

public agenda

Regular Meeting of the Board of Trustees

September 24, 2024
11:00 a.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
11:00am	1 Call to Order, National Anthem, Acknowledgement of the Land and Welcome	Chair		
	2 Consideration/Approval of Agenda	Board	GC-2	
	3 Opening Remarks	Chair; J. Pitman		
	4 Awards and Recognitions		GC-3	
	5 Results Focus			
	6 Operational Expectations			
	7 Public Comment		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	8 Matters Reserved for Board Information		GC-3	
	9 Matters Reserved for Board Decision	Board	GC-2	
	9.1 Recommendation to Commence Public Input to Consider Closure of All Boys Program		GC-3E(2)	Page 9-1
	10 Consent Agenda	Board	GC-2.6	
	10.1 Items Provided for Board Decision			
	10.1.1 Locally Developed Courses		R-2, OE-3	Page 10-1



Time	Topic	Who	Policy Ref	Attachment
	<i>(THAT the Board of Trustees approves the recommendations for Locally Developed Courses for school use in CBE for the authorization periods set by Alberta Education's policy.)</i>			
	10.1.2 ASBA Community Engagement Award – Nomination		OE-8	Page 10-7
	<i>(THAT the Board of Trustees approves the nomination of the 2024-2027 Education Plan engagement for the 2024 Alberta School Boards Association Community Engagement Award.)</i>			
	10.1.3 ASBA Innovation Excellence Award – Nomination		OE-8	Page 10-25
	<i>(THAT the Board of Trustees approves the nomination of Level Up Calgary for the 2024 Alberta School Boards Association Community Innovation Excellence Award.)</i>			
	10.1.4 Meeting Minutes			
	<ul style="list-style-type: none"> Regular Meeting held May 21, 2024 Regular Meeting held May 28, 2024 Organizational Meeting held June 18, 2024 Regular Meeting held June 18, 2024 Regular Meeting held June 25, 2024 Special Meeting held August 16, 2024 			Page 10-54 Page 10-60 Page 10-67 Page 10-74 Page 10-82 Page 10-80
	<i>(That the Board of Trustees approves the Minutes of the Regular Meetings held May 21 and 28, June 18 and 25, 2024, the Organizational Meeting held June 18, 2024, and the Special Meeting held August 16, 2024.)</i>			
	10.2 Items Provided for Board Information		OE-8	
	10.2.1 Chief Superintendent's Update			Page 10-37
	10.2.2 Construction Project Status Update		OE-7,9	Page 10-41
	Private Session			
	Termination of Meeting			
	Debrief	Board	GC-2.3	

Notice |

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



**report to
Board of Trustees**

**Recommendation to Commence Public Input to Consider
Closure of the All Boys Program**

Date	September 24, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator(s)	Dany Breton, Superintendent, Facilities and Environmental Services Michael W. Nelson, Superintendent, School Improvement Jennifer Turner, Superintendent, School Improvement
Governance Policy Reference	Governance Policies GC-3E(2): Closure of Schools Procedure Operational Expectations OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-4: Treatment of Employees OE-5: Financial Planning OE-7: Communicating With and Support for the Board OE-8: Communicating and Engaging with the Public OE-9: Facilities
Resource Person(s)	David Dyck, Education Director, Area 7 and Well-Being Lisa Nachtigal, Education Director, Area 4 and Alternative Programs Aubrey Fletcher, Education Director, Area 1 and Teaching and Learning with Technology Chris Radu, Education Director, Inclusive Education Catherine Ford, Director, Planning Tanya Scanga, Director, Corporate Financial Services Erik Sprong, Principal, All Boys Program Karen Drummond, Manager, Community Engagement Brenda Gibson, Manager, Transportation Services Deb Hamilton, Community Engagement Advisor



1 | Recommendation

It is recommended:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process for the proposed closure of the All Boys Program at Sir James Lougheed School in accordance with *GC-3E(2) Closure of Schools Procedure*.

2 | Issue

The All Boys Program is a stand-alone K-6 alternative program within Sir James Lougheed School offering single-gendered programming for boys.

The All Boys Program's mandate is to actively engage students in a single-gender environment to boost self-confidence and foster supportive relationships through coaching and mentorship. However, over time, the program's focus has shifted to address the increasingly complex learning and behavior profiles of its students, a need that is already being met by community schools and various CBE special education services. This shift resulted in the intended outcomes of the alternative program not being met.

Additionally, the program has seen low and declining enrolment and, as such, was first identified in the CBE *Three-Year System Student Accommodation Plan* (SSAP) in the 2018-19 school year. All Boys Program families received an update letter in January 2022 informing them that the school was continuing to be included in the SSAP due to declining student enrolment.

A program evaluation, completed in 2023, found that this program was not effectively meeting intended alternative program outcomes and that there was a need to make changes to ensure funds and services are utilized in an equitable way for all CBE students. This is further discussed *Background*.

Under the Board's *GC-3E(2) Closure of Schools Procedure*, the closure of a program requires a formal closure process.

