



Collingwood School Parent Council (CSC) Monthly Meeting Minutes

Date of Meeting: May 13, 2026 at 6:30pm, in person and via Microsoft Teams

Council Members in Attendance: Ardith M. (Chair), Amy W. (Key Communicator)

Council Member Online: Sarah S. (Secretary), Anna S. (Social Media Coordinator), Tylor H. (Online Safety Subcommittee Lead),

Council Members Regrets: Henry Y. (Vice Chair), Tashina E. (Naturalization Member), Ashley M. (Volunteer Coordinator)

Guests in Attendance: Laura Hack (CBE Trustee), Sr. Rick Petrowitsch (Principal), Rachelle Y., McKinnis H., Mercedes M., Amie K.

Guests Online: Sra. Adriana McCruden (Assistant Principal), Yulenda E., Jesse F., Rebecca K., Breanna, Marley G., Chelsea D., Ainslay, Jessalynn K., Stephanie

Land Acknowledgement and Call to Order	Meeting called to order at 6:30 pm by Ardith M. We would like to acknowledge the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. We also acknowledge the Tsuut'ina and Stoney Nakoda First Nations, the Métis Nation region 3, and all people who make their homes in the Treaty 7 region of Southern Alberta
Welcome, Meeting Guidelines, Introductions	Welcome by Ardith M.
Approval of Agenda for Meeting	Agenda approved as is, no new items. Motion by Amie K., seconded by Rachelle Y.
Guest Presentation by Laura Hack, CBE Trustee	Welcome Laura Hack. She gave a brief job description and highlighted the role of caring for students. Good news – just today the government announced: • \$2MM for class size improvements • \$4.9MM for complexity funding - Collingwood was on the original list but not on the new list for complexity funding. Of that \$4.9MM, ¼ of funding is going to the CBE • Money going towards 2026-27 school year Q; What about physical space? A: 26 projects are on the go but building takes time. One to open in Evanston – 3/5 years is from announcement to full build.



