MEMORIAL	300	64%	244	471	1	52%	-12%
KEELER	315	52%	342	609	0	56%	5%
LANGEVIN	662	102%	662	640	0	103%	1%
MOUNT VIEW	198	105%	161	215	0	75%	-30%
NOSE CREEK	1043	114%	1033	914	16	113%	-1%
PATRICK AIRLIE	259	103%	216	252	0	86%	-17%
PENBROOKE MEADOWS	206	55%	215	377	0	57%	3%
RADISSON PARK	272	70%	306	408	2	75%	5%
ROLAND MICHENER	233	89%	234	263	0	89%	0%
ROSEDALE	243	94%	240	259	2	93%	-1%
ROSEMONT	233	96%	211	242	0	87%	-9%
STANLEY JONES	558	100%	560	556	0	101%	0%
SUNNYSIDE	153	93%	162	198	0	82%	-11%
VALLEY CREEK	749	86%	732	870	12	84%	-2%
VALLEY VIEW	472	80%	473	588	0	80%	0%
VISTA HEIGHTS	167	75%	196	224	0	88%	13%
WEST DOVER	289	65%	280	447	0	63%	-2%
AREA 3 - TOTAL	14,825	82%	14,939	18,152	83	82%	1%

2019 - 2020 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

Attachment V

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- iii. $\text{Utilization Rate} = \text{Weighted Enrolment} \div \text{Provincial Capacity}$

SCHOOL	2018 WEIGHTED ENROLMENT	2018 PROVINCIAL % UTILIZ.	2019 WEIGHTED ENROLMENT	2019 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2019 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2018 to 2019)
AREA 4							
ANNIE FOOTE	568	111%	552	499	9	111%	-1%
ANNIE GALE	588	95%	577	640	8	90%	-5%
BOB EDWARDS	407	68%	455	610	0	75%	7%
CECIL SWANSON	459	104%	443	453	6	98%	-6%
CHIEF JUSTICE MILVAIN	501	94%	534	525	10	102%	8%
CHRIS AKKERMAN	590	111%	593	541	6	110%	-1%
CLARENCE SANSOM	585	76%	575	788	8	73%	-3%
COLONEL J. FRED SCOTT	491	104%	486	475	8	102%	-1%
CROSSING PARK	1243	126%	1156	1015	15	114%	-12%
DOUGLAS HARKNESS	345	103%	350	335	2	105%	2%
DR. GORDON HIGGINS	572	83%	583	696	8	84%	0%
FALCONRIDGE	482	84%	474	576	12	82%	-1%
GRANT MACEWAN	343	59%	420	571	12	74%	14%
GUY WEADICK	386	90%	319	430	6	74%	-16%
HUGH A. BENNETT	504	88%	564	576	0	98%	10%
LESTER B. PEARSON	1663	96%	1742	1739	0	100%	5%
LOUISE DEAN	197	96%	144	215	0	67%	-29%
MANMEET SINGH BHULLAR	473	89%	516	533	6	97%	8%
MARLBOROUGH	234	79%	253	341	2	74%	-5%
MAYLAND HEIGHTS	458	87%	458	527	0	87%	0%
MONTEREY PARK	518	80%	577	657	17	88%	7%
NELSON MANDELA	1963	110%	1930	1795	0	108%	-2%
O. S. GEIGER	409	80%	410	511	9	80%	0%
PETER LOUGHEED	868	91%	997	957	8	104%	14%
PINERIDGE	285	62%	271	431	6	63%	1%
RUNDLE	543	101%	537	536	10	100%	-1%
SADDLERIDGE	514	88%	536	587	12	91%	3%
SIR WILFRID LAURIER	467	90%	478	528	0	91%	1%
TARADALE	611	97%	639	643	10	99%	2%
TED HARRISON	819	92%	835	888	16	94%	3%
TERRY FOX	448	59%	464	766	0	61%	2%
AREA 4 - TOTAL	18,534	92%	18,868	20,384	206	93%	1%

2019 - 2020 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

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SCHOOL	2018 WEIGHTED ENROLMENT	2018 PROVINCIAL % UTILIZ.	2019 WEIGHTED ENROLMENT	2019 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2019 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2018 to 2019)
AREA 5							
ACADIA	337	65%	354	493	0	72%	7%
AUBURN BAY	624	103%	632	604	6	105%	1%
BRIDLEWOOD	511	87%	482	584	12	83%	-4%
CENTENNIAL	1862	122%	1726	1525	0	113%	-9%
CHAPARRAL	510	108%	497	484	8	103%	-5%
COPPERFIELD	507	87%	512	579	12	88%	1%
CRANSTON	509	87%	475	596	12	80%	-7%
DEER RUN	362	83%	373	434	6	86%	3%
DOUGLASDALE	411	91%	369	447	11	83%	-8%
DR. GEORGE STANLEY	835	91%	904	913	8	99%	8%
DR. MARTHA COHEN	861	91%	965	947	0	102%	11%
FAIRVIEW	793	80%	877	994	0	88%	8%
FISH CREEK	703	112%	733	647	0	113%	1%
HAULTAIN MEMORIAL	200	68%	198	293	0	68%	-1%
JOANE CARDINAL-SCHUBERT	1310	78%	2023	1811	0	112%	34%
LAKE BONAVISTA	347	87%	361	397	2	91%	4%
LE ROI DANIELS	492	87%	506	563	2	90%	3%
LORD BEAVERBROOK	1836	69%	999	2263	0	44%	-25%
MAPLE RIDGE	286	66%	335	432	0	78%	11%
MCKENZIE HIGHLANDS	735	78%	861	947	0	91%	13%
MCKENZIE LAKE	547	89%	473	643	2	74%	-15%
MCKENZIE TOWNE	551	86%	546	679	8	80%	-5%
MIDNAPORE	421	81%	417	543	12	77%	-4%
MIDSUN	825	87%	825	995	2	83%	-4%
MOUNTAIN PARK	819	101%	834	832	16	100%	-1%
NEW BRIGHTON	556	96%	593	579	12	102%	7%
PRINCE OF WALES	344	93%	317	381	4	83%	-9%
R. T. ALDERMAN	387	47%	515	826	1	62%	15%
SAMUEL W. SHAW	936	93%	895	1008	16	89%	-4%
SOMERSET	260	73%	248	374	4	66%	-7%
WILLOW PARK	684	95%	684	689	0	99%	5%
WILMA HANSEN	405	66%	440	623	8	71%	4%
AREA 5 - TOTAL	20,766	86%	20,969	24,125	164	87%	1%