3 | Background

The All Boys Program has been an alternative program at the Calgary Board of Education (CBE) since 2012. Enrolment in the program peaked at 177 students in 2016 and has been declining ever since. For the 2023-24 school year, 51 students were enrolled in September. The number declined to 48 as of May 2024. Enrolment as of August 29, 2024 was 30 students. The enrolment is lower than expected as several students moved out of the city, relocated to private schools or other schools in CBE. Some of these families chose to relocate to other CBE schools due to the late, unexpected cessation of the before-and-after school care provider.

The All Boys Program was first identified on the SSAP during the 2018-19 school year and has remained on the SSAP since that time. In the 2022-23 school year, the CBE conducted a program evaluation of the All Boys Program that considered the program's effectiveness, efficiency and economy.

The evaluation looked at the program's intended outcomes, student results data, school development plans, facility costs and per student funding data. The CBE also conducted surveys to understand the thoughts and perspectives of staff, students and parents. Four staff, 17 parents and 54 students shared their perspectives via the surveys conducted during the program evaluation. Survey results indicated strong support for the program while also highlighting challenges related to increased student complexity within a small cohort of students.

The intended outcome of the program is identified as providing active engagement in a single-gender program to increase self-confidence and develop caring relationships through coaching and mentorship. The findings of the program evaluation indicate that the program is not operating in alignment with the Government of Alberta [Alternative Programs Handbook](#), the *Education Act* or the stated program objectives of the CBE *Program Integrity Framework for All Boys Program* (see Attachment I). The focus has shifted from the intended outcome to ensuring the social-emotional well-being of students is maintained, with the All Boys Program having up to 61 per cent of students with special education coding as compared to the CBE average of 19.4 per cent. Students with similar special education codes are supported in schools across our system. Teachers in CBE schools provide hands-on learning activities through a social-emotional lens and support students in identifying strategies for regulation and emotional well-being. As such, students' learning needs attending the All Boys Program may be met equally well in other CBE school settings.

The program evaluation also indicated the program's efficiency and economy are limited, with the program experiencing declining enrolment, high attrition rates, increasing student complexity and, as a result, disproportionately high costs per student.

A program evaluation summary was shared with staff and families in February 2024 (see Attachment I).

4 | Analysis

Program Evaluation

The 2023 All Boys Program evaluation considered its economy, efficiency and effectiveness.

Despite a strong and committed administration and staff and support from passionate families, educational outcomes for the All Boys Program are not being significantly impacted as a result of single-gendered teaching and the program is not effectively meeting its intended outcomes. Contributing factors include declining enrolment, with registration having decreased by 50 per cent over five years and

increasing complexity of student learning/behaviour profiles relative to total student population.

Moreover, the program is unable to maximize efficiency, with low and declining enrolment making it challenging to use space and resources efficiently. The utilization rate of the school is 32 per cent; this during a time where most CBE schools are experiencing record enrolment and space for students is in high demand. The current utilization rate is also well below the 85 per cent required to receive maximum operational and maintenance dollars from the Government of Alberta. Class sizes are significantly smaller than the CBE average, which has resulted in the school being unable to staff appropriately within the Resource Allocation Method (RAM) funding. In addition, significant system funding has been necessary to have the required teachers. All these factors make it challenging to use this facility and associated funding for maximum impact across the CBE.

Additionally, the program is not economically sustainable, with the cost per student in the All Boys Program 60 per cent higher than the cost per student in other elementary school programs. In the context of the broader budget available to support student needs across the CBE and a budget that has been challenged further during these years of record enrolment, the allocation over five years of an extra \$460,000+ to the All Boys Program has impacted the supports and services available for students enrolled in other schools. Continued funding of this program in its current form is not sustainable nor equitable for CBE students.

After close consideration of the findings of this evaluation in relation to other CBE programming and student learning opportunities, CBE Administration is proposing the closure of the All Boys Program. The closure is proposed to be implemented at the end of the 2024-25 school year (June 2025). Students' learning needs will be reviewed in alignment with our current placement processes to determine the best educational placement (regular program or another program), commencing in September 2025.

There are multiple reasons for the closure to be recommended, including the following:

- The program is not operating in alignment with the Government of Alberta *Alternative Programs Handbook* or the stated intent and alternative program outcomes within the *Program Integrity Framework*.
- Student learning needs can be effectively met in other CBE school settings.
- Enrolment is low and declining. Operations at current enrolment levels are not sustainable.
- The cost per All Boys Program student is inequitably high.
- Utilization rates are insufficient to receive maximum operational and maintenance dollars as per the current provincial funding model's requirement and the space may be better utilized to support other educational programming opportunities as the system utilization rate continues to rise.

