

Okotoks Boundary Engagement

November 2, 2026 – 6:30 pm

Welcome & Introductions

- **Diana Atkinson**, Associate Superintendent
- **Dr. Andrea Holowka**, Superintendent
- **Carmen Ostafichuk**, Associate Superintendent
- **Marco Pacione**, Associate Superintendent
- **Andrew Gustafson**, Board Vice Chair and Trustee for Okotoks
- **Andrea Keenan**, Trustee for Foothills
- **Harry Salm,** Trustee for Strathmore and Country
- **Jacqui Vanderfluit,** Trustee for High River
- **Cindy Nickerson**, Director of Communications
- **Melissa Baxter**, Principal
- **Paul Lavery, Jessica Peraino**, Vice Principals
- **Jenny Yemen Barrett**, EGSS School Council Chair
- **Colton Nickel,** Town of Okotoks



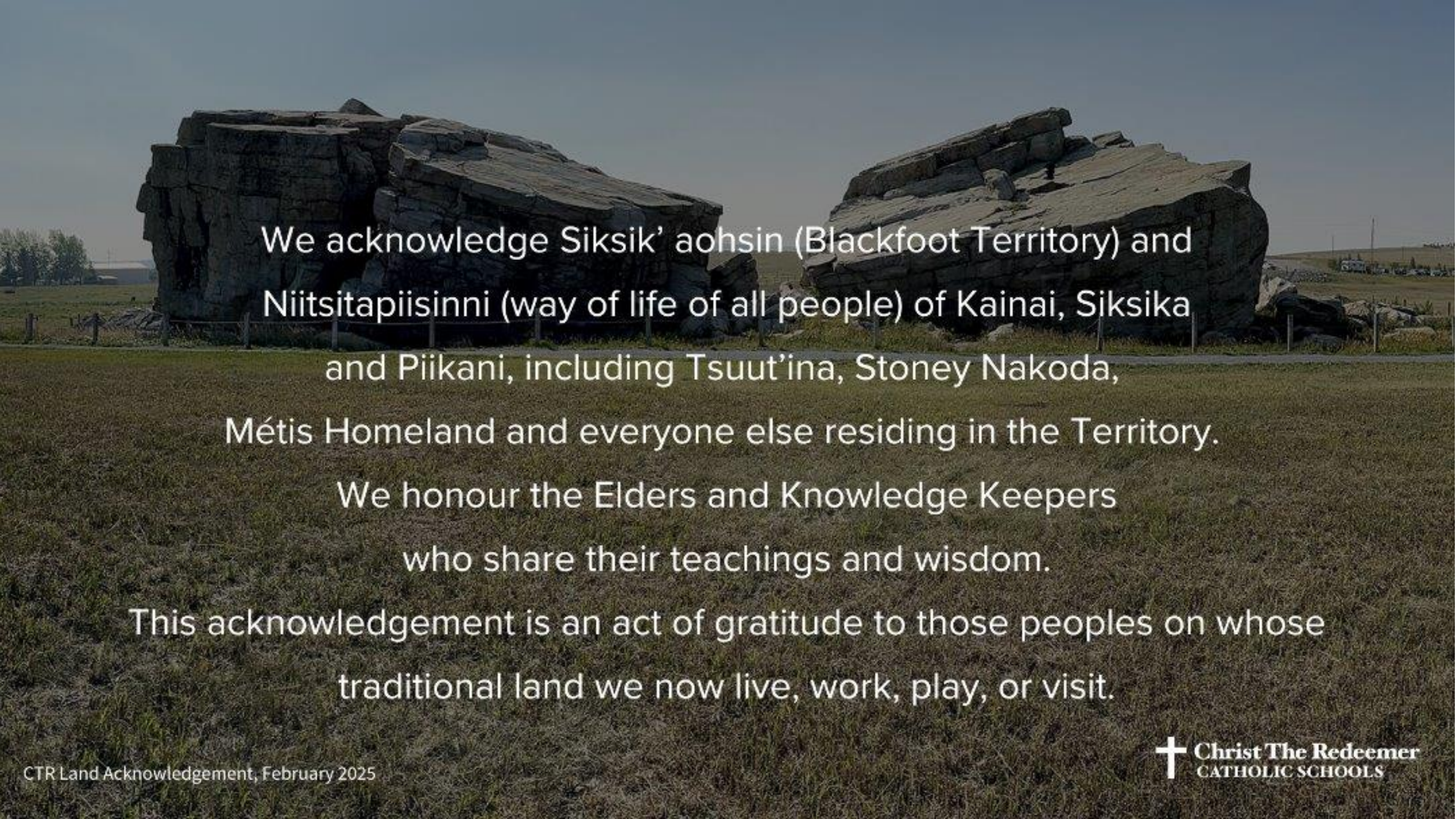
Opening Prayer

Loving God,

Guide our conversation as we plan for the students and families we serve. Give us wisdom to listen well, courage to consider the needs of the whole community, and generosity as we seek a path that supports learning, faith, belonging and growth.

May our decisions reflect care for every student in Christ The Redeemer Catholic Schools and stewardship of the gifts entrusted to us.

Amen.