2019 - 2020 SCHOOL ENROLMENT REPORT - School Capacity and Utilization

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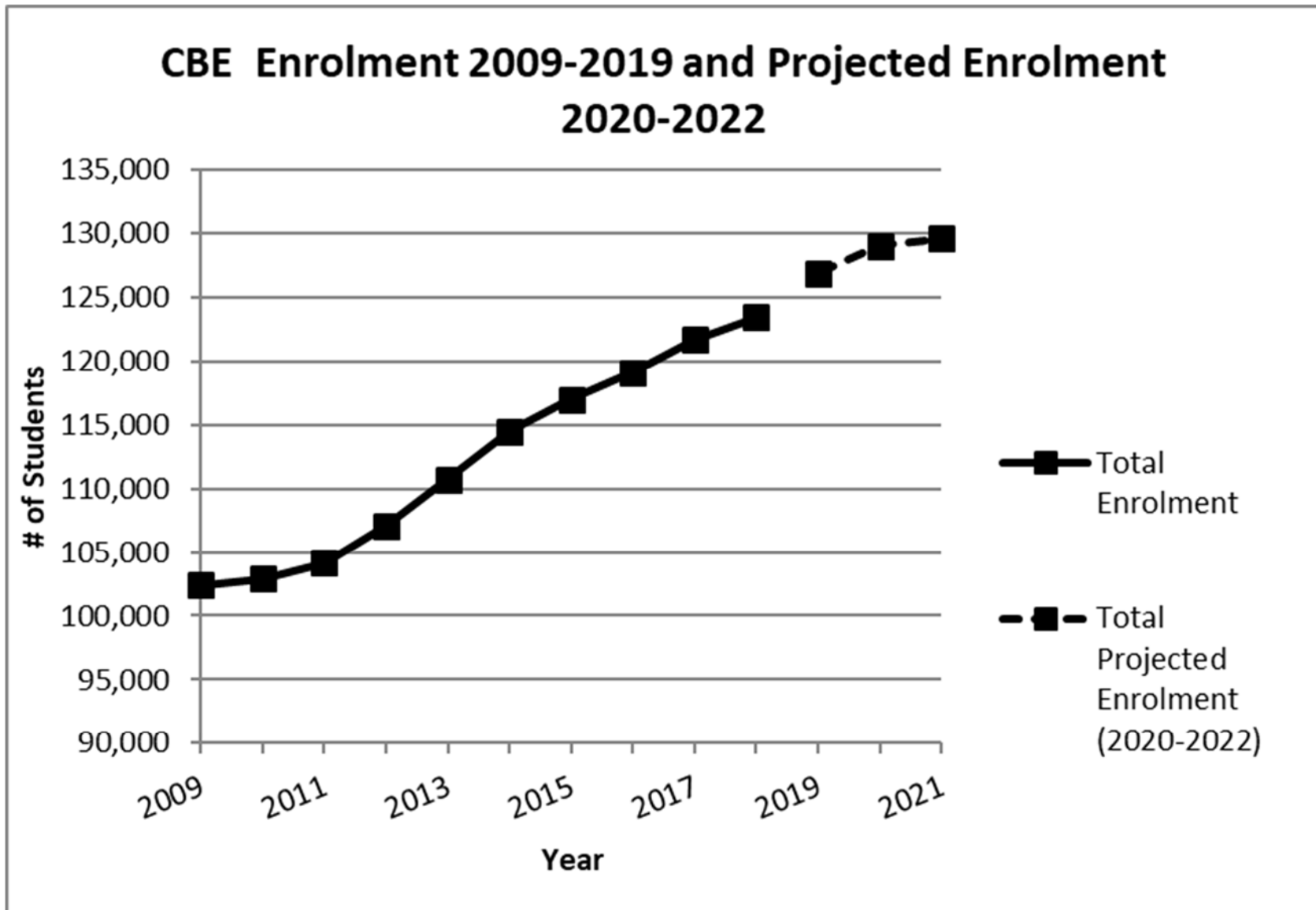
SCHOOL	2018 WEIGHTED ENROLMENT	2018 PROVINCIAL % UTILIZ.	2019 WEIGHTED ENROLMENT	2019 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2019 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2018 to 2019)
AREA 6							
A. E. CROSS	599	68%	633	886	0	71%	3%
ALTADORE	380	107%	367	397	0	92%	-14%
ALTERNATIVE HIGH	224	83%	230	271	0	85%	2%
ANDREW SIBBALD	308	74%	379	418	0	91%	17%
BANTING AND BEST	225	91%	196	250	2	78%	-12%
BRAESIDE	265	48%	285	536	0	53%	5%
CANYON MEADOWS	386	71%	398	546	0	73%	2%
CEDARBRAE	302	111%	271	276	0	98%	-13%
CENTRAL MEMORIAL	1405	69%	1395	2051	0	68%	-1%
CHINOOK PARK	493	67%	458	683	0	67%	0%
DAVID THOMPSON	546	80%	577	706	0	82%	1%
DR. E. P. SCARLETT	1752	104%	1616	1762	0	92%	-12%
ETHEL M. JOHNSON	398	76%	398	527	0	76%	0%
EUGENE COSTE	330	57%	337	560	0	60%	3%
EVERGREEN	424	73%	404	593	12	68%	-5%
GLENBROOK	264	67%	262	395	0	66%	-1%
GLENMEADOWS	340	66%	332	516	11	64%	-2%
HAROLD PANABAKER	318	54%	372	592	4	63%	9%
HAYSBORO	182	61%	190	226	0	84%	23%
HENRY WISE WOOD	1499	70%	1546	2144	0	72%	2%
JANET JOHNSTONE	434	86%	416	507	8	82%	-4%
JOHN WARE	542	90%	560	603	1	93%	3%
LOUIS RIEL	904	104%	917	867	4	106%	2%
MARSHALL SPRINGS	779	88%	869	881	0	99%	11%
NELLIE MCCLUNG	404	78%	369	516	0	72%	-7%
NICKLE	568	78%	589	733	3	80%	3%
RIVERBEND	431	89%	462	502	6	92%	3%
ROBERT WARREN	236	43%	266	538	4	49%	7%
RON SOUTHERN	201	38%	260	549	-	47%	9%
SAM LIVINGSTON	473	85%	424	576	7	74%	-11%
SHERWOOD	471	65%	438	713	0	61%	-4%
SUNDANCE	397	79%	416	500	8	83%	4%
WOODBINE	434	101%	441	453	7	97%	-3%
WOODLANDS	267	66%	288	402	4	72%	5%
WOODMAN	503	60%	544	846	0	64%	4%
AREA 6 - TOTAL	17,684	75%	17,905	23,521	81	76%	1%