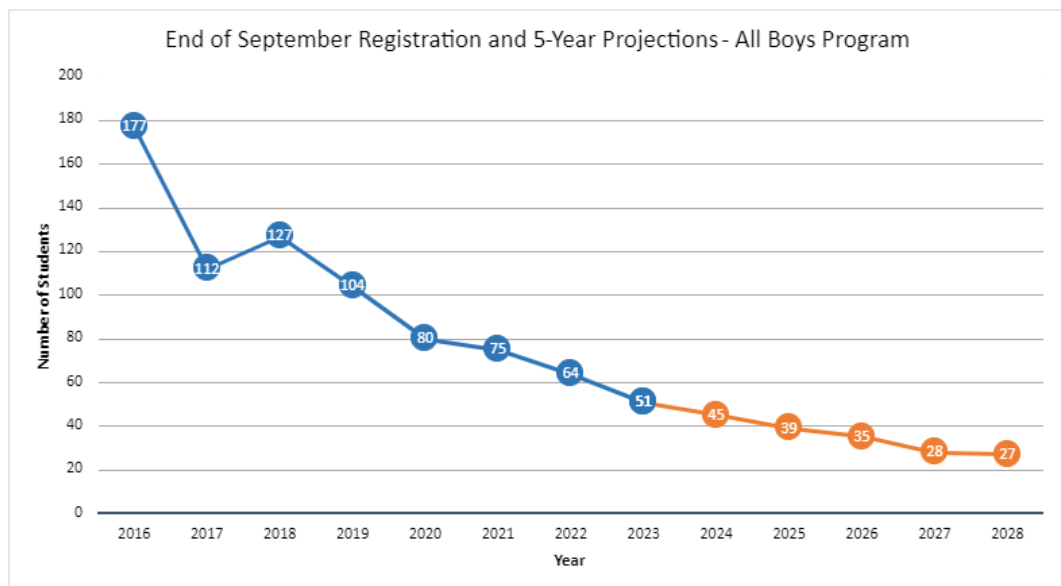
In addition, other considerations suggested by parents such as moving, repurposing or renaming the program are not feasible for the following reasons:

- Moving the All Boys Program to operate alongside another program still poses the problem of small class sizes and is not sustainable during a time when we are experiencing increased space limitations throughout the system. Also, this would result in continued inequity among programs.
- Moving the program would not resolve the primary challenge that the All Boys Program is currently operating out of alignment with the intended focus of the program and is not meeting the program's learning outcomes.
- Creating a single-gender specialized education program is not consistent with the CBE's continuum of specialized supports and services and would continue to allocate disproportionate resources to a specific group where their needs can be met in an inclusive setting.
- Intended learning outcomes of an alternative program cannot be significantly changed. Rather, repurposing an alternative program requires adherence to processes and guidelines set by the Alberta Government and would require closing the current program and applying to create a new program, in accordance with the outlined guidelines.

Student Enrolment, Space, and Utilization

Enrolment in the All Boys Program peaked at 177 students in 2016 and has been declining ever since to the 51 students enrolled in the program at the end of September 2023, putting the utilization rate of the school at 32 per cent.

Future enrolment projections based on the current rate of attrition would see the number of students decline to 27 students by 2028, leaving the school substantially under-utilized at a time when the CBE needs space to accommodate unprecedented growth in the student population.



The All Boys Program was first identified on the SSAP during the 2018-19 school year due to low enrolment and has been included on the report every year since that time. Low enrolment impacts the richness and variety of program offerings and operating efficiencies, and all schools with enrolment less than 70 per cent are reviewed annually for inclusion on the SSAP. Schools operating below the 85 per cent utilization threshold do not receive full funding for operations and maintenance of the school facility.

Proximity, Access and Transportation

If the proposed closure is approved, students in the All Boys Program would have the opportunity to attend their designated regular-program school or another CBE program starting in the 2025-26 school year. For 90 per cent of students in the All Boys Program, this would provide the opportunity to attend a school closer to home, in some cases significantly closer. The rest of the students live close to the Sir James Lougheed School building itself and if it were opened for regular program use, their travel distance would remain the same.

As of May 14, 2024, there were 48 students attending the All Boys program. There are 31 regular-program schools to which current students in the All Boys Program are designated. Regular-program designation areas for current All Boys Program students were mapped to determine impacts upon receiving schools (see Appendix II). Given the small number of students who would be attending each school, the impact on enrolment in their designated schools is expected to be low. In addition, there is space available in the majority of the designated schools to accommodate students currently enrolled in the All Boys Program. Six of the designated schools, to which six current All Boys students would be designated, are currently being overflowed to other nearby schools that are nonetheless closer to their residence than the current All Boys Program.

Student Supports in Regular-Program Schools

Based on 2022-23 CBE special education data, the system-wide percentage of students with special education coding is 19.4 per cent. Given this reference point, the All Boys Program can be considered to have significantly higher rates of students requiring special education coding. The rate of student complexity over the past five years has ranged from 51 to 61 per cent and in the last three years has been within two percentage points of the 61 per cent high.

Coding	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Mild/Moderate	39	30	25	22	18
Severe	26	28	24	24	20
Population %	51%	56%	61%	61%	59%

The All Boys Program is not intended to be a program focused on serving the needs of students with exceptional needs.

In Alberta, educating students with diverse learning needs in inclusive settings is the first placement option considered by school authorities (Alberta Education, 2020). We support a significant majority of our students with identified special education needs in inclusive community school settings, and there are many supports available through Area learning teams and other system resources.