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Meeting Overview

- Opening Prayer, Land Acknowledgement and Welcome
- Our Consultation Purpose and Commitment
- How We Got Here
- School Programming and Planning Assumptions
- Boundary Scenarios and Projected Utilization
- Next Steps and Closing Prayer
- Table Conversations

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How We Got Here

March 23, 2023 – Engagement Session

- Visioning for the new school

February 6, 2024 – Engagement Session

- Building process progression
- Building specifications and designs shared

November 2, 2026 – Engagement Session – We are here!

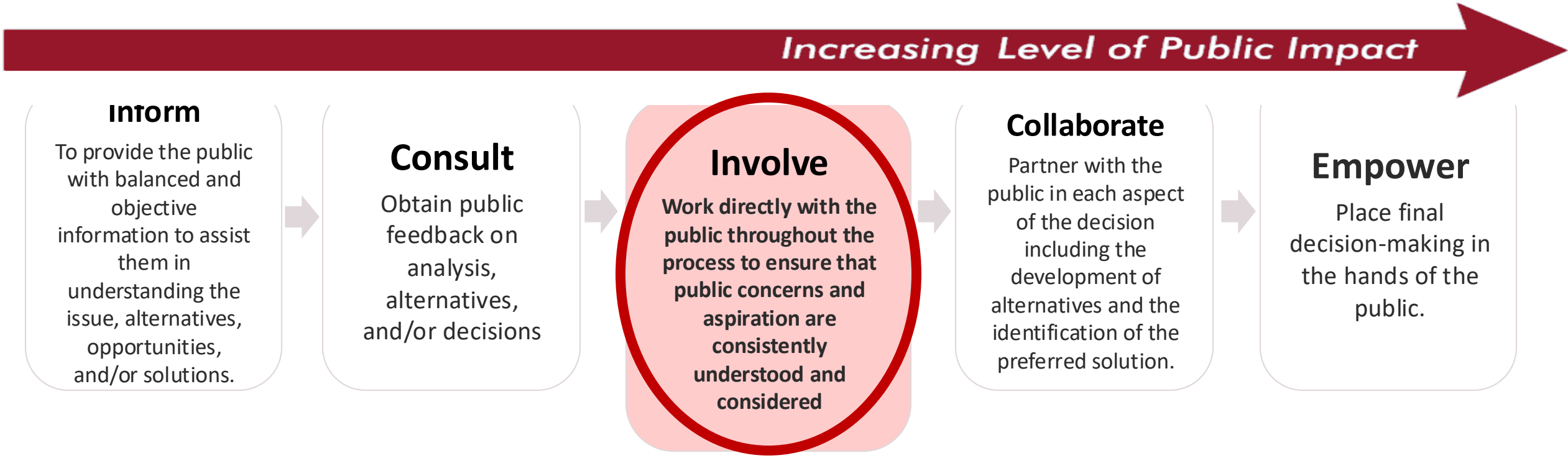
- Boundary considerations

Why We Are Here

- Currently, École Good Shepherd School serves K – Grade 6.
- The new school opens in Fall 2027 as a Kindergarten–Grade 9 school in a new location.
- Okotoks is growing, creating enrollment pressures across our existing schools.
- Attendance boundaries and program configurations need to support students now, while leaving reasonable room for future growth.
- This consultation is intended to show the strengths, challenges, and long-term sustainability of the options considered.
- Administration reviewed dozens of boundary, grade configuration, and French Immersion placement options before identifying the scenarios being presented tonight for community feedback.

Our Public Participation Goal

Using the IAP2 public participation language, this process is focused on consultation.



Tonight's purpose is to share the proposed boundary scenarios and gather community feedback. This is a consultation, not a vote. Your feedback will help inform the Board of Trustees' final decision on attendance boundaries for Fall 2027.

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Our Public Participation Promise

We will consult with the community and carefully consider the feedback received before presenting the findings and recommendations to the Board of Trustees for its consideration and final decision on attendance boundaries.

We will provide

Clear, balanced information about the boundary and program options being considered.

We will listen

Questions, perspectives, strengths and concerns identified by our school communities will be recorded and reviewed, and responses will be shared with families following the engagement session.

We will consider

Community input alongside enrolment projections, school capacity, programming and long-term sustainability.

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Tonight's Conversation

1	**Context**	Why boundaries are being reviewed
2	**Planning assumptions**	Growth, capacity, and program considerations
3	**Scenarios**	Impact of available options to school utilization and capacity
4	**Next steps**	How feedback will be reviewed and answered
5	**Table conversation**	Strengths, concerns and questions

Guiding Principles

Students first	Educationally sound transitions and continuity
Community	Keep communities together where reasonably possible
Programming	Maintain strong, accessible English and French Immersion pathways
Capacity	Use existing schools responsibly and avoid opening a school already full
Growth	Leave reasonable room for anticipated enrolment growth
Sustainability and Stewardship	Consider the long-term sustainability and responsible use of resources across all affected schools

The goal is not a perfect option for one family, neighbourhood, or school - it is a sustainable plan for the whole community.

Scope of Today's Engagement – Boundaries and Programming

Tonight's consultation focuses on attendance boundaries and program configurations. The following matters will be addressed separately through other planning processes:

- Building Design and Timelines of EGSS
- Design or Capacity of other CTR Schools
- Internal Processes
- Staffing
- Option Classes
- Bus Routes

We will continue to keep you informed as these decisions are made.