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SCHOOL	2018 WEIGHTED ENROLMENT	2018 PROVINCIAL % UTILIZ.	2019 WEIGHTED ENROLMENT	2019 PROVINCIAL CAPACITY	# Of Modulars/ Portables	2019 PROVINCIAL % UTILIZ.	Provincial Utilization Difference (2018 to 2019)
AREA 7							
ALEXANDER FERGUSON	244	96%	236	251	0	94%	-2%
ALL BOYS SCHOOL @ Sir James Lougheed	173	74%	156	235	0	66%	-7%
BATTALION PARK	410	59%	461	691	13	67%	7%
BISHOP PINKHAM	488	64%	500	769	0	65%	2%
BRIAR HILL	234	84%	229	278	0	82%	-2%
COLONEL WALKER (includes Pittoais)	339	56%	356	602	1	59%	3%
CONNAUGHT	345	87%	397	399	0	100%	13%
DR. ROBERTA BONDAR	496	91%	533	539	0	99%	8%
EARL GREY	220	65%	208	317	0	66%	1%
ELBOW PARK	192	69%	204	276	0	74%	5%
ELBOYA	722	100%	738	723	3	102%	2%
ERNEST MANNING	1971	118%	2108	1676	0	126%	8%
GLAMORGAN	701	104%	711	677	2	105%	2%
GLENDALE	228	75%	215	304	0	71%	-4%
GRIFFITH WOODS	952	105%	964	911	-	106%	1%
HILLHURST	309	92%	280	357	0	78%	-14%
JENNIE ELLIOTT	584	86%	604	677	0	89%	3%
KILLARNEY	338	91%	371	373	0	100%	9%
MOUNT ROYAL	317	73%	337	459	0	73%	1%
OLYMPIC HEIGHTS	593	88%	622	677	14	92%	4%
QUEEN ELIZABETH	299	77%	302	387	2	78%	1%
QUEEN ELIZABETH JR/SR	1180	86%	1173	1355	0	87%	1%
RAMSAY	137	86%	154	229	0	67%	-18%
RICHMOND	197	77%	220	278	0	79%	2%
RIDEAU PARK	419	89%	490	449	0	109%	21%
ROSSCARROCK	139	31%	170	426	0	40%	9%
SIMONS VALLEY	680	98%	662	694	12	95%	-3%
SUNALTA	334	86%	325	390	0	83%	-2%
UNIVERSITY	411	77%	384	537	0	72%	-5%
VINCENT MASSEY	756	81%	746	945	0	79%	-2%
WEST RIDGE	760	83%	870	916	8	95%	12%
WEST SPRINGS	532	91%	543	596	12	91%	0%
WESTERN CANADA	2286	108%	2294	2127	0	108%	0%
WESTGATE	503	74%	527	678	0	78%	4%
WILDWOOD	396	63%	418	628	0	67%	4%
WILLIAM REID	262	96%	252	273	4	92%	-4%
AREA 7 - TOTAL	19,147	87%	19,760	22,099	71	89%	3%
GRAND TOTALS	126,623	85%	128,548	149,138	819	86%	1%



2019 - 2020 LEASED SPACE IN OPERATING CBE SCHOOLS

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

CBE Area	School Name	Tenant Name	Lease Area (Sq. m.)
1	Belvedere Parkway	Connect Society - Deafness, Education & Family Services	352
1	Belvedere Parkway	Kids Love Bowness Ltd.	227
1	Bowcroft	Ranchlands Children Come First Association	446
1	Bowcroft	RIEL Institute for Education & Learning	82
1	Captain John Palliser	Captain John Palliser Out-of-School Care	430
1	Dr. E.W. Coffin	Millennium Kidz N Kare Ltd.	224
1	Edgemont	STEM Learning Lab Incorporated	433
1	Eric Harvie	STEM Learning Lab Incorporated	340
1	Hawkwood	Ranchlands Children Come First Association	338
1	Marion Carson	Pre-Kindergarten Educational Services	89
1	Marion Carson	Seeds of S.P.I.C.E Early Learning Centre Inc.	358
1	Terrace Road	1439723 Alberta Ltd O/a Summit Kids	372
1	Terrace Road	University Heights Nursery School Association	74
1	Tuscany	STEM Learning Lab Incorporated	165
1	West Dalhousie	Dalhousie Community Association	349
2	Banff Trail	Ranchlands Children Come First Association	333
2	Beddington Heights	1677939 Alberta Inc. O/a Adventures Child Care	397
2	Buchanan	Ranchlands Children Come First Association	114
2	Buffalo Rubbing Stone	Thornhill Child Care Society	458
2	Cambrian Heights	Alberta Health Services	327
2	Cambrian Heights	Ranchlands Children Come First Association	346
2	Capitol Hill	Adventurers School Age Care Ltd.	416
2	Collingwood	Adventurers School Age Care Ltd.	350
2	Colonel Sanders (TLC)	Student Care Inc. O/a Northmount Student Care	254
2	Dalhousie	Dalhousie Community Association	454
2	Dalhousie	STEM Learning Lab Incorporated	134
2	Dr. J.K. Mulloy	Little Steps Before and After School Care * tenant change	179
2	Highwood	Ranchlands Children Come First Association	436
2	Huntington Hills	1439723 Alberta Ltd O/a Summit Kids	224
2	Kenneth D. Taylor	Ranchlands Children Come First Association	342
2	King George	Pleasant Heights After School Care Association	333
2	North Haven	Topp Kids Child Care Centre * tenant change	403
2	Panorama Hills	Pleasant Heights After School Care Association	388
2	W.O. Mitchell	1439723 Alberta Ltd O/a Summit Kids	374
3	Abbeydale	RIEL Institute for Education & Learning	106
3	Belfast	Student Care Inc. O/a Belfast Student Care	270
3	Coventry Hills	Topp Kids Child Care Centre	231
3	Mount View	Churchill Park Family Care Society	173
3	Niitsitapi Learning Centre	Alberta Health Services (Elbow River Healing Lodge)	18
3	Rosemont	Rosemont Community Childcare	224
3	Stanley Jones	1677939 Alberta Inc. O/a Adventures Child Care	447
3	Sunnyside	Pre-Kindergarten Educational Services	104
3	Sunnyside	Sunnyside Out-of-School Care	110
3	Valley View	Metis Calgary Family Services	82
4	Louise Dean (Kensington)	255404 Alberta LTD. O/a Calgary Foothills Primary Care Network	40
4	Louise Dean (Kensington)	Catholic Family Service of Calgary	580
4	Manmeet Singh Bhullar	First Friends Out of School Care	228
4	Marlborough	Kidzclub Calgary Ltd.	179
4	Mayland Heights	Society of Briar Hill Children's Programs	121
4	Taradale (Childcare Portable)	Student Care Inc. o/a Taradale Student Care	201
5	Acadia	1677939 Alberta Inc. O/a Adventures Child Care	168