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	Q: How often do you look at boundaries? A: This is not our role but admin Chief superintendent looks into it. Principal reports to Chief Policy, governance and advocacy. Q: What about Spanish bilingual program or specialized programing? A: would need to see massive need based on parental interest. Crescent heights is not on overflow (Spanish Immersion) Q: Older schools and maintenance. We only see change when there is a safety issue A: IMR infrastructure& maintenance renewal. Operational maintenance – daily operations IMR has been completely cut (zero dollars) cannot cover Q: How do we change that? A: haven't been prioritizing modernization Q: How do we advocate for our school – parent. Involvement A: Letter writing to gvt and amanda chapman (MLA). Can ask to have a meeting with the minister of education – goal for next year – but laura says he likely won't come. Rick has tried to meet with Minister of Educatuon in his constiutancey and he won't. Goal to education ppl about conditions, age of schools, Rick - The best thing we can do is write the emails, send letters, getting people talking so the gov can hear we're not happy with things. Educate the people about the conditions of education. Q: Does CBE manage the infrastructure of the schools A: AB infrastructure has stopped doing site inspections - we run more yellow bus routes than CT does. We don't have somebody Who owns the building? We don't own them but will be will be responsible for the upkeep with no funding allocated. Q: In the last year, gov announced that charter and private can access infrastructure. Explain. A: We can rent to charter schools for \$1 but we are responsible for CBE takes all students no exceptions, Charters are now public charter school. It is a choice. CBE can't keep a school open but will rent to a Charter for \$1. Closures are on the board of trustees – will only close when there is a safety issue. Louise Dean can't sell to developer – there is a replacement school
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	going in. to serve neurodiversity. Boarded up, torn down, then government will own the new building. Selling of old schools is what has funded cbe in the past. Capital reserves only get filled when were able to sell old sites. Its what we use to open new schools and fund school for supplies, sports gear, printers, Bill 25 & Bill 28 (land disposition)– will greatly impact CBE – RPGA doesn't allow them to replace schools. NEW CBE schools are owned by gvt End goal is to get rid of public education as per Laura Hack Board of trustees can't hire superintendant so basically taking all the power- can no longer close schools Q: Is end goal to own all the CBE buildings? Only role will be teacher transfers, if all bill pass. Q How can parents unite to protect public education? A: Get mass amount of signatures. Q: Is it easier to take on the whole or focus on a specific issue? A: Either can work, but you need to find a way to language your concerns Q: Why are we losing time (10min) at recess because of busing? A: Busing and bus routes are driving 2-3 routes – should these kids be late 30mins or take away breaks for all. Came from the transportation department. School gets start and end time and then schools have to figure out how to fit everything in – leftover is 17mins. School parameters 8am-4pm Front loaded so teachers can get together to collaborate. Assignable times cannot be changed now. Hours and hours of spreadsheets – if its grieved then the teachers would be done and a school would need to bring in a sub. Contractually can only assign a certain amount of time to teach, and then assign meetings More busses and more bus drivers. Need more schools. Q: collaborate with many schools A: need to disperse this information with all the parents so they have the information that was learned this evening. Collaborate with other school councils and present as a collective. Get the message out. Laura left copies of all MLAs so we know who to contact. Board of trustee page has all the additional information (both are attached to these minutes)
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Principal's Report	Update by Sr. Petrowitsch & Sra. McCruden Highlights: • Que Pasa was an amazing experience. • New principal coming June 1st – introductory email is attached • Rick has enjoyed his time here • GAGA ball pit flooring is replaced and kids are loving it. The work was done under warranty. • Getting 2 exterior safety lights outside • Water stations will likely be installed over the summer. • Looking forward to volunteer gathering next week. • Visiting band from Port Albery next week. A great way for the kids to be exposed to a band. • Monday May 25th Grade 6 writes English part A • Gone over the books and have 12K of unpaid school fees – letters (emails) have been sent out to parents as a reminder of outstanding balances.
School Council Update	a) Key Communicator (Amy) – we presented a resolution at the Alberta School Council Association, and it passed! Class size caps, and more - she learned how to "language" our concerns to make it unifying and safe for everyone. Our resolution was signed with 16 other schools! Need to think of k-12 population in order to get things passed. b) Social Media Coordinator (Anna) – no update c) Volunteer Coordinator (Ashley) – reminder to sign up with legal first and last name – swimming and family fiesta still need volunteers - see sign-up. • Thursday May 21st is last fun lunch • Kids club on June 4 • Wednesday June 24th – sports day. d) Naturalization Member (Tashina V.) – continuing to chip away at things. e) Online Safety Subcommittee (Tylor H.) – no update
Collingwood School Parent Association (CSPA) Update	Mercedes M. (Chair) - Yay Readathon!
Previous Business	a) Update on water bottle filling stations - asked for 3 refrigerated and rest of funds going to getting books.



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	b) Do we need to renew IXL for next year? Not sure about IXL - Using Mathup moving forward. Will consider IXL on a grade specific basis but probably won't need it as a school wide application. c) Residency planning for next school year! Need to get dollar amount from PA. Need to ask the teachers and this will be something the new principal will want to be involved in. d) New principal update – see attached e) Light installation by Kindergarten door – Done!
New Business	None
Q & A	Q: I know that there are many considerations that go into these meetings so this may not be a possibility, but I think parental engagement would improve if the meeting time was a little later and had less overlap with peak parenting hours. Especially for solo parents or those with young kids that still need a lot of hands-on care until bedtime the timing of these meetings is a barrier. A: Let's have more of a discussion on this. Q: How can council better share the meeting “minutes” or outcomes with the parents? How do we activate the parent community? A: We should consider using our whats app grade groups to distribute information afterwards Q: Have we considered using the ASCA grant for postcards to use as advertising (for both council and the PA)? A: No we haven't, we hadn't realized that that was an option!
Approval of Previous Minutes	Approval of March and April meeting minutes. Motion by Ardith M. seconded by Amie K.
Adjournment	This is our last formal meeting of the year. We will have a pub social event on Wednesday June 10th which should be a good opportunity to meet the new principal. Next formal meeting will be the first one of the school year on Wednesday September 9, 2026 at 6:00 pm! Motion to adjourn the meeting by Ardith M. at 8:04 Seconded by Rachelle Y.