Schools in This Review 2026/27 School Year

Current programming and current building capacity

Okotoks' continued growth requires us to consider enrolment pressures and available capacity across all four schools, rather than each school individually.

École Good Shepherd School

Grades K–6

English-language programming + Early French Immersion

Capacity: 795
Current Enrollment: 636

St. Mary's School

Grades K–6

English-language programming

Capacity: 887
Current Enrollment: 710

St. Francis of Assisi Academy

Grades K–9

English-language programming

Capacity: 600
Current Enrollment: 579

St. John Paul II Collegiate

Grades 7–9

English-language programming + French Immersion + Late French Immersion

Capacity: 935
Current Enrollment: 815

What Changes in Fall 2027?

NEW École Good Shepherd School

K–9

Capacity used in modelling:
850 students

Opening the new school changes both the available space and the grade/program pathways we can consider.

The new École Good Shepherd School will offer educational programming and option courses typical of a K - Grade 9 school. Specific course offerings will be determined through the school's programming and staffing processes.





École Good Shepherd School under construction

Planning Assumptions

ANNUAL GROWTH ASSUMPTION

4%

Applied consistently across scenarios for planning purposes.

PLANNING HORIZON

4 Years

Four-year projections used to compare the long-term capacity impacts of each scenario.

TOTAL MODELLED ENROLMENT

2,740

Same total student population distributed differently by scenario.

- Current enrolment is used as the baseline for the boundary modelling.
- Projections are planning estimates, not guarantees; actual growth may vary by neighborhood, grade and program.
- The same growth assumption allows scenarios to be compared on a consistent basis.

Current French Immersion Pathways in Okotoks

CTR currently offers both Early and Late French Immersion in Okotoks.

Early French Immersion

K–6
École Good Shepherd School

Early and Late French Immersion

Grades 7–9
St. John Paul II Collegiate

Early French Immersion begins in Kindergarten at École Good Shepherd School and continues in Grades 7–9 at St. John Paul II Collegiate.

Late French Immersion begins in Grade 7 at St. John Paul II Collegiate.

In our modeling, alternative configurations were also tested for capacity impacts.

What We Tested

The six scenarios range from boundary-based options to larger program and grade-configuration options.

Scenario A — Geographic Boundary Adjustments

Tests whether adjustments to attendance boundaries can balance enrolment.

Scenario B —Further Boundary Adjustments

Tests whether additional geographic boundary changes improve school utilization.

Scenario C — All French Immersion at one location

Locates all K–9 French Immersion at one school, alongside K-9 English programming.

Scenario D — Centralizes French Immersion and slight boundary adjustment

Locates all K–9 French Immersion at one school alongside K-6 English programming.

Scenario E — Centralizes French Immersion and further boundary adjustments

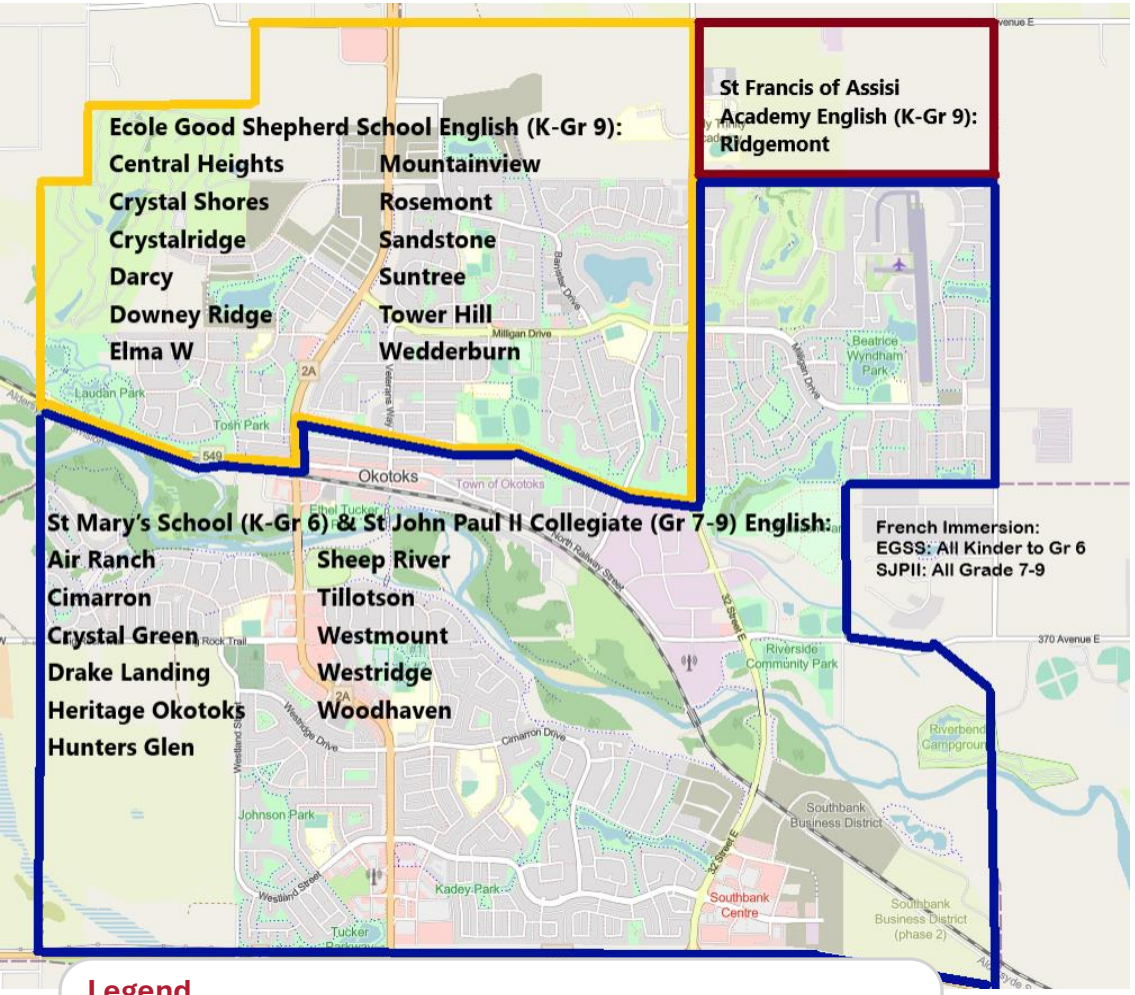
Reconfigured boundaries with French Immersion at one school