Every CBE school has staff that provide hands-on learning activities through a social-emotional lens supporting students in identifying strategies for regulation, and emotional well-being. In some cases, additional supports are provided. This continuum of supports may include:

- alternative seating (e.g., ability to work in different spaces, using a standing desk to support need for movement)
- visual schedules (schedule for the day posted in highly visible space)
- timers (show how much time a student has to work on tasks)
- social stories (visual tool to illustrate desired behaviours)
- sensory tools and spaces (e.g., supports for students that require sensory input such as squishy ball or theraputty, and sensory rooms)
- checklists to support executive functioning skills (e.g., organization, staying focused, multiple step instructions, task initiation, planning, time management, self-regulation, etc.)
- specific and targeted Individual Program Plan (IPP) goals and conditions for success
- structured and built-in movement opportunities
- noise-cancelling headphones
- flexible schedules
- student-specific task bins
- preferred and non-preferred tasks to build stamina and efficacy
- support from speech-language pathologists, occupational therapists and physiotherapists where needed

In addition to the continuum of supports listed, all schools have access to Area learning team supports including strategists, behaviour support workers, family school liaisons and psychologists. Schools can also request supports for service from the Inclusive Education, Indigenous Education, Well-Being, Diversity and Inclusion, Sexual Identity and Gender Identity (SOGI), and English as an Additional Language teams in support of student success.

In addition to the breadth and depth of resources, supports and services for students, schools with larger student populations can also provide a wider range of extracurricular opportunities, enabling students to explore what interests them more deeply.

Hearing from Affected Communities

In early February 2024, staff, students and families of the All Boys Program were informed about the CBE's plans to submit a report to the Board of Trustees recommending the commencement of the public input process for the proposed closure of the All Boys Program.

Communication included the following: a [project webpage](#) launched February 7 with links to the project plan, program evaluation summary, FAQs, and other information (see Attachment III: Project Communication); parent emails sent February 7, 15, 21, and March 5 and 21; and in-class conversations with students on February 8.

Students, families and staff were invited to learn more and share their thoughts through the following opportunities:

- February 7 All Boys Program staff meeting;

- February 27 in-person parent information session: approximately 30 parents attended;
- Staff online survey open March 5-22: seven staff completed;
- Online discussion forum available for families March 5-April 5 to share comments and questions: 15 parents participated, posting a total of 21 comments and questions;
- March 20 discussion at virtual school council meeting: 10 parents attended; and
- One-on-one conversations with Area 7 education director in late March to April.

Perspectives gathered from the above opportunities were largely consistent amongst parents and staff. There were two key points that emerged: concern about students receiving the supports they need in a regular-program environment and advocacy for the program as a space for neurodiverse learners. Advocacy for maintaining the program was not tied to the original intended focus and learning outcomes of the All Boys Program.

The full comments from the discussion forum for parents and the staff survey are available in Attachment V. These comments are consistent with the perspectives shared at the February 27 parent session, March 20 school council meeting and the February 7 staff meeting. While families were invited to participate in one-on-one conversations with the Area 7 Education Director, no one availed themselves of the opportunity.

The perspectives that were shared will be considered in transition planning and communication with families in the event that closure of the program is approved.

Transition Planning

If the proposed closure is approved, CBE and school leaders will work closely with All Boys Program students and families to develop an appropriate transition plan for each student.

CBE students are transitioned between schools through a thoughtful process that involves staff, students, and families. The successes of each student are celebrated, and the accommodations current schools have in place that support student success are shared with receiving schools to best support each student as an individual. Parent and student voice are an important part of the transition process, and students and families can often visit a school in advance and meet some of the staff members they could be interacting with before attending a new location.

Transition plans may address student learning, supports and/or safety. They are created collaboratively between the school and family. Transition plans may include the following:

- opportunities for parent and student voice during the transition process;
- transition conferences with parents/guardians;
- if a student has an IPP, parents will meet with the existing and receiving school;
- collaboration and sharing between All Boys Program staff and receiving staff;

- IPP articulation meetings between schools to ensure successful transitions and integrity in the IPP process;
- clearly communicated transportation plans;
- invitation to school council meetings at receiving schools to ensure parent connection and community;
- clear communication about timelines; and
- opportunity for All Boys Program students to leave a legacy project at Sir James Lougheed School.

The Future of the Sir James Lougheed School Building

The CBE has experienced record-breaking enrolment for the last two years, adding over 13,000 students between September 2021 and September 2023. Additionally, the CBE's enrolment is forecasted to increase by over 22,000 by 2033. As of the end of September 2023, the system utilization rate for kindergarten to Grade 4 was 86 per cent and 93 per cent for Grades 5-9. Ergo, although a specific accommodation plan for the school would be developed following a potential Board decision to close the All Boys Program, the school building is expected to continue to be used for elementary-level school programming.

5 | Financial Impact

A detailed financial analysis was done as part of the program evaluation that took place in 2022-23. When this evaluation was done, it showed the combined Operations & Maintenance (O&M) and deferred maintenance cost per student in the All Boys Program is ~\$59,000, as compared to the elementary school average of ~\$13,000. The O&M cost per student without deferred maintenance is \$2,700, as compared to the elementary school average of ~\$850.