Attachments:

- Introductory letter from Sra. Moreau
- Information sheets from Laura Hack

Principal Introduction Letter

Collingwood School | Escuela Collingwood

Monday, May 11, 2026

My name is Eve Moreau, and I am truly honoured to introduce myself as Principal of Escuela Collingwood. It is a privilege to join a school community with a 25-year commitment to bilingual learning. I am greatly looking forward to getting to know the students, families, and staff who make this school such a special place.

Throughout more than twenty years in education, I have had the opportunity to serve as a teacher, educational researcher, consultant, curriculum designer, and school leader. These experiences — both locally and internationally in Saudi Arabia, India, and Ecuador — have shaped my belief that schools are places where children develop not only academically, but also as compassionate, curious, and confident human beings. They have also deepened my appreciation for the power of language learning to build connection, understanding, and opportunity.

Within the Calgary Board of Education, I taught in the Spanish bilingual programs at Senator Patrick Burns School and W.O. Mitchell School and later acted as a system specialist supporting language programs across the district. I also had the honour of representing educators, universities and community partners with a vested interest in Spanish language education as provincial chair of the Alberta Spanish Language Education Consortium. Most recently, I served as Assistant Principal at both Crescent Heights High School and W.O. Mitchell School, roles that have been instrumental to shaping my leadership in Spanish language education.

Outside of school, I enjoy spending time outdoors with my family, cooking, travelling, and taking part in Calgary's vibrant cultural life. These experiences continue to remind me of the importance of community, creativity, and connection.

I am genuinely grateful for the opportunity to become part of the Escuela Collingwood community. I look forward to listening, learning, and working together as we continue to build on the school's strong traditions and create meaningful learning experiences for every student.

Saludos cordiales,



Eve Moreau, EdD
Principal, Escuela Collingwood
Calgary Board of Education | www.cbe.ab.ca



Class Size & Complexity

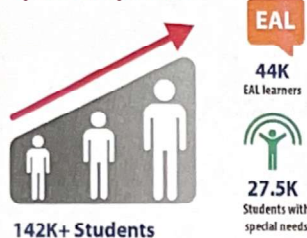
Highlights from the Alberta Classroom Insights Survey

Alberta Education and Childcare asked all school boards to submit class size and complexity data through the Alberta Classroom Insights Survey as of Nov. 20, 2025. The data below represents CBE's submission. The format of the survey required the CBE to submit student and classroom data that could be applied consistently at a provincial level across multiple jurisdictions, allowing for analysis of the data at that scale.

Notes | Caution should be used in drawing conclusions, as the figures do not describe the "why" behind class size and composition numbers. Class sizes have not been tracked in a number of years by the Ministry.

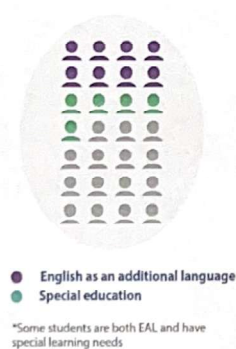
Overview of complexity at the CBE

CBE enrolment & student complexity outpaces the province



- Over the past 4 years, the number of students with special education needs has grown to 27,500.
- This means about 1 in 5 students (19%) have special education needs.
- Of these, roughly 3,800 students (14%) have significant special needs and are supported in 288 specialized classes and 6 unique settings.
- About 31% of students (44,000) are learning English as an Additional Language (EAL), 17.6 percentage points higher than the rest of the province.