Scenario F — Consideration of Grade Level Reconfigurations

Aims to better balance the utilization across all four schools by the addition of a grade level reconfiguration.

Scenario A - Balanced K–9 boundary

Adjusts geographically close attendance areas to balance enrolment.



What this tests: Whether geographically close boundaries can balance enrolment

Capacity impact: EGSS and St. Mary's are both projected to exceed capacity by Year 4, while JPII remains below capacity.

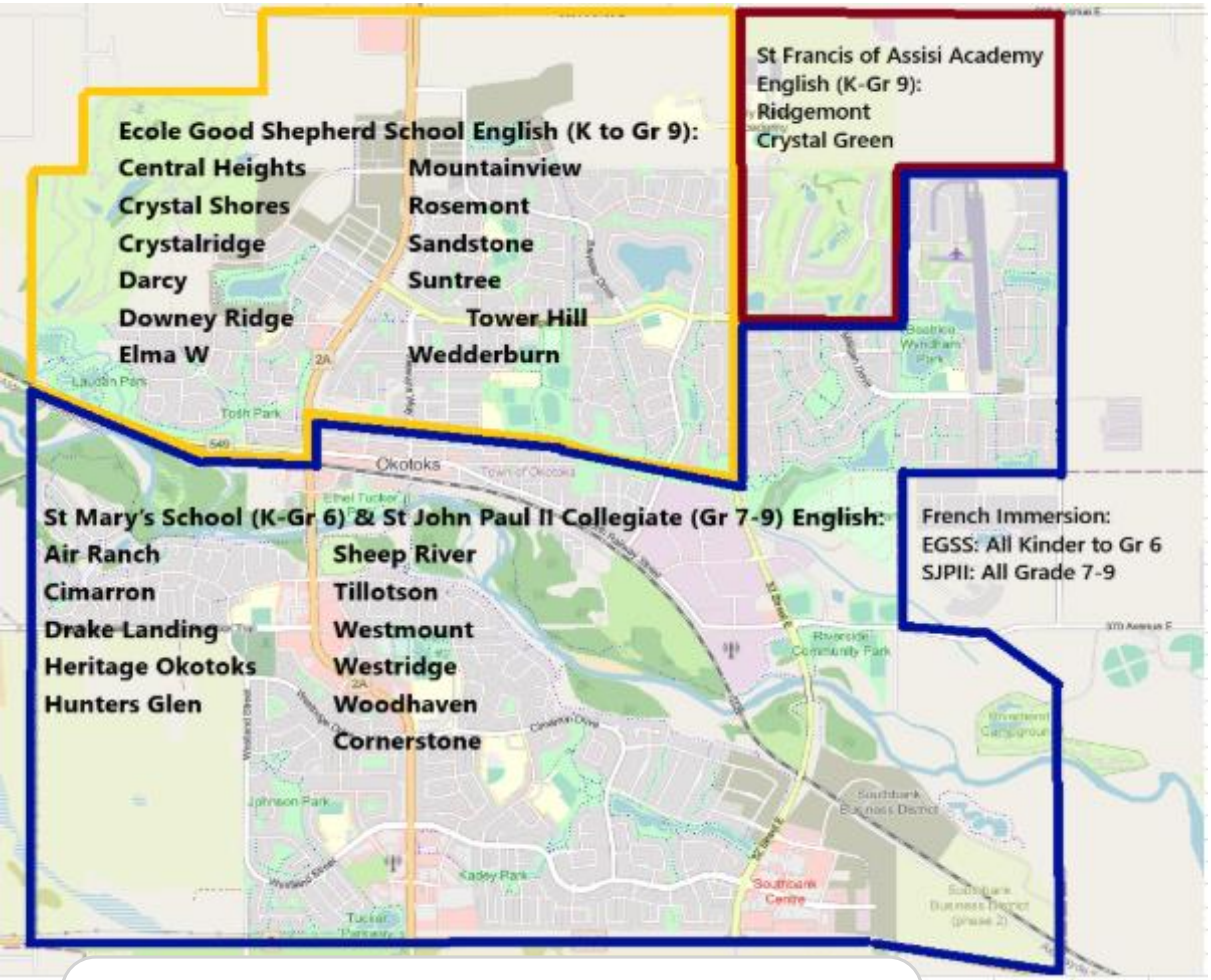
4-year projected utilization • 4% annual growth

EGSS	SMS	SFA	JPII
93% → **104%**	92% → **104%**	80% → 90%	71% → 79%

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Scenario B - Further Balancing K–9 boundary

Adjusts attendance areas further to better balance enrolment.