2019 - 2020 LEASED SPACE IN OPERATING CBE SCHOOLS

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

CBE Area	School Name	Tenant Name	Lease Area (Sq. m.)
5	Auburn Bay	Seeds of S.P.I.C.E Early Learning Centre Inc.	458
5	Chaparral (Childcare Portable)	Juvenescence Child Development Centre Ltd.	201
5	Chaparral	Juvenescence Child Development Centre Ltd.	236
5	Copperfield	Topp Kids Child Care Centre	344
5	Cranston	Juvenescence Child Development Centre Ltd.	330
5	Douglasdale	A Step Ahead - Child Development Services	154
5	Fish Creek	1st Class - After Class	339
5	Lake Bonavista	1133491 Alberta Ltd. O/a Rec House	226
5	Maple Ridge	Topp Kids Child Care Centre	262
5	McKenzie Lake	Topp Kids Child Care Centre <i>*new program</i>	165
5	McKenzie Towne	1133491 Alberta Ltd. O/a Rec House	227
5	Midnapore	Mid-Sun Community Association o/a Mid-Sun Child Care	312
5	New Brighton	1st Class - After Class	344
5	Prince Of Wales	Topp Kids Child Care Centre	461
6	Altadore	Peter Pan Daycare Inc.	263
6	Andrew Sibbald	1133491 Alberta Ltd. O/a Rec House	268
6	Banting and Best	STEM Learning Lab Incorporated <i>* new program</i>	177
6	Braeside	Pre-Kindergarten Educational Services	79
6	Chinook Park	Adventurers School Age Care Ltd.	446
6	Ethel M. Johnson	1677939 Alberta Inc. O/a Adventures Child Care	269
6	Eugene Coste	Calgary Child's Play Inc.	515
6	Eugene Coste	Engineering For Kids	163
6	Evergreen	Topp Kids Child Care Centre	338
6	Glenbrook	Glenbrook Community Preschool	73
6	Glenmeadows	Calgary Child's Play Inc.	105
6	Haysboro	Maple Roots Inc.	60
6	Janet Johnstone	Creations Child Care	244
6	Kingsland	G.R.I.T. Calgary Society	95
6	Nellie McClung	1439723 Alberta Ltd O/a Summit Kids	324
6	Ron Southern	1st Class - After Class	157
6	Sam Livingston	1133491 Alberta Ltd. O/a Rec House	369
6	Sundance	Children Can Succeed Inc.	227
7	Alexander Ferguson	Alexander Ferguson Elementary School Society	255
7	Battalion Park (Childcare Portable)	Kidzinc School Care Society of Alberta	201
7	Battalion Park	Kidzinc School Care Society of Alberta	87
7	Briar Hill	Hounsfield Heights - Briar Hill Parent-Child Co-op Playschool	84
7	Briar Hill	Society of Briar Hill Children's Programs	363
7	Connaught	Churchill Park Family Care Society	222
7	Dr. Oakley	Boys and Girls Clubs of Calgary	81
7	Dr. Roberta Bondar	1439723 Alberta Ltd O/a Summit Kids	416
7	Earl Grey	Little Steps Before and After School Care <i>* tenant change</i>	337
7	Elbow Park	Seeds of S.P.I.C.E Early Learning Centre Inc.	220
7	Glamorgan	Maple Roots Inc.	241
7	Glendale	Calgary Child's Play Inc.	141
7	Jennie Elliott	Student Care Inc. O/a Jennie Elliott Student Care	411
7	Killarney	Kidzinc School Care Society of Alberta	255
7	Olympic Heights	Kidzinc School Care Society of Alberta	349
7	Queen Elizabeth	Adventurers School Age Care Ltd.	310
7	Ramsay	Janus Academy Society	405
7	Ramsay	STEM Learning Lab Incorporated	141
7	Richmond	Richmond Child Care Association	480

2019 - 2020 LEASED SPACE IN OPERATING CBE SCHOOLS

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

CBE Area	School Name	Tenant Name	Lease Area (Sq. m.)
7	Rideau Park	1439723 Alberta Ltd O/a Summit Kids	154
7	Rosscarrock	Creative Discoveries	86
7	Simons Valley	STEM Learning Lab Incorporated	309
7	Sir James Lougheed	1439723 Alberta Ltd O/a Summit Kids	339
7	Sunalta	Scarboro Community Preschool	92
7	Sunalta	Student Care Inc. O/a Sunalta Student Care	199
7	University	1439723 Alberta Ltd O/a Summit Kids	546
7	University	Alberta Science Network	60
7	West Ridge	STEM Learning Lab Incorporated	159
7	West Springs	Maple Roots Inc.	333
7	Westgate	Calgary Child's Play Inc.	531
7	Wildwood	Kidzinc School Care Society of Alberta	275
7	William Reid	Seeds of S.P.I.C.E Early Learning Centre Inc.	504

AREA 1: 4,276.70
 AREA 2: 6,260.60
 AREA 3: 1,763.70
 AREA 4: 1,348.30
 AREA 5: 4,226.00
 AREA 6: 4,170.80
 AREA 7: 8,582.90

 30,629.00

2019 - 2020 LEASE OF SURPLUS SCHOOL FACILITIES

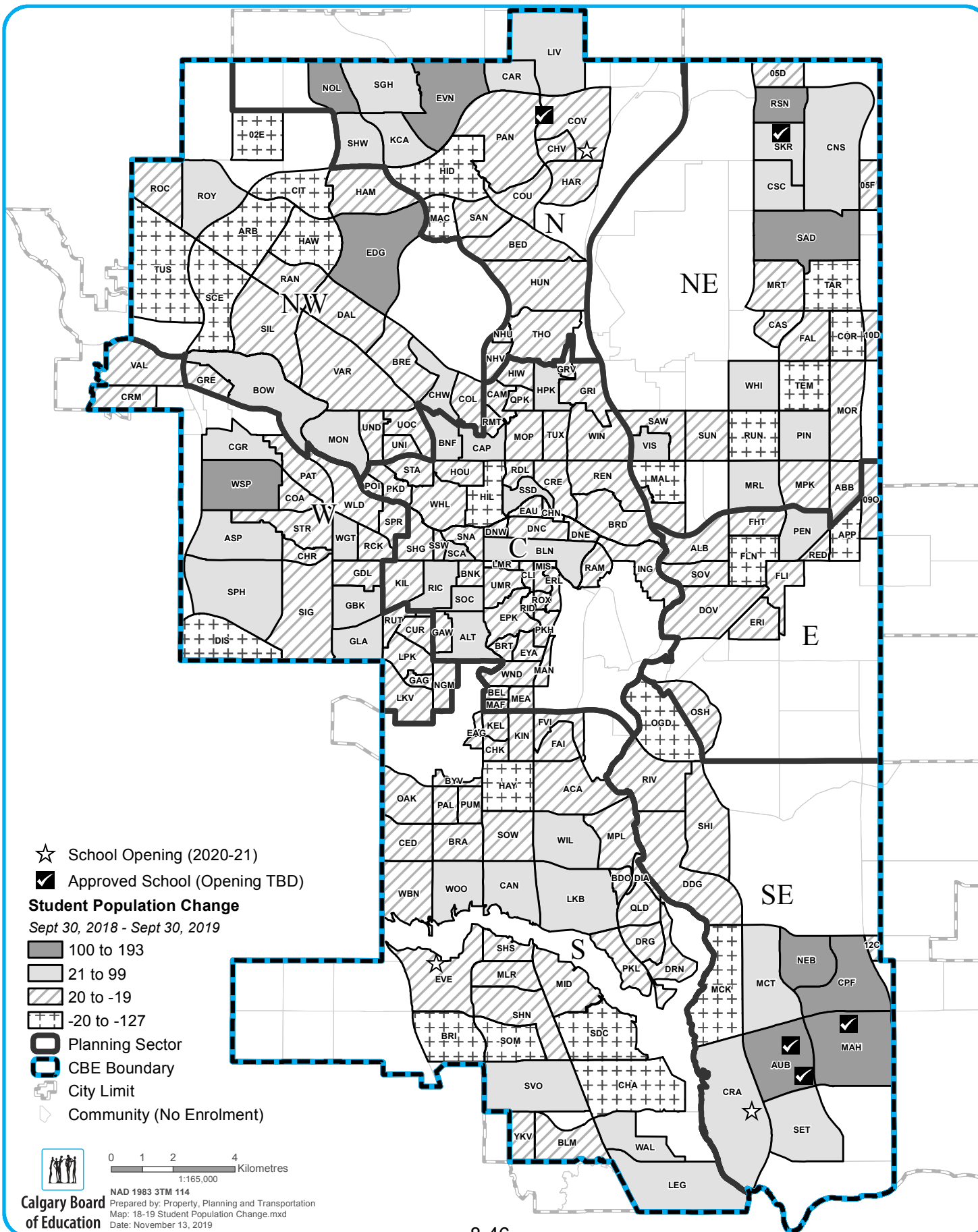
AREA	SCHOOL NAME	LESSEE NAME	LEASE AREA (Square Metres)
1	Belvedere Parkway Bungalow	Thornhill Child Care Society	373.2
1	Parkdale	Westmount Charter School	6,375.0
2	Montgomery - McKay Road	Foundations for the Future Charter Academy	6,441.8
3	Greenview	Foundations for the Future Charter Academy	4,669.4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