Between 2018-2023, the All Boys Program received over \$45,500 in additional Area funding and \$422,092 from the Criteria Based Response Fund (CBRF) to support extra staffing.

Overall, the cost per student in the All Boys Program is 60 per cent above the cost per student in other elementary school programs. In addition, the two buses serving students of the All Boys Program operated at a combined loss of over \$68,250 in the 2023-24 school year.

The high cost of operating the All Boys Program is not sustainable into the future, nor does it support equity for all CBE students across our system.

Should the proposed closure be approved, the school building is expected to be retained for elementary-level school programming. This means the ongoing maintenance costs for the building (approx. \$165,000/year) would continue. However, the cost per student would be expected to be close to the CBE average as higher student numbers can eliminate the dependency upon the CBRF for supplemental funding. This would allow operations to be more efficient while concurrently reducing enrolment pressures being experienced by other CBE schools.

Given the distribution of students in the All Boys Program across the city and the small number of students that would be added to each of the 30 identified schools, there is no significant financial impact anticipated for those schools.

In considering all of the additional costs currently required to operate the All Boys Program, closure of the program would allow for a more equitable distribution of CBE funds and resources in support of student success.

6 | Implementation Consequences

If the proposed closure is approved, implementation would help the CBE to equitably and effectively support strong learning outcomes for all students across our system.

CBE and school leaders would work closely with All Boys Program students and families to develop an appropriate transition plan for each student. There would be ample time for discussions and collaboration amongst leaders, staff, students and families.

The All Boys Program administration and staff would gather feedback from parents on additional areas on which they would like the school to focus during their child's transition that have not been mentioned under section 'transition planning'. These plans would include a learning profile for each student identifying strengths and areas for growth. A meeting with the receiving school would take place prior the end of June 2025 to share the transition plan with both the parent/guardian and student.

7 | Conclusion

It is important to ensure alternative programs are operating in alignment with the Government of Alberta *Alternative Programs Handbook*, and the CBE's *Program Integrity Framework for All Boys Program*, which outline the stated intent and learning outcomes for the program. In evaluating the All Boys Program, a major finding was that the program has evolved from the intended single-gender focused education to providing boys with structured social-emotional supports, based on the needs of the boys enrolled in the program. This shift has resulted in the originally intended learning outcomes of the All Boys Program not being met. Additionally, the program evaluation found low and declining enrolment, inequitably high costs per student and unsustainable funding requirements.

Program evaluation findings indicate students' learning needs may be met equally well in other CBE school settings, with teachers able to provide hands-on learning activities and support students in identifying strategies for regulation and emotional well-being. Students may also find increased extracurricular opportunities and more student supports and services in schools with larger school populations.

While it is the CBE's firm belief that All Boys Program students' needs can be met equally well in other CBE school settings, it is important to pay close attention to the concerns and experiences expressed by the families of current All Boys Program students. As such, thoughtful and individualized transition plans are essential to this process.



JOANNE PITMAN
CHIEF SUPERINTENDENT

ATTACHMENTS

Attachment I: Program Integrity Framework for All-Boys Program

Attachment II: All Boys Program - Summary of the 2023 Program Evaluation

Attachment III: All Boys Program Student Locations and Designated Schools

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined in policy the individual and collective behaviour required to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.

Board/Chief Superintendent Relationship: The Board defined in policy the degree of authority delegated to the Chief Superintendent, and set out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.

Results: These policies define the outcome the organization is expected to achieve for each student it serves. The Results policies are the performance targets for the Chief Superintendent and the organization, and form the basis for judging the success of the organization and the Chief Superintendent on reasonable progress towards achieving the Results.

Operational Expectations: These policies define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board's stated values about operational conditions and actions as set out in these policies.

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Program Integrity Framework for All- Boys Program



May
2012

learning | **as unique** | as every student



Advisory Committee:

Carol Murray
Garry Jones
Diane Nowlan

System Principal, Area IV
Principal
Specialist, Learning Services

Stakeholder Feedback:

Teachers
Parents

All teachers

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May
2012

Program Integrity Framework All-Boys Program

Statement of Principle

Calgary Board of Education students have equitable access to a program that develops the academic, social, physical and emotional needs of boys.

