Calgary Board of Education

Arbour Lake School
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Principal's Report to School Council

September 15, 2026

School Operational Update

Student Enrollment

- Current enrollment:
  - We were projected at 654 and have come in at 644 to date. This is an enrollment decline of approximately 100 students since last year this time.

- Enrollment by Grade
  - **Grade 6:** 120 students | 5 homerooms
  - **Grade 7:** 167 students | 6 homerooms
  - **Grade 8:** 173 students | 7 homerooms
  - **Grade 9:** 184 students | 7 homerooms
  - Average class size between grade 6-9 is 23-28.

Class Size Reduction Grant

3 FTE were assigned to Arbour Lake School last spring – so while enrollment has decreased, our overall staffing numbers have remained relatively the same. An additional homeroom was added to grades 7-9.

The reduction in class sizes is noticeable, although it is still early in the year to fully understand its impact. Students have commented that some classes feel "empty" as they adjust to a new normal of approximately 25 to 28 students rather than the 30 to 35 they have experienced in previous years. Teachers have noted that students are less able to "hide" in smaller classes and that there is greater opportunity to connect with and support each student within a single period. Interestingly, classroom discussion has been more challenging in some classes, as students adjust to being more visible and having greater expectations for participation. At this point, there are no significant behavioural trends to report. While classrooms generally feel quieter, it is too early to determine whether this is attributable to smaller class sizes or simply the traditional beginning of year "honeymoon" period, this said we are cautiously optimistic and feel we have started off very positively.

Classroom Complexity Team (CCT)

The Classroom Complexity Team (CCT) is comprised of one teacher, Ms. Kenna Williams, and two Educational Assistants, Ms. Deb Enno and Ms. Cristina Todeila. The team works under the direction of Ms. Ashley Tompkins, who is leading Student Services this year. Together, the team will work collaboratively with classroom teachers and school administration to identify areas of need and provide targeted, responsive support for students and classrooms across the school.

Last year, the Classroom Complexity Team (CCT) provided targeted support primarily in Grade 8 to help manage behavioural and learning needs within larger, increasingly complex classes. Support included both push in and pull out approaches, with the pull out model used more frequently for students who were struggling to focus, regulate their behaviour, or participate in ways that supported the learning environment. Working with these students individually or in small groups provided more focused academic and regulation support while allowing the classroom teacher to continue instruction and respond effectively to the needs of the larger collective.

Moving into this year, our first priority is to assess where the greatest areas of need and complexity exist across the school rather than immediately assigning CCT resources to one grade or group. Literacy will remain an important focus, with both push in and pull out models used to provide targeted intervention for students requiring additional support.

The team will also be responsive to emerging “hot spots” across the school. These may be particular classes, groups of students, times of day, or learning environments where additional adult support, small group intervention, regulation strategies, or targeted academic assistance could make a meaningful difference. The goal is to use the CCT flexibly and strategically, directing resources where they are most needed while building student skills and supporting teachers in maintaining productive learning environments for all students.

English Language Learners Support Model

English as an Additional Language (EAL) learners currently represent just over 20% of our student population. This year, as we had last year, we have been assigned a Board strategist who will work alongside our staff to support instruction, assessment, language benchmarking, and government auditing and reporting requirements.

We are currently running two sheltered classes that provide targeted pull out support for students who are novice English language learners and may benefit from more intensive language instruction in a smaller environment rather than full

inclusion for the entire day. As students develop their language skills and confidence, our goal is to move toward push in support whenever possible, allowing students to receive targeted assistance within their inclusive classroom environments while remaining connected to grade level learning and their peers.

Ms. Serena Gedlaman is our school designate for EAL and has become our resident expert in this area. We are very appreciative of her willingness to lead this important work, support her colleagues, and coordinate our school plan and strategy in partnership with our Board strategist. With a significant and growing EAL population, having a coordinated approach to instruction, assessment, and student support will continue to be an important area of focus for our school.