AREA 1: 6,748.2
 AREA 2: 6,441.8
 AREA 3: 4,669.4
 AREA 4: 3,853.2
 AREA 5: 7,750.5
 AREA 6: 13,925.8
 AREA 7: 21,435.3

TOTAL SQUARE METRES LEASED: 64,824.2

Student Population Change (By Community)

September 30, 2018 to September 30, 2019



- ☆ School Opening (2020-21)
- ☑ Approved School (Opening TBD)

Student Population Change

Sept 30, 2018 - Sept 30, 2019

- 100 to 193
- 21 to 99
- 20 to -19
- 20 to -127

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



0 1 2 4 Kilometres
1:165,000

| appendix | Complex Learning Definitions

ACCESS - Attitude, Community Competence, Elements of Academic Curriculum, Social Skills

Attitude, Community Competence, Elements (of Academic Curriculum), Social Skills (ACCESS) classes offer intensive supports and services to students in grades 7-12 who are diagnosed with moderate cognitive (intellectual) or developmental disabilities. The goal of the ACCESS program is to prepare students for transition to adult life in the community. ACCESS teachers recognize students' unique sensory and learning needs. They work with their students on functional academic and living skills. These include communication, community awareness and appropriate social interaction, pre-vocational (work) skills, and assisting students to be as independent as possible in their home, school, and community environment. A modified curriculum is implemented based on the individual needs of each student. Instruction may be individual or in small groups and includes the use of assistive technology and augmentative communication systems. Inclusion within community school classes and activities occurs as appropriate. Class size may range from 9-11 students in each class along with program staff.

ALP - Adapted Learning Program

The **Adapted Learning Program (ALP)** is for students in grades 7-12 who have moderate cognitive (intellectual) disabilities. The goal is to enable each student to function as independently as possible in home, school, and community settings. ALP teachers work with their students to develop communication, social, functional living, literacy, and numeracy skills. Pre-vocational and vocational opportunities (work experience) are also supported. A modified curriculum is implemented based on the individual needs of each student. Instruction includes individual and small group activities and the use of assistive technologies. ALP provides opportunities to be included in the community school through complementary courses (options), clubs, sports, and special events. Class size may range from 11 - 13 students in each class along with program staff. Vecova is a society providing services to individuals with disabilities. They are contracted to support students in ALP classes at the high school level with Supported Work Study as part of the vocational programming.

ASD Cluster – Autism Spectrum Disorder Cluster Program

Programming for students with Autism Spectrum Disorder

The ASD Cluster offers inclusive learning environments for students with a diagnosis of high functioning Autism Spectrum Disorder (ASD). Students are fully integrated into typical classrooms with same age peers. The purpose of the ASD Cluster is to address academic, social, communication, behavior, emotional regulation, organizational, and self-management learning needs. The goal is to teach students the skills they need to be able to function as independently as possible and to enable them to succeed within their community school. The ASD Cluster has a Program Teacher that teams with students' classroom teachers. Together they plan and implement curriculum modifications and instructional accommodations, individualized and personalized for each student. The Program Teacher may work directly with small groups or individual students to address specific learning needs.

Bridges – Elementary and Junior High Students

Bridges offers a specialized setting for students from elementary to high school. Students are identified with diagnoses that present as severe externalizing behaviours which severely impact their success in a traditional program. The purpose of the Bridges Class is to assist each student to achieve academic success, self-regulation skills, and personalized lifelong health and wellness skills and strategies through flexible programming. The emphasis of specialized instruction is on establishing safety, building relationships, teaching self-regulation strategies, problem solving strategies, social skills development and academic engagement. Curriculum modifications and instructional accommodations are implemented based on the individual needs of each student. Solid communication between the school, parents and other service providers is a cornerstone for success. Supported transitions progressing toward partial or full integration into their school's regular community program and/or the workplace are additional goals. Students in the Bridges Class are part of the school community and participate in school events and larger class settings as they develop and practice new skills. Each class is typically staffed with a teacher and support worker. A CBE psychologist and a school/family liaison are assigned to support the Bridges Class. Each class typically ranges from 8 to 12 students, depending on grade level and complexity.

CSSI - Communication, Sensory, Social Interaction

Communication, Sensory and Social Interaction (CSSI) classes offer unique learning environments which provide intensive supports and services to students in grades 1 – 12 who have been diagnosed with Autism Spectrum Disorders (ASD) and who have moderate to severe cognitive (intellectual) developmental disabilities. The purpose of CSSI is to develop students' abilities to be as independent as possible in their home, school, and community environments. CSSI teachers recognize students' unique sensory and learning needs. They work with their students on functional academic and living skills, communication skills and appropriate social interactions. A modified curriculum is used. Teachers base their instruction on the individual needs of each student, with a specific focus on sensory regulation. Instructional techniques may include individual and small group instruction and the use of assistive technology and augmentative communication systems. Inclusion in activities and events within the school community is provided where appropriate. CSSI classes typically have six students. Program staff includes one full time teacher and two full time education assistants, depending upon the complexity of the needs of the individual students.

DHH - Deaf & Hard of Hearing

The Calgary Board of Education provides a continuum of services for students who are Deaf of Hard of Hearing (DHH).

The Deaf and Hard of Hearing Program supports students who are DHH in their community schools, or in congregated settings through a Bilingual (American Sign Language and English) Approach, Aural/Oral Approach, or sign supported speech.

DHH Congregated Programs

Each DHH classroom is directly supported by a Teacher of the Deaf and Hard of Hearing, or Special Education Teacher, and has access to an education assistant or educational interpreter, as needed. Typical class size ranges from 6 to 10 students. The ratio of students to staff varies depending on grade level and complexity of student needs. Integration opportunities in other classrooms, curriculum modifications, instructional accommodations, and learning technologies are personalized based on the needs of each student. Outside agency service providers may also be utilized where necessary and appropriate. The programs are supported by a multidisciplinary

team that may include: an Educational Audiologist, Speech Language Pathologist, Psychologist, Occupational Therapist and Physical Therapist.

Jennie Elliott School, Aural/Oral Approach, Grades 1-6

This program emphasizes the use of speech, residual hearing, visual English in the form of sign supported speech, speech reading and the use of written English. The primary program goal is developing skills in listening and spoken language, reading and writing, and self-advocacy. Language is taught directly and intentionally throughout all subject areas, using a variety of techniques, including assistive technology. Students in this program have hearing aids or cochlear implants and/or use personal FM sound systems. Students have access to the mandated Alberta Education curriculum that is personalized to their learning needs and have the opportunity for integration into other classrooms where appropriate. This program is recommended for families who have expressed a preference for their children to learn through aural methods of input (listening to English) and oral expression (speaking).