Key Characteristics

- Alberta Programs of Study through an instructional approach that best meets the learning needs of boys¹
- development of leadership through “Just for Boys” and “The Leader in Me” programs
- books and curricular materials that excite boys and are integrated into all aspects of curriculum
- opportunities for boys to express themselves through the fine arts
- encourages full participation in appropriate personalized activities including wellness, physical fitness and athletic activity
- opportunities for mentorship networks with successful men
- builds on boys’ strengths to create an optimistic culture and an encouraging learning environment where boys achieve their personal best
- school uniform

Key Outcomes

- active engagement in a learning environment that focusses on the academic, physical, emotional and social needs of boys
- enhanced self confidence
- development of caring relationships through coaching and mentorship

Learner Profile

The All-Boys Program is especially suited for boys who:

¹ Younger, M., & Warrington, M. et.al., (2005). *Raising boys’ achievement* (Research Report: Key Stage 3 National Strategy key messages), Cambridge, UK: Department for Education. Available: <http://www.education.gov.uk/search/results?q=Raising+Boys'+achievement&page=2>

- benefit from a single gender approach to instruction
- are interested in curriculum that highlights what it means to be male in today's society

Entry Points

- open entry depending on space

Application Process

- Calgary Board of Education Student Registration Form (<http://www.cbe.ab.ca/Parents/register/default.asp>)
- Application Form for parent (see school website)
- Copy of the most recent report card if outside CBE
- An Individual Program Plan (IPP) if applicable

Costs to parents

- Calgary Board of Education Fees (<http://www.cbe.ab.ca/Parents/fees.asp>)
- Uniform fees (approximately \$400.00)

Transportation: <http://www.cbe.ab.ca/transportation/alternative.asp>

- bussing is provided from all quadrants of the city

For internal use

Administrator Skill-Set

- interest in single-gender education
- ability to articulate about and advocate for single-gender education
- mentor and role model to males

Teacher Skill-Set

- desire to work with male learners
- understanding of the learning needs of boys
- commitment to participate in and implement gender specific professional development

Professional Development

- focus on innovation and research regarding male single-gender education

Indicators for Program Monitoring

(Provided as a guide for program monitoring)

- academic improvement for all students
- increased enrolment
- sustained registration over the elementary years

System Requirements

- system support for cohesion across alternative programs
- longitudinal research of student success in an all-boys learning environment

References

Cleveland, K. (2011). *Teaching boys who struggle in school: strategies that turn underachievers into successful learners*. Alexandria, VA: ASCD.

Sax, L., (2005). *Why Gender Matters*. Broadway Books: New York.

Spielhagen, F.R. (2011). "It all depends.."; Middle School Teachers Evaluate Single-Sex Classes. *RMLE Online*. Westerville: 2011. Vol. 34, Iss. 7; p. 1.

Younger, M., & Warrington, M. et.al., (2005). *Raising boys' achievement* (Research Report: Key Stage 3 National Strategy key messages), Cambridge, UK: Department for Education. Available: <http://www.education.gov.uk/search/results?q=Raising+Boys'+achievement&page=2>

All Boys Program - Summary of the 2023 Program Evaluation

Ongoing Monitoring and Evaluation

The CBE continually monitors and assesses schools and programs to ensure we are operating efficiently and economically while prioritizing student learning. Ongoing monitoring includes:

Three-Year System Student Accommodation Plan

Every year the CBE identifies schools that have a utilization rate of less than 70 per cent or greater than 95 per cent. This data serves as an indicator to school communities that changes may need to happen in the future.

Program Evaluations

At the CBE, periodic program evaluations are conducted to ensure each program is meeting its intended student learning outcomes effectively, efficiently and economically and that a program is demonstrating success in the areas of achievement, equity and well-being identified in our Education Plan.

The All Boys Program, a stand-alone K-6 program within Sir James Lougheed School, offers single-gender programming for boys. It has been an alternative program at the Calgary Board of Education (CBE) since 2012 with an intended outcome of providing active involvement in a single-gender program to increase self-confidence and develop caring relationships through coaching and mentorship. Meeting the program outcomes has been challenging due to declining enrolment, increasing student complexity and financial implications.

The All Boys Program and the CBE Three-Year System Student Accommodation Plan

Enrolment in the program peaked at just over 175 students in 2016 and has been declining ever since. When a school's utilization rate goes below 70 per cent, it is identified on the CBE's [Three-Year System Student Accommodation Plan](#) (SSAP). This means the CBE will closely monitor the school and may need to take action if utilization rates remain low. The All Boys School was first identified on the SSAP during the 2018-19 school year. All Boys families received an update letter in January 2022 informing them that the school was continuing to be included in the SSAP due to declining student enrolment.

Program Evaluation

In the 2022-23 school year, the CBE conducted a program evaluation of the All Boys Program that considered the program's:

Effectiveness

Is the program meeting its intended learning outcomes for students?

Efficiency

Is the program using space and resources efficiently?

Economy

Are learning outcomes being achieved economically and in line with CBE averages?

The evaluation looked at the program's intended outcomes, student results data, school development plans, facility costs and per student funding data. The CBE also conducted surveys to understand the thoughts and perspectives of staff and parents. Survey results indicated strong support for the program while also highlighting challenges related to increased student complexity within a small cohort of students.

The findings of the All Boys Program Evaluation clearly indicate support from a strong and passionate group of staff and families. As detailed on page three, findings also show that the program is not effectively meeting the intended outcome of providing active engagement in a single-gender program to enhance self-confidence and caring relationships through coaching and mentorship alongside male role models.

The CBE Approach to Monitoring and Evaluation

The CBE takes a thorough and thoughtful approach to monitoring schools and programs. This approach is:

- Rooted in CBE values:
 - Students come first.
 - Learning is our central purpose.
 - Public education serves the common good.
- Based on data and evidence.
- Mindful of the thoughts and perspectives of staff, students and families.