How complexity looks in a typical CBE classroom



What CBE schools consider when making decisions about class size and composition

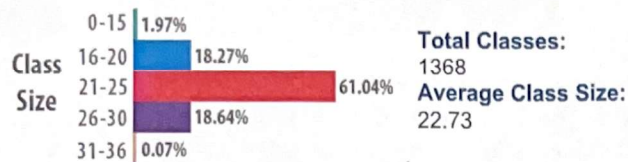
- Number of students in each grade
- Balance of complexity and student learning needs
- Availability, experience and skill sets of teachers, support staff, class resources and learning spaces
- Funding and physical spaces available
- Safety (e.g. a band class could include 50+ students, but a construction class would not)
- In higher grades, student interest, choice, learning paths and requirements for high school completion

CBE Context - Alberta Education Classroom Insights Survey

- For middle, junior and senior high schools, homeroom classes, option classes and subject classes were reported separately. As a result, each student is counted multiple times (3-7 times) within the data.
- Elementary students who typically stay as a homeroom class regardless of which teacher is working with them (e.g. elementary Music or PE) were reported only once as a homeroom class.
- Kindergarten to Grade 9 classes with students in multiple grades, including special education classes, were reported under highest grade only.
- High school classes may include multiple courses in a single subject class. Grade levels reflect the highest grade level across the courses.
- The CBE reported one teacher per class, with the exception of some large kindergarten classes (over 30) where two teachers were noted.
- Education assistants were reported by school, not classroom, except for special education classes.
- Data related to students waitlisted for assessment and students with additional complexity that are not reflected in codes were reported by school and not in individual classes. For CBE, there were 4,329 students waitlisted for assessments and 9,031 with additional complexity factors.

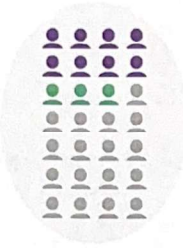
CBE Class Size and Complexity Data by Division

DIVISION 1 GRADE 1-3

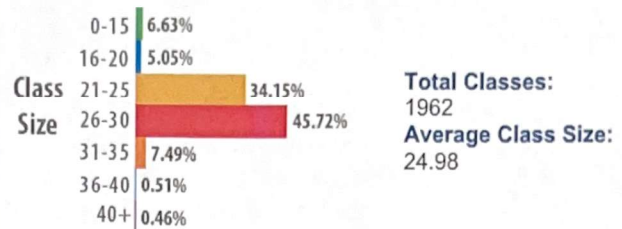


Classroom Complexity (Avg. # of Students)

- EAL: 8.34
- **Special Education:** 3.07
 - Severe: 1.13
 - Mild/Moderate: 1.93

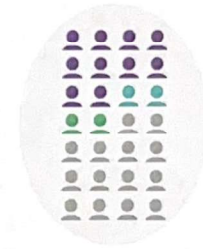


DIVISION 2 GRADE 4-6

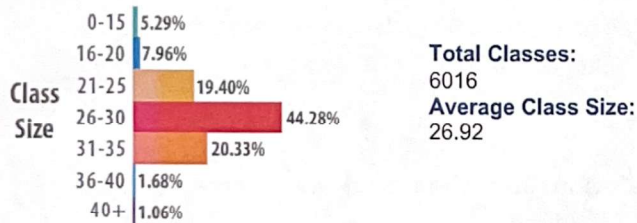


Classroom Complexity (Avg. # of Students)

- EAL: 9.78
- **Special Education:** 4.49
 - Severe: 1.36
 - Mild/Moderate: 3.14

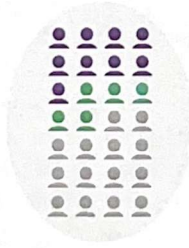


DIVISION 3 GRADE 7-9

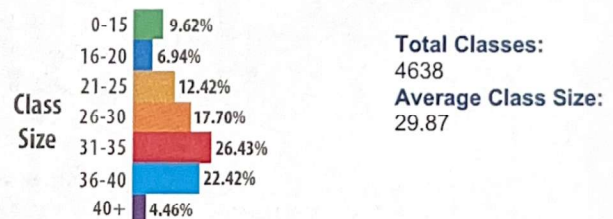


Classroom Complexity (Avg. # of Students)