Jennie Elliott School, Bi-lingual Approach – ASL and English, Grades 1-6

This program emphasizes the use of American Sign Language (ASL) for language learning. The primary program goal is to optimize students' communication abilities in ASL in conjunction with literacy and numeracy skills. These students benefit from direct support in developing expressive/receptive language skills, including English language instruction through reading and writing. Personal FM systems are available for those students who have hearing aids or cochlear implants. Depending on the personalized learning needs of individual students, strategies for developing spoken English and listening skills are both determined and directed by an Alberta Health Services' Speech Language Pathologist. Students are exposed to Deaf culture and participate with their hearing peers in select educational opportunities and social activities within the school. This program is recommended for families whose children require ASL to communicate or have expressed a preference for their children to learn through direct instruction in ASL.

Queen Elizabeth Junior/Senior High School, Grades 7-12

Communication and instruction is through American Sign Language, spoken/written English, or sign supported speech based on student needs. The primary program goal is to optimize students' academic achievement, communication abilities, and personal development. Students in this program may have hearing aids and/or cochlear implants and have the option to use personal FM systems. A combination of congregated DHH, co-enrolment, and/or integrated environments is available. Students may participate in bi-cultural learning experiences through educational opportunities and activities in the congregated classrooms and throughout the school. The students who have attended the DHH Programs at Queen Elizabeth Elementary or Stanley Jones Elementary typically feed into the junior high DHH Program.

DHH in Community Schools

Strategists for the DHH support the school learning team in relation to the use of assistive technology, IPP development, accommodations and teaching strategies. Strategists also work directly with DHH students to support independence with amplification and technology, and to address auditory skill development, literacy and language development, self-advocacy, social/emotional development and transitions.

Educational Audiologist

Community Schools and Congregated Settings

FM and DM (Digital Modulation) systems are provided and/or supported by the Educational Audiologist. Support includes: 1) monitoring, troubleshooting and repair 2) verifying FM/DM characteristics to ensure that the FM/DM systems and hearing aids/cochlear implants work properly together 3) building capacity of teachers through in-services about hearing loss, using assistive technology, and classroom acoustics and 4) building capacity of strategists, teachers, education assistants, and students to develop monitoring and troubleshooting skills.

EDC - Early Development Centre

Calgary Board of Education Early Development Centres (EDC) – Early Intervention Preschool Programs for Children Identified With Special Needs Aged 2 Years 8 Months to 4 Years 5 Months Old.

The Calgary Board of Education (CBE) Early Development Centres (EDC) provides a multitude of supports within the classroom environment. Funding from Alberta Education, combined with services provided by the CBE, enhance the opportunities to access support, personnel, and resources for children identified with a moderate or severe diagnosis of a disability or delay.

The classroom teacher is the centre of the child's Learning Team and works collaboratively with a Multidisciplinary Team to support the learning experiences. The Multidisciplinary Team consists of an Education Assistant or Early Childhood Practitioner, Early Learning Strategist, Speech-Language Pathologist, Occupational Therapist, Physical Therapist, Music Therapist and Family Orientated Programming Facilitators. Additional Supports may include Psychologists, Behaviour Analysts/Behaviour Consultants and School Family Liaison.

In the EDC classroom, children interact and learn through a personalized play-based program in a responsive learning environment. Each child's strengths are built upon to support their development and successful participation in preschool.

The CBE recognizes the importance of early intervention. This belief is reflected in the level of supports and services provided to our youngest learners in their EDC programs.

GATE – Gifted and Talented Education

In GATE, the goal is to support academic and personal development, encouraging self-understanding and the achievement of individual potential. GATE programming allows gifted learners to work collaboratively in classes of like-minded peers for their academic studies. Students may progress at a faster pace through the regular curriculum (Alberta Education Programs of Study). They are provided with frequent opportunities to apply higher level thinking skills and diverse problem solving strategies to real world topics. There are opportunities to explore areas of particular interest through independent research. GATE students in junior high and high school have the same choices of complementary courses (options) as other students of the school. They are typically active in school wide activities and extracurricular programs. At the high school level GATE programming may also include courses selected from the Advanced Placement (AP) and International Baccalaureate (IB) programs. Class sizes are typically between 16 and 27 depending upon the grade level and the complexity of the needs of the individual students.

Hera

Hera is a partnership between the Calgary Board of Education and the Boys and Girls Club of Calgary. It provides school and community based support to at-risk girls ages 13-17 who are vulnerable to sexual exploitation. Students attend Hera voluntarily. There may be substance abuse with associated risks. The goal of Hera is to help each young woman to move forward in a positive direction. Staff members teach skills, knowledge, and competencies so each student can remove herself from risk. Hera provides supported transition to community school and/or work experience settings. All aspects of the program are grounded in trauma-informed practice. Instruction focuses on core academics and experiential learning. Customized services from the Boys and Girls Club may include in-home family support, therapy, mentoring, Youthwork and/or Community Resource Connections. These may be offered outside of school hours. The class is

staffed with a teacher and a behaviour support worker. A psychologist also supports the team in addressing the students' current academic and emotional needs. Typically, the class size is 8- 10 students depending upon the complexity of the needs of the individual students.

L&L – Learning and Literacy

The L&L class is for students identified with learning disabilities in Division II and III. The goal of L&L class is to assist each student in gaining skills, knowledge, and competencies to reach their academic, social, and emotional potential. The service delivery model within the L&L class is a fully blended classroom model with an emphasis on developing literacy skills (reading and writing) within classroom instruction. The model of service delivery allows for team teaching using Universal Design for Learning as the basis of curriculum planning and delivery. Inclusive learning technologies, curriculum design, accommodations, and all key components for students with learning disabilities are implemented based on the individual needs of each student.

LEAD – Literacy, English and Academic Development

The LEAD class provides intensive supports and services for students and families who have been identified as English Language Learners with backgrounds of Limited Formal Schooling. The ultimate programming goal of the LEAD class is to provide sheltered, trauma-sensitive, short-term language, academic and cultural instruction to enable students to transition into community classes. Instructional programming focusses on intensive oral English language development, basic literacy, numeracy, and cultural and social adjustment.

LEAD is offered for students in Grades 4-12. Students remain in LEAD classes for a maximum of twenty months after which they are assessed for their readiness to transition to ESL programming in their community school. Students are expected to progress three to five grade levels in that time-frame.