Legend

- EGSS English K-9
- SFA English K-9
- SMS English K-6 and JPII English 7-9 boundary
  French Immersion: K-6 EGSS, 7-9 JPII

What this tests: Whether additional boundary changes can balance utilization

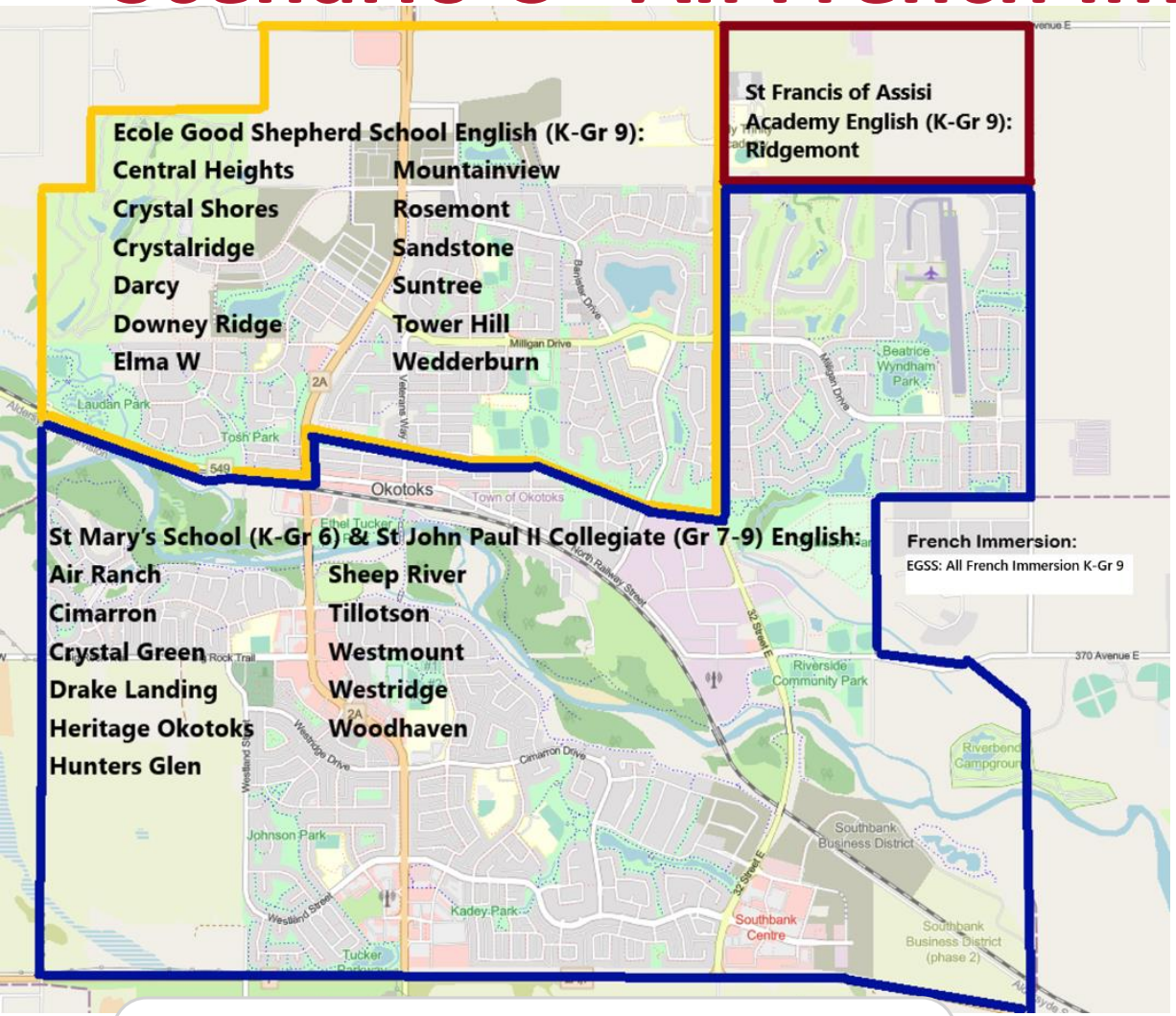
Capacity impact: EGSS and St. Mary's are projected to exceed capacity by Year 4, while JPII remains below capacity.

4-year projected utilization • 4% annual growth

EGSS	SMS	SFA	JPII
93% → **104%**	91% → **102%**	85% → 95%	68% → 77%

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Scenario C - All French Immersion at EGSS



Legend

- EGSS English boundary K-9
- SFA boundary English K-9
- SMS English K-6 and JPII English 7-9 boundary
- French Immersion K-9 at EGSS

What this tests: A major French Immersion configuration change, with all K–9 French Immersion at EGSS.