- EAL: 8.89
- **Special Education:** 5.29
 - Severe: 1.31
 - Mild/Moderate: 3.99

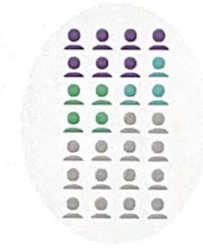


DIVISION 4 GRADE 10-12



Classroom Complexity (Avg. # of Students)

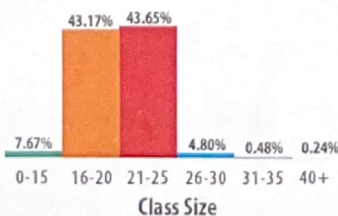
- EAL: 6.74
- **Special Education:** 6.54
 - Severe: 1.79
 - Mild/Moderate: 4.75



Early Childhood Services and Special Education

Early Childhood Services (ECS)

EAL students are enrolled in classes and are assessed with benchmarks but not formally coded for funding until Grade 1. Students in ECS do not typically receive early diagnoses. Special Education codes for these students are usually related to significant medical diagnoses.



Special Education Classes

Special Education classes are included in the divisional data above and would represent many of the small class sizes.

All students in these classes would have a Special Education code. Students in a LEAD class would have an EAL code.

- Average size: 12.4
- Total of classes: 288
- Range: 6-18 (excluding GATE classes)

Setting	Number of Students
Elementary	1084
Junior	1389
Senior	1335
Total	3808



Ongoing Need for Additional Learning Spaces

Schools are the heart of a community. Our goal is for generations of students to attend a school close to home, learn alongside neighbours in modern learning spaces and avoid long bus rides.

Most CBE schools are full. New schools are still needed.

- Enrolment to increase by 8,360 students to 150,763 by 2030.
- Currently, 166 of our 251 schools (nearly 70%) are full or over capacity. The system utilization rate is 95%. High schools are already at 107% capacity.
- Within the next ten years, a total of 179 CBE schools (over 70%) will exceed the standard 50-year design life. Ongoing modernization and replacement projects are essential to ensure safe, efficient and future ready learning environments.

More investment in learning spaces is needed across every quadrant of Calgary.

The CBE is requesting 27 projects including 21 new schools, one addition, two replacement schools, two modernizations and one solution project to support two aging elementary schools in NW Calgary.



*26 approved projects include 22 new schools, 2 replacements, 1 modernization and 1 addition. Evanston Heights is one of the new schools.

Even with 26 projects approved, it takes several years for new schools to be built. The system utilization rate is still projected to remain at 89% by 2030, well above the optimal rate of 85% set by the Alberta government.

Modular classrooms are necessary to provide short-term solutions to the space crunch.



In fall 2025, CBE requested 64 modular classrooms. On March 24, 2026, we received approval for up to 46 modular classrooms adding 1,100+ learning spaces across 10 schools, nearly the equivalent of two elementary schools. This means since 2024, CBE has received 114 new modulars – representing 2850 learning spaces across Calgary. Prairie Sky School, which opened in 2023, recently received seven modulars.



Every available space is being used.

When a student population increases at a school, administration looks to make the best use of other spaces, which could mean using the learning commons, stages and music rooms for classroom space. This means less flexibility in programming.



31 schools are overflowing to other communities with more space.

When a school reaches capacity, new registrations are capped and students who live in the community must be overflowed to another school in a different community with available space. A number of these schools are overflowing to multiple receiver schools as they too reach capacity. This means more students require transportation and bus rides become longer.

2027-30 Capital Plan Requests

Year 1 New Schools – 7,500* Student Spaces

1. Belmont/West Macleod High School^^
2. Legacy Elementary^
3. Livingston Middle^
4. Seton Middle
5. Belmont Elementary
6. Carrington Middle^
7. Pine Creek Elementary^
8. Glacier Ridge Elementary^

Additional Requests

- M** Crescent Heights High School – Modernization
R Spruce Cliff School – Replacement
A Nelson Mandela High School – Addition
M Dr. Oakley School – Modernization
S Bowcroft/Belvedere Parkway Schools – Solution