MH Transitions

Transitions is offered in collaboration with Wood's Homes (Wood's) and Alberta Health Services (AHS). It is for students in grades 1-12 who are not able to attend or to benefit from other programs due to significant internalizing mental health disorders which severely impact their ability to access school engagement and/or programming. Students may or may not have identified diagnoses. Transitions students need significant support to 'bridge' into a school setting. The goal is to identify and address barriers to mental wellness, school engagement and success. AHS and Wood's staff plays important roles in providing therapeutic programming and connecting students and families to medical, mental health, and community supports. Mental health curriculum, numeracy, and literacy, are starting points for personalizing learning, practicing re-engagement and school readiness skills. Academic programming is personalized based on individual student needs and readiness. Program staff use a strength based, trauma-informed framework to guide programming, starting from where the student and family begin. Connection to, and integration with, other students in the school is planned based on the individual needs of each student. Calgary Board of Education staff includes one full-time teacher and one full-time behaviour support worker. AHS provides a mental health therapist and Wood's provides a family support worker. There are typically 6 to 10 students in a Transitions class depending on the grade levels and complexity of the students

PLP - Paced Learning Program

Paced Learning Program (PLP) classes are for students in grades 4 – 12 who have been identified with mild or moderate cognitive (intellectual) developmental disabilities. PLP teachers provide instruction and learning opportunities that help students function as independently as possible at home, in the community, and in the workplace. Curriculum modifications and instructional accommodations are implemented based on each student's strengths and needs. At the elementary level, the modified curriculum includes an emphasis on basic literacy, numeracy, daily living, communication, and problem solving skills. At the secondary level programming includes a focus on functional life and work skills such as time-management, self-advocacy, citizenship, community involvement and recreation. PLP programming also provides pre-vocational and vocational (work) opportunities. As well, it provides students with opportunities for inclusion in complementary courses (options), clubs, sports, and special events within the community school. Class size may range from 11-13 students in each class along with program staff.

SKILL - Social Knowledge, Independent Living and Language

Social Knowledge, Independent Living and Language (SKILL) classes offer intensive supports and services to students in Grades 1-6 who have been diagnosed with moderate cognitive (intellectual) developmental disabilities. The goal of the SKILL class is to teach students to be able to function as independently as possible in their home and community. SKILL teachers recognize their students' unique sensory and learning needs. They work with them on functional living skills, including communication, appropriate social interactions, and being as independent as possible in their home, school, and community environments. A modified curriculum is implemented based on the individual needs of each student. Instructional accommodations may include the use of assistive technology, augmentative communication systems, and individual and small group instruction. Opportunities for inclusion with the rest of the school community are provided wherever appropriate. Class size may range from 9-11 students in each class along with program staff.

TASC - Teaching of Attitude, Social Skills and Communication

Teaching of Attitude, Social Skills, and Communication (TASC) classes are designed to provide intensive supports and services for students in Grades 1-12 who have moderate to severe cognitive (intellectual) and developmental disabilities. The goal of the TASC class is to support students to be able to function as independently as possible in their home, school and community environments. TASC programming teaches students functional academic and living skills, communication skills, appropriate social interactions, and addresses the students' unique sensory needs. . A modified curriculum is implemented based on the individual needs of each student. Instructional accommodations may include the use of assistive technology, augmentative communication systems, individual and small group instruction. Opportunities for inclusion both within the school and the community are provided as appropriate. A TASC class typically has up to 6 students and is staffed with one teacher and two full time educational assistants.

The Class

The Class offers a specialized setting for students from elementary to high school. Students are identified with diagnoses that present as severe internalizing behaviours which severely impact their success in a traditional program. All students are receiving therapeutic and/or medical treatment outside of school or have recently completed treatment and their service provider remains involved. Solid communication between the school, parent and other service providers is a cornerstone for success. The purpose of The Class is to assist each student to achieve

academic success and to develop personalized lifelong health and wellness skills and strategies through flexible programming. The emphasis of specialized instruction is on understanding the continuum of mental health, establishing safety, building relationships, teaching self-regulation strategies, problem solving strategies, and mental health literacy. Supported transitions progressing toward partial or full integration into their school's regular community program and/or the workplace are additional goals. The Class is staffed with a teacher and a behaviour support worker. A CBE psychologist and a school/family liaison are assigned to support The Class. There are typically 8 to 14 students in The Class, depending on grade level and complexity.

report to Board of Trustees

Correspondence

Date	December 3, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trish Minor, Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

1 | Recommendation

The following correspondence is being provided to the Board for information:

- Letter dated September 18, 2019 to the Minister of Education, re: Alberta Education's validation and verification work.
- Letter dated September 18, 2019 to the Minister of Education, re: Funding for Specialized Transportation.
- Letter dated October 8, 2019 received from the Minister of Education, re: Funding for Specialized Transportation.

Attachments: Relevant Correspondence





Board Chair

Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Lisa Davis Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

September 18, 2019

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

Dear Minister Adriana LaGrange:

RE: Alberta Education’s validation and verification work

On September 18, 2018 we wrote to the then Minister of Education regarding Alberta Education’s validation and verification work associated with student enrolment. Letter is attached. To date we have not received a response.

In that letter, the Calgary Board of Education indicated it fully supports being accountable for the use of public funds in support of public education. Accountability is fundamental to gaining and maintaining public confidence in Alberta public services.

That said, the Calgary Board of Education’s (the CBE) concern was, and is, that the validation and verification work results in a financial penalty that is applied after public education services have been provided. For example, the CBE has recently had more than \$3 million dollars clawed back from its August 2019 funding for students deemed to be ineligible for public education services provided in the school year ending June 2019. For reference, \$3 million is the equivalent of 30 necessary teacher positions.

The CBE also identified that the validation and verification process directly targets students who have very complex immigration and legal issues that can affect their eligibility to obtain an Alberta public education.

It is the CBE’s view that the claw-back (repayment) of funds as part of the current validation and verification process has consequences that are contrary to the mission and values of both Alberta Education and the CBE.

Specifically:

- School jurisdictions are incented to remove students from the learning environment and seek to recover the costs of the programs and services provided. In many cases those students are members of very

vulnerable populations including both immigrant and indigenous children with often-limited financial resources;

- The removal of funding after the provision of services affects all students given that education dollars support the learning of all students. Removing more than \$3 million from our budget will result in reduced services and supports for all students; and
- Significant claw-backs incent jurisdictions to add additional administrative resources to non-core functions. As noted, these are students with complex residency issues that require significant expertise in non-educational matters to adjudicate. It is unfortunate that school jurisdictions are being asked to devote ever-increasing resources to these non-educational activities to meet complex legal requirements.

As set out in our letter of September 18, 2018 we are very confident that a solution can be found that demonstrates sound accountability for the public dollars that are invested in public-education while ensuring that school jurisdictions can continue to direct the maximum amount of dollars to the classroom, rather than administrative overhead.

Like Alberta Education, the CBE is fully committed to students and their learning. We would appreciate the opportunity to work with Alberta Education to find cost-effective solutions that eliminate red-tape and put the needs of all students first.

Kind regards,



Marilyn Dennis
Chair, Board of Trustees

cc: Christopher Usih, Chief Superintendent
Brad Grundy, Superintendent, Chief Financial Officer

Attachment



Board Chair

Trina Hurdman Wards 1 & 2

Vice-Chair

Marilyn Dennis Wards 5 & 10

Trustees

Althea Adams Wards 3 & 4

Lisa Davis Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

September 18, 2018

Honourable David Eggen
Minister of Education
228 Legislature Building
10800 – 97th Avenue
Edmonton, AB T5K 2B6

Dear Minister Eggen,

The Calgary Board of Education fully supports accountability for the use of public funds in the provision of public education. Accountability is fundamental to gaining and maintaining public confidence in public services.

Recent validation and verification work undertaken by Alberta Education at the CBE has resulted in a notification to repay more than \$1.8 million for students deemed ineligible for the public education services they received during the 2017-18 school year. Repayment of grants after services have been provided has serious impact on the CBE's ability to provide needed services in the upcoming school year.