While students, staff and parents note the importance of the program for the male students it serves, decreasing enrolment alongside increasing complexities has resulted in a shifting focus to ensure the social-emotional well-being of students is maintained. This shift is not outside the scope of any community school in our system. Teachers in community schools provide hands-on learning activities through a social-emotional lens supporting students in identifying strategies for regulation, and emotional well-being. As such, students' learning needs may be met equally well in a community school setting.

Measures of the program's efficiency and economy are detailed on pages four and five. They show a program with declining enrolment, relatively high attrition rates, increasing student complexity and, as a result, disproportionately high costs per student.

Recommendation Based on Program Evaluation Findings

When considering economy, efficiency and effectiveness together for the All Boys Program, there is a need to make changes to ensure funds and services are utilized in an equitable way for all CBE students. After close consideration of the findings of this evaluation in relation to other CBE programming and student learning opportunities, CBE has decided to move forward with a recommendation to the Board of Trustees to commence the public input process on the proposed closure of the All Boys Program.

This recommendation is being put forward out of a desire to provide the best possible learning opportunities for students of the All Boys Program. Low student enrolment in the All Boys Program is limiting the learning and extra-curricular opportunities available to students in comparison to what is available at other CBE schools with higher enrolment. With higher enrolment comes a wider range of resources, supports and services for students. These additional supports would be beneficial to students in the All Boys Program.

As we prepare the recommendation to commence the public input process for the proposed closure, we will have important conversations with staff and families from February to May of this year. We will answer your questions, share program options available to your student(s), and learn from you what is important to consider in individualized transition plans should the program close. The perspectives shared by the school community will be considered in developing the recommendation report, which will be submitted to the CBE Board of Trustees in fall 2024.

If the Board approves the commencement of the public input process on the proposed closure, they will provide time for public input before a final decision is made. The decision about whether or not to close the All Boys Program will be made by the Board of Trustees in alignment with [GC-3E\(2\): Closure of Schools Procedure](#). It is expected the decision would be made by December 2024.

All Boys Program Evaluation - Effectiveness

Effectiveness Summary

Despite a strong and committed administration and staff and passionate families, educational outcomes for the All Boys Program are not being significantly impacted as a result of single-gendered teaching. A contributing factor is the increasing complexity of student learning/behaviour profiles relative to total student population at All Boys Program. While the overall class sizes are small, the level of class complexity would suggest that over half of the students in each class would require an Individual Program Plan.

What We Looked At

- Intended and actual educational outcomes
- Report card results
- Provincial Achievement Test results (PATs)
- Professional learning opportunities
- School Development plans
- Staff, student and parent responses to a survey conducted in the 2022-23 school year.

What We Found

- For the past four years, the average report card result for students in the program for both English Language Arts and Mathematics was generally lower than the overall CBE average.
- In Grade 6 PAT results, students are achieving similar results at the acceptable level to their CBE and provincial peers. In both 2018-19 and 2021-22, no students from the All Boys Program achieved at the standard of excellence in the PATs with the exception of 2021-22 Mathematics.
- There is no evidence that single-gendered programming is directly impacting student achievement for the All Boys Program.
- Professional learning has focused on regulation and strategies to support challenging behaviours based on student complexities, rather than on topics related to single-gendered education.
- Parent survey responses indicate the program recognizes students' diverse ways of learning, student interests and abilities through hands-on learning, STEAM-focused tasks and collaborative projects, art residencies and opportunities for students to build confidence in learning and developing friendships.
- Teacher survey responses identified professional learning opportunities have not been specific to single-gendered learning and additional support is required for inclusive education, special education and the inclusion of male mentors/speakers. They also identified a need for more male staff and education assistant support for the All Boys Program.
- Analysis of the School Development Plans reveal a focus on literacy and mathematics instruction with some alignment to a single-gender approach.

All Boys Program Evaluation - Efficiency

Efficiency Summary

The low and declining enrolment in the All Boys Program makes it challenging to use space and resources efficiently. The utilization rate is well below the 85 per cent required to receive maximum operational and maintenance dollars from the Government of Alberta. While class sizes are significantly smaller than the CBE average, increased student complexity has required a higher investment, which has not made efficient use of funds for maximum impact across the CBE.

What We Looked At

- Student registration
- Attrition rates
- Class size
- Student complexity
- School utilization rates

What We Found

- Registration has decreased by 50 per cent over five years.
- The All Boys Program over the past four years has experienced varying rates of attrition ranging from 10.14 to 27.91 per cent with the highest rates in 2020-21 and 2022-23.
- There have been no kindergarten registrations since the 2020-21 school year.
- Class sizes have averaged 17 over the past four years, with a low of 15 students per class in the 2022-23 school year. This is well below the CBE target of 25 students per class.
- The All Boys Program has implemented a multi-grade configuration based on enrolment, complexity and staffing resources.
- The rate of student complexity in the program over the past five years has ranged from 51 to 61 per cent as compared to 19.4 per cent across the CBE.
- School utilization has decreased from 67 per cent in 2018-19 to 39 per cent in 2022-23. This is well below the current provincial funding model's requirement of an 85 per cent+ utilization rate to receive maximum operational and maintenance dollars.