Year 2 New Schools – 10,000* Student Spaces

9. Glacier Ridge High School^^
10. Livingston High School^^
11. Seton Elementary^^
12. Walden/Wolf Willow K-9^^
13. Yorkville Elementary^
14. Cornerstone Middle
15. Rangeview Elementary^
16. Pine Creek Middle^
17. Glacier Ridge Middle^

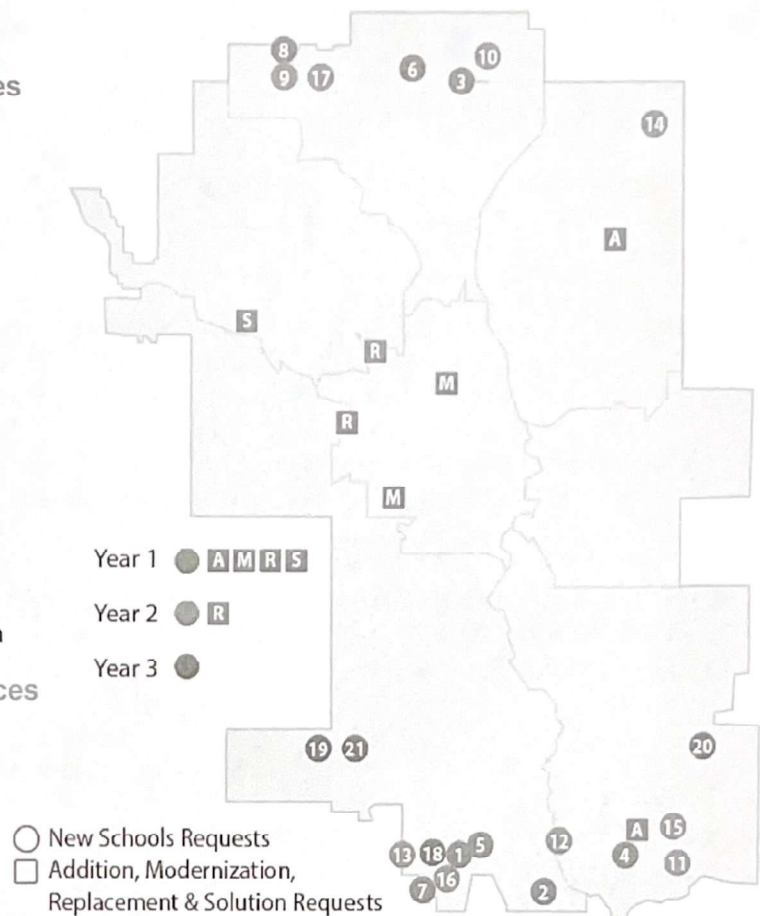
Other Year 2 Requests

- R** William Aberhart High School– Replacement School

Year 3 New Schools – 3,000* Student Spaces

18. Yorkville Middle^
19. Alpine Park Elementary^^
20. Hotchkiss Elementary^^
21. Alpine Park Middle^^

*Actual capacity of a school determined after project approval.



Site Readiness

Currently, 8 of the top 10 new school projects are not site ready including three high school sites.

We are working closely with the City of Calgary and developers to ensure the conditions for site readiness are met so these projects are ready for approval.

^ anticipated to be site ready within 1 year

^^ anticipated to be ready within 5 years

Contact Us

403-817-7933

BoardofTrustees@cbe.ab.ca

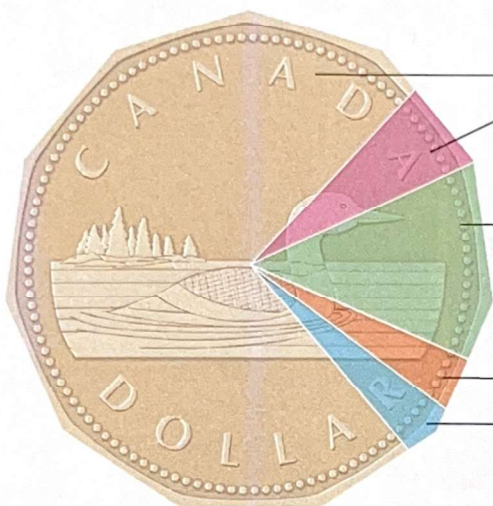
Learn More

cbe.ab.ca/boardadvocacy

[Building and Modernizing page](#)