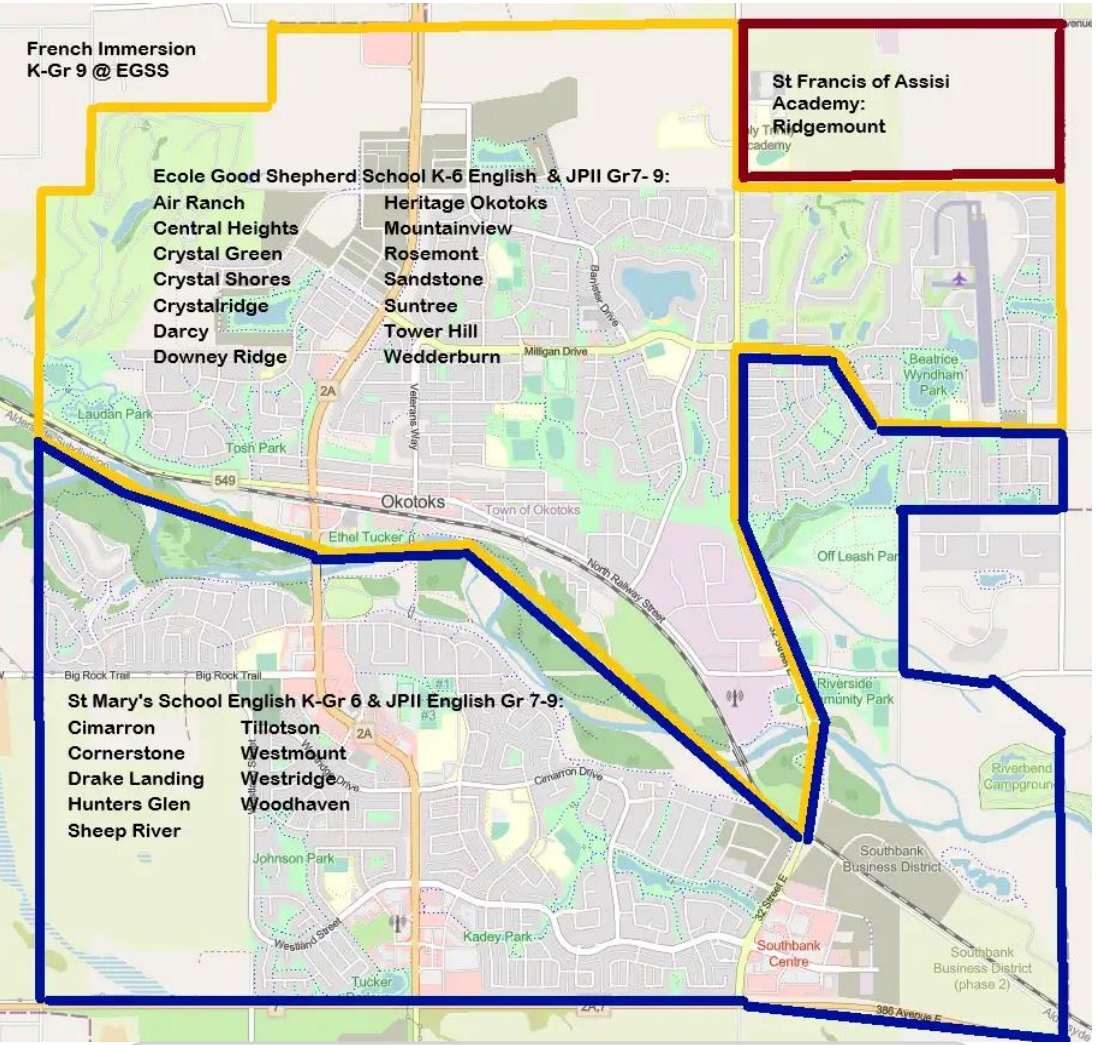
Capacity impact: EGSS opens at 112% capacity and reaches 126% by Year 4. St. Mary's also exceeds capacity, while JPII remains significantly underutilized.

4-year projected utilization • 4% annual growth

EGSS	SMS	SFA	JPII
112% → 126%	92% → 104%	80% → 90%	53% → 60%

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Scenario D - EGSS: K–6 English / K–9 French Immersion



Legend

- EGSS English K-6, and French K-9 boundary
- SFA boundary English K -9
- SMS K-6 and JPII 7-9 English boundary

What this tests:

A new boundary scenario for EGSS:

- EGSS would serve English programming Gr. K - 6, including the entire current Ecole Good Shepherd School boundary, expanded to include the D'Arcy, Mountainview, and Sandstone areas.
- EGSS would also serve French Immersion students in Gr. K – 9 from Okotoks