The majority of students identified in this validation and verification process have very complex immigration and legal issues that affect their eligibility to obtain an Alberta public education. These students were educated in CBE schools in 2017-18 in good faith, to ensure that every child has the opportunity of education. These are not simple issues of erroneous counting. Rather, these cases involve a myriad of documents that come from provincial, federal and foreign jurisdictions and other complexities.

This repayment of funds has several consequences that are contrary to the mission and values of both Alberta Education and the Calgary Board of Education. Specifically, the claw-back of dollars after the provision of services has the following implications:

- School jurisdictions are incited to remove students from the learning environment and seek to recover the costs of programs and services provided. These students are largely vulnerable populations including both immigrant and indigenous children with often-limited financial resources. This, in our view, is inconsistent with the desire to create safe, caring, welcoming and respectful learning environments;
- The removal of funding after the provision of services affects all students given that educational dollars support the learning of all students. Removing \$1.8 million from our budget will result in reduced services for all students.

- Significant claw-backs incent jurisdictions to add additional resources to non-core functions. As noted, these are students with complex residency issues that require significant expertise to adjudicate. It is unfortunate that jurisdictions must devote ever-increasing resources to these non-educational activities to meet complex documentation requirements.

This significant issue has serious implications. We would appreciate the opportunity to work with Alberta Education on the creation of an accountability framework for public education that aligns with the expectations regarding registration and programming for students. In the meantime, the CBE would like to see Alberta Education stop its claw-back approach until those discussions occur, so that critical dollars can be maintained in classrooms across the province.

We are very confident that a solution can be found that demonstrates sound accountability for the public dollars that are invested in public education while ensuring we continue to maximize dollars directed to the classrooms. We are fully committed to students and their learning, and would appreciate the opportunity to help find a solution that puts the needs of students first.

Sincerely



Trina Hurdman
Chair, Board of Trustees
Calgary Board of Education

cc| David Stevenson, Chief Superintendent of Schools



Board Chair

Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Lisa Davis Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

September 18, 2019

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

Dear Minister Adriana LaGrange:

RE: Funding for Specialized Transportation

As the government continues its work on the budget for the 2019-2020 school year, this letter is sent to underscore the importance of fully funding transportation for students requiring specialized supports and services.

The Calgary Board of Education (CBE) is committed to ensuring that each student, in keeping with their individual abilities and gifts, can complete high school with a foundation of learning necessary to thrive in life, work and continued learning. This focus attracts students with specialized education and medical needs to the CBE; we ensure that each student is able to access a high quality education by providing them with specialized transportation based upon their unique needs.

The challenge is that specialized transportation services are also more expensive to offer, this especially due to the increasing complexity of the needs of students. The Metro funding formula for student transportation currently recognizes this by providing \$3,374 per student with specialized transportation needs. If this funding formula was fully applied, the CBE would receive an additional \$10M; in reality, the number of eligible students has been frozen at just a little over half of the 5,500 students requiring specialized services and supports. Additionally, the funding rate itself has not changed in almost a decade, with actual transportation costs now figuring over \$8,000 per student with specialized transportation needs. The CBE supports provincial direction to provide specialized transportation at no cost to students, however the previously described circumstances makes achieving financial sustainability exceedingly difficult. For the 2018-2019 school year, CBE student transportation services concluded the year with a deficit of almost \$5.3M.

The consequence of a deficit within the CBE student transportation budget is that dollars that are intended to support schools, and most importantly students, must be diverted instead to transportation. In our ongoing efforts to

make student transportation services financially sustainable, the CBE can influence transportation service levels and fees. Exercising either of these has an immediate impact upon students and families.

These past few years, the CBE has worked diligently to greatly enhance the cost efficiency of student transportation services. Two independent consultant reviews and a government-led operational review have provided recommendations that have allowed the CBE to greatly streamline its transportation services and generate efficiencies. These actions have included such initiatives as the city-wide coordination of school start and end times, the transition of more schools to public transit, increasing bus capacity utilization and the implementation of congregated stops for alternative programs.

With enrolment growth for students requiring specialized supports and services continuing to outpace overall student enrolment growth within the CBE, the financial unsustainability of this situation is evident. It is for this reason that we write to you at this important juncture to ask that student transportation funding identified within the 2019-2020 budget accounts for this reality. It is interesting to note that by fully utilizing the existing Metro formula for students with specialized transportation needs and lifting the artificial student cap that has been imposed, the current funding framework would adequately fund these transportation services.

At the CBE, students come first. We look forward to hearing from you on this matter and offer our readiness to collaborate with your Ministry in ensuring that each student can continue to thrive in life, work and continued learning during these financially constrained times.

Sincerely,



Marilyn Dennis
Chair, Board of Trustees

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



Office of the Minister



AR107595

OCT 08 2019

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

Dear Ms. Dennis:

Thank you for your September 18, 2019 letters regarding funding for specialized transportation and funding recoveries as a result of the enrolment verification desk audit.

I appreciate the efforts by Calgary Board of Education (CBE) to improve the efficiency of its student transportation operations over the past few years. I understand your concerns about the severe disability profile figure used in the metro student transportation funding formula. As you noted, the fixed figures in this formula have not changed in many years, which is why this formula will be reviewed as part of Alberta Education's funding and assurance framework review.

Every year, Alberta Education staff complete an enrolment verification desk audit. This important control and monitoring activity ensures that children and students claimed by school divisions as funded children/students meet the criteria outlined in the Funding Manual for School Authorities. This audit is one of several compliance and assurance activities conducted by Alberta Education to address accountability and risk management with respect to the department's funding framework. Increased emphasis on accountability and recommendations from the Office of the Auditor General are other reasons these assurance and compliance activities are undertaken each school year.

It is unfortunate that a significant amount of funding was recovered from the CBE; however, Alberta Education will continue to recover funding from school jurisdictions if the results from control and monitoring activities indicate noncompliance with established criteria and policies outlined in the funding manual or other pertinent Alberta Education legislation. It should be noted that ministry staff worked closely with CBE administration throughout the 2017/18 and 2018/19 school years to ensure CBE had the knowledge required to successfully navigate the enrolment verification desk audit process.

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Ms. Marilyn Dennis
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I understand the challenges you have identified in your letter regarding complex immigration and legal issues with certain students; however, only a handful of students were considered ineligible for funding due to these issues. Alberta Education continues to work with Immigration, Refugee and Citizenship Canada and shares updated knowledge with school authorities to ensure everyone has the same information.

Alberta Education looks forward to continuing to work with the CBE team on the student registration and enrolment process, with the goal of improving CBE performance on the enrolment verification desk audit. For the 2019/20 school year, I encourage you to continue your discussions with the School Finance Branch staff at 780-427-2055 (toll-free in Alberta by first dialing 310-0000). We are actively trying to find ways to assist school divisions with finding more efficient solutions.

I look forward to engaging with CBE as we proceed with our funding and assurance framework review. CBE's input will certainly be valued.

I wish CBE's staff and students all the best in the 2019/20 school year.

Sincerely,

A handwritten signature in blue ink, appearing to read "Adriana LaGrange". The signature is fluid and cursive, with a long horizontal stroke at the end.

Adriana LaGrange
Minister