Every Cent of Alberta Education Funding Supports CBE Schools



74¢ Direct to Schools

6¢ Central Supports for Schools

14¢ Operations and Maintenance

3¢ Transportation

3¢ System Administration

74¢ | Direct to Schools



- Principals make decisions about how to use the allocated funds to improve student achievement and address the learning needs across their school population.
- This funding covers teacher and support staff costs as well as teachers' pensions, custodial services and teaching and learning materials.

14¢ | Operations and Maintenance



- Covers all the maintenance and repairs of schools as well as utilities and insurance.
- Includes the repair and replacement of building components, equipment and heating and cooling systems, as well as ongoing site maintenance such as lawn services and snow removal.

6¢ | Central Supports for Schools



- Supporting schools with direct student services and learning supports for teachers to enhance student success. Learning supports include psychologists, speech language pathologists, physical and occupational therapists, behavioral support workers, cultural liaison supports and the support of Elders and Knowledge Keepers.
- Providing newcomers with intake and support through the CBE Welcome Centre.
- Supporting pathways in learning, including all curricular subject areas, post-secondary partnerships, community learning experiences and the use of digital technologies.

3¢ | Transportation



- Covers transportation costs for more than 24,500+ students on yellow buses, including close to 2,200 students who require specialized transportation.

3¢ | System Administration



- Covers all the central services that keep schools running smoothly, including technology, finance, legal, and human resources, as well as the Offices of the Chief Superintendent and the Board of Trustees.
- More than 98 per cent of CBE staff are covered by collective agreements. Less than 2 per cent of our 16,000+ staff are exempt.

Contact us

403-817-7933

BoardofTrustees@cbe.ab.ca

Learn more at cbe.ab.ca/boardadvocacy

*Figures based on actuals for the 2023-24 school year and still accurately reflect the allocation of funds

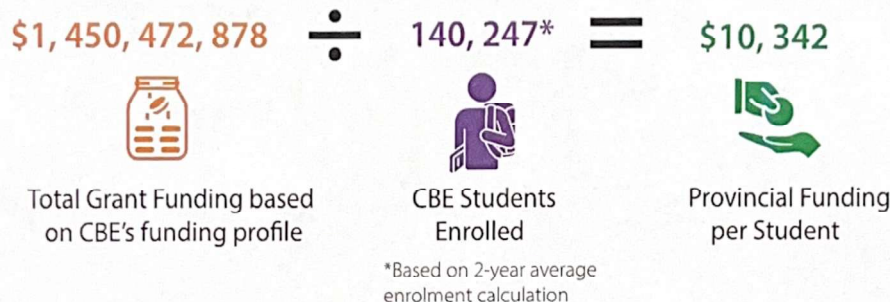
Updated September 2025



2025-26 Per-Student Funding

How does the CBE calculate per-student funding?

For 2025-26, the CBE received \$1.45 billion in provincial funding to support the success of 142,000+ students and more than 16,000 employees.



Every year, the CBE makes the best decisions for student and staff success. We carefully balance the programs, supports and services offered with the overall funding received. We are prudent stewards of public dollars. We maximize funding directed to the classroom and carefully allocate dollars to other operational areas necessary for our school system to run smoothly.

CBE's financial management is monitored by an independent auditor appointed by the Board of Trustees, a long-standing audit and risk committee, and Alberta Education and Childcare.

Roughly **13%** of the provincial funding (**\$191 million**) are for targeted grants that cannot be used for classroom supports like hiring teachers or education assistants.

	Operations & Maintenance	\$125,218,631
	Transportation	\$48,843,378
	Infrastructure Maintenance & Renewal	\$17,300,168
		\$191,362,177

Learn more

[CBE's 2025-26 Funding Profile](#)

[CBE's 2025-26 Budget](#)

[Board of Trustees Advocacy Priorities](#)

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