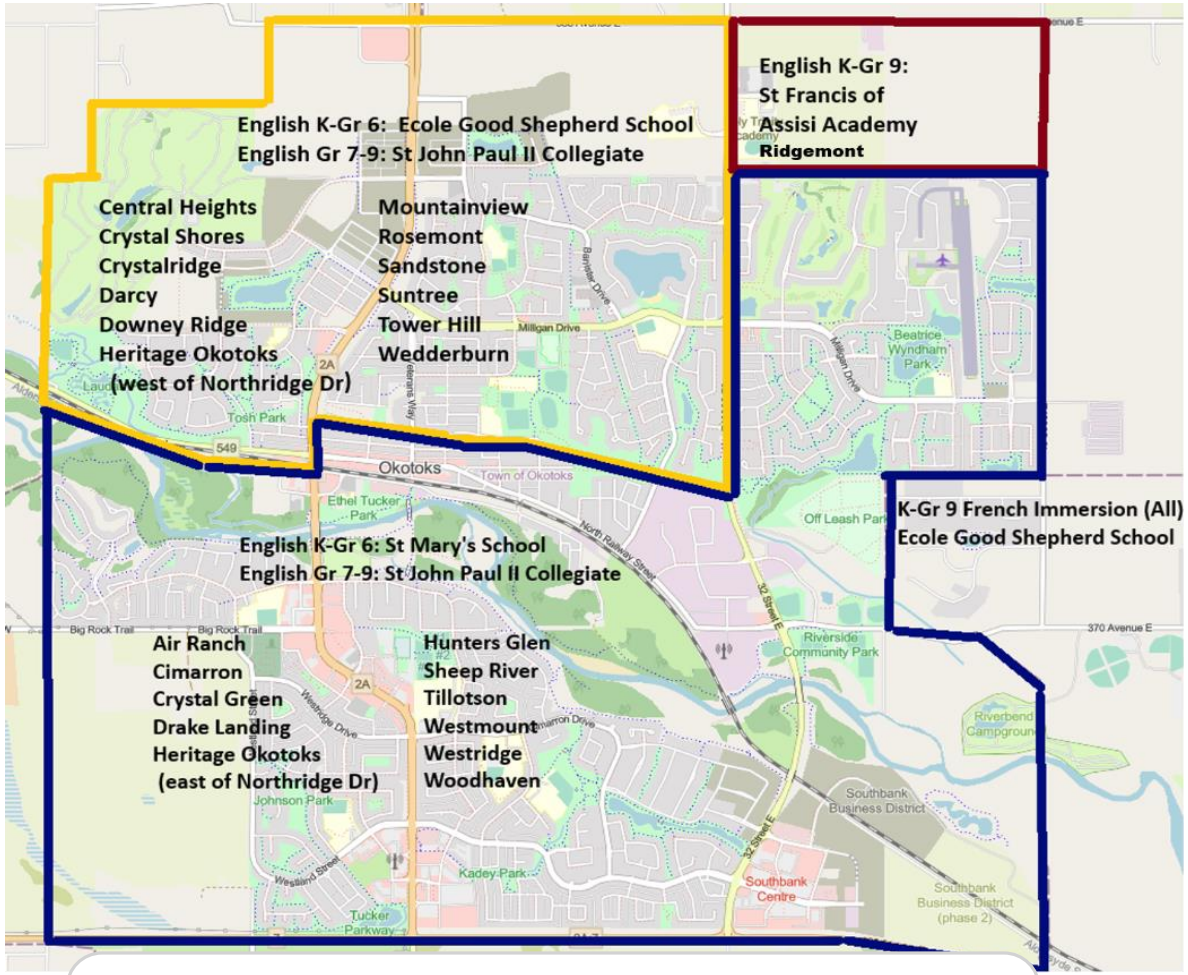
Capacity impact: EGSS opens at 103% capacity and reaches 116% by Year 4, while the other three schools remain below capacity throughout the projection period.

4-year projected utilization • 4% annual growth

EGSS	SMS	SFA	JPII
103% → 116%	79% →89%	80% →90 %	74% → 83%

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Scenario E - EGSS: K–6 English / JPII: English 7-9 / EGSS K–9 French Immersion



What this tests:

A new boundary scenario for EGSS:

- EGSS would serve English programming Gr. K - 6, and French Immersion students in Gr. K – 9