School Policies & Reminders

Open Campus Lunch Policy

Our Grade 7 to 9 students continue to have the privilege of leaving school property during lunch. With that privilege comes a responsibility to behave appropriately and respectfully while in the surrounding community. Unfortunately, we have already received several concerns from community members regarding student behaviour off campus, including littering, inappropriate language, trespassing, and disrespectful behaviour.

We continue to address expectations with students at school; however, this cannot be viewed as a school issue alone. It is a community concern that requires the active partnership of families. Broad reminders and school-based consequences have limited impact without reinforcement at home. Parents play the most important role in speaking directly with their own children about how they conduct themselves when they are away from school supervision and the responsibility that comes with the privilege of an open campus.

We ask families to reinforce expectations around respecting businesses, private property, community members, and public spaces. The school will continue to respond when individual students can be identified, but we need the support of parents in ensuring their children understand that doing the right thing in the community is ultimately an individual responsibility.

Our open campus model is a privilege and one that depends on students demonstrating that they can manage the responsibility that comes with it. If concerns within the community continue or become more significant, we will need to reevaluate whether our current open campus model remains appropriate. Our preference is to maintain this opportunity for students, but doing so requires

students, families, and the school to work together to ensure it can operate successfully and respectfully within our community.

E-Scooters & E-Bikes

With the increasing number of students travelling to school on e-scooters and e-bikes, we have also reinforced expectations regarding their use on school property. Students are not permitted to ride e-scooters or e-bikes on school grounds during school activities and are expected to dismount and walk them to the bike racks.

Our primary concern is student and pedestrian safety, particularly during busy arrival, lunch, and dismissal times when there are large numbers of students moving through the property. Families are asked to review safe riding practices and applicable City bylaws with their children and reinforce the importance of slowing down, being aware of pedestrians, and riding responsibly in the surrounding community. The school does not provide secured storage for these devices, so students who bring them to school do so with the understanding that they are responsible for securing them appropriately.

School Events, Athletics & Extracurricular

Welcome Back BBQ – Friday, Sept 18 12-1pm

After several delays due to weather and construction, our Welcome Back BBQ is finally scheduled to take place this week. We appreciate everyone's patience and apologize for the multiple changes to the date. The BBQ is always a great opportunity to bring students, families, and staff together at the beginning of the school year. We look forward to welcoming families, reconnecting as a community, and finally being able to enjoy this annual event together.

Fall Orientation – September 24, 6:30–8:00 PM

This evening provides families with the chance to experience their child's school day, tour classrooms, and meet teachers. It is not designed for one-on-one conferences, but parents are welcome to book individual meetings with teachers separately if needed.

Athletics

- Soccer tryouts for both the Girls' and Boys' teams have concluded with games starting this week.
- Basketball tryouts are complete, and we will field four teams: Junior and Senior Boys, Junior and Senior Girls.

School Communication

Information Platforms

- **School Calendar** – Shared with families at startup and available on the school website.
- **Weekly Updates** – Parents receive both a Principal's Weekly Update and a Grade Team Weekly Update.
- **D2L** – Grade Teams have established D2L shells with all assignments and tasks uploaded.
- **PowerSchool** – Parents should check regularly to monitor academic progress and attendance.
- **Website** – All news and operational updates are posted and accessible at any time.

Reporting

- Formal report cards are generated in **February** and **June**. These are primarily a formality, as parents should never be surprised by their child's progress; teachers are expected to reach out directly if concerns arise.

Individual Program Plans (IPPs)

- Required for students with Alberta Education special education coding.
- IPPs are developed, implemented, monitored, and revised throughout the school year.
- CBE has committed to families that formal IPPs will be created within six weeks of the school year start, or within six weeks of receiving a diagnosis.
- Supports are implemented immediately once student needs are recognized, regardless of coding status.
- Parents are formally asked to review and sign IPPs three times per year.

Parent/Teacher Conferences

- **Semester 1:** November 26–27

- **Semester 2:** March 18–19

Email & Phone Communication

- Teachers will contact families regarding behaviour, social-emotional concerns, or academic progress by email or phone.
- Parents are encouraged to reach out at any time with questions or concerns. We aim to return calls and emails within 24–48 business hours.