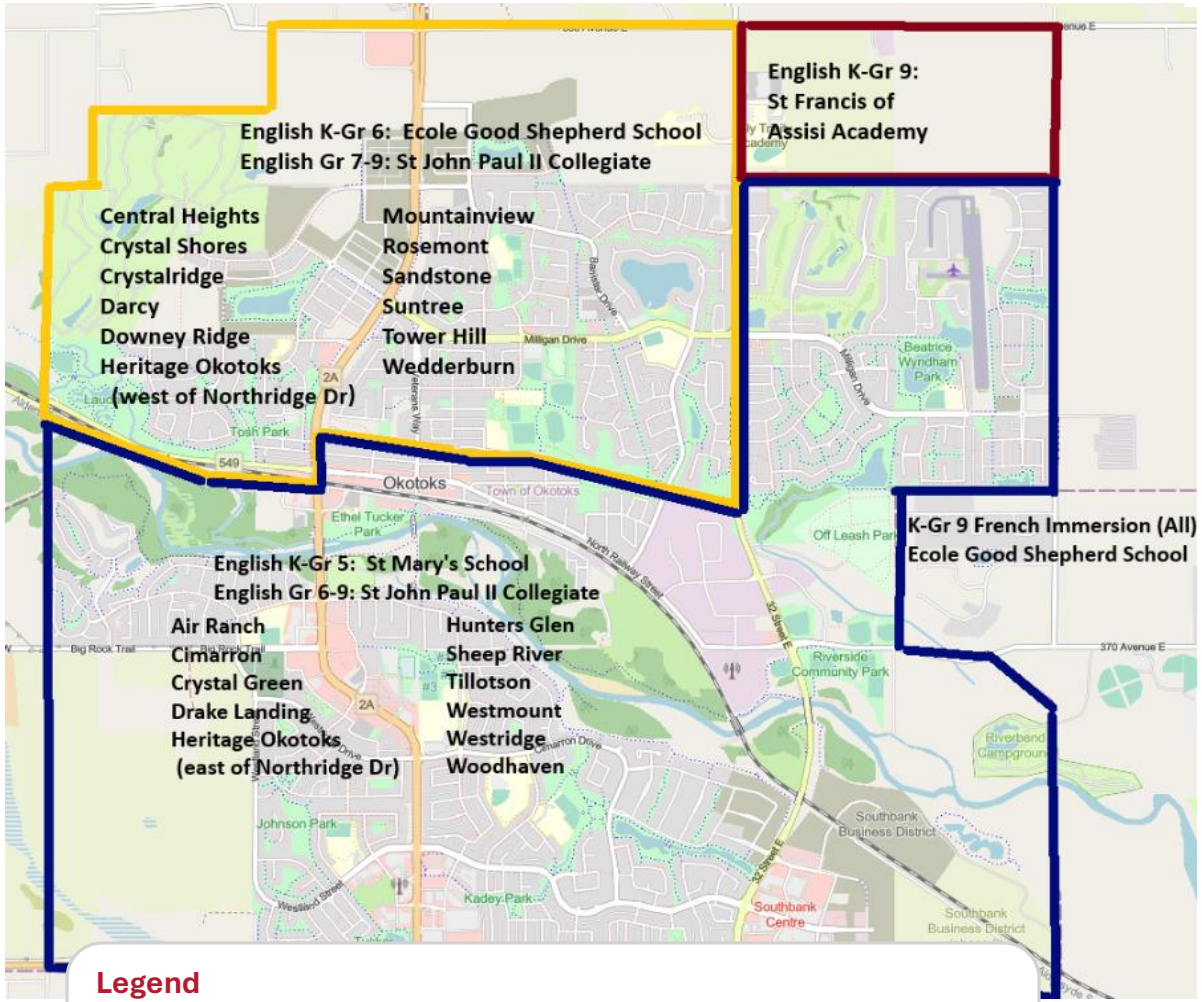
Capacity impact: EGSS and SMS are over capacity by year 4

4-year projected utilization • 4% annual growth

EGSS	SMS	SFA	JPII
89% → 101%	92% →104%	80% →90 %	73% → 83%

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Scenario F - EGSS: K–6 English / EGSS K–9 French Immersion / JPII: English 6-9 / SMS: English K - 5



What this tests:

Whether changing grade configuration for SMS and JPII helps balance utilization better between the four schools

Capacity impact: Utilization among four schools is more balanced

4-year projected utilization • 4% annual growth

EGSS	SMS	SFA	JPII
89% → 101%	77% →87%	80% →90 %	88% → 99%

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Comparing Utilization Over Four Years

Projected school utilization over four years of 4% annual growth

Scenario	Ecole Good Shepherd		St. Mary's		St. Francis		JPII	
	Opening	Year 4	Opening	Year 4	Opening	Year 4	Opening	Year 4
Scenario A	93%	**104%**	92%	**104%**	80%	90%	71%	79%
Scenario B	93%	**104%**	91%	**102%**	85%	95%	68%	77%
Scenario C	**112%**	**126%**	92%	**104%**	80%	90%	53%	60%
Scenario D	**103%**	**116%**	79%	89%	80%	90%	74%	83%
Scenario E	89%	**101%**	92%	**104%**	80%	90%	73%	83%
Scenario F	89%	**101%**	77%	87%	80%	90%	88%	99%

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What the Modelling Is Telling Us

Avoid opening over capacity	Scenarios C and D would see EGSS open above its available capacity.
Preserve room to grow	All six scenarios project at least one school exceeding capacity within four years, reinforcing the need to consider long-term growth
Use the whole system	Scenarios A–E leave considerable available space at JPII. Scenario F provides a more balanced distribution of students across the four schools
Program configuration	Locating all K–9 French Immersion at EGSS creates additional capacity pressures. Adjusting boundaries and grade configurations can help redistribute enrolment but involves other considerations for students and families.

These are planning observations for discussion—not a final recommendation.

Table Talk Process

- CTR staff will facilitate table discussions and record all feedback.
- Using a synodal approach going around the table, each participant will have an opportunity to speak without interruption.
- Facilitators will remain neutral and are acting as process keepers and recorders. They will not answer questions but record questions.
- Questions requiring further information will be answered and posted following the consultation.

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Table Talk – Six Rounds, One Per Scenario
For each scenario, share the following:

Please give us your feedback on each scenario.

At the end of all scenario feedback sessions, share:

Do you have any questions for us or other feedback to share?

Questions that require further analysis will be recorded and answered following the consultation.

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Next Steps After Engagement

1. **Review Community Feedback**

All feedback and questions will be collected, reviewed, and summarized.

2. Share Information

The presentation and responses to community questions will be posted on the division and school websites.

3. Board Decision

The Board of Trustees will review the consultation findings and recommendations before making its final decision on attendance boundaries. Families will be notified by the end of November, ahead of registration opening in December.

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Thank You

Thank you for taking part in this important consultation. Your questions, perspectives and feedback will help inform the Board of Trustees' decision on attendance boundaries for Fall 2027.

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