All Boys Program Evaluation - Economy

Economy Summary

The average cost per student in the All Boys Program is substantially higher than the CBE average. In the context of the broader budget available to support student needs across the CBE, the allocation of significant extra funding to the All Boys Program has impacted the supports and services available for other students. Continued funding of this program in its current form is not sustainable and is not equitable for CBE students.

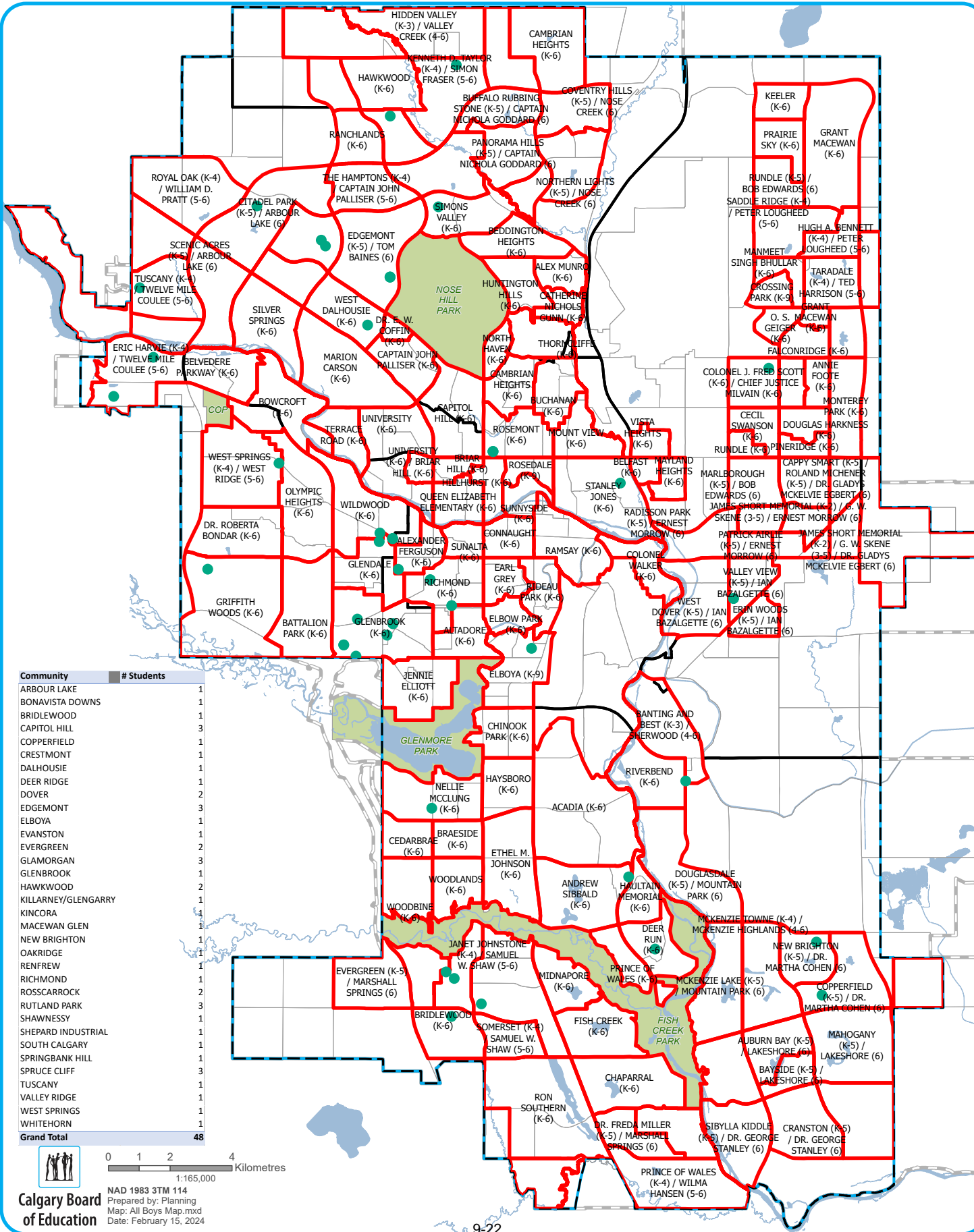
What We Looked At

- Facility costs
- School-based budget
- Other sources of funding redirected from the global budget (e.g., Criteria Based Response Fund (CBRF) and Area funding
- Transportation costs

What We Found

- The combined Operations & Maintenance (O&M) and deferred maintenance cost per student in the All Boys Program is ~\$59,000, as compared to the elementary school average of ~\$13,000. The O&M cost per student without deferred maintenance is \$2,700, as compared to the elementary school average of ~\$850.
- The annual operating cost for Sir James Loughheed School is ~\$165,000/year.
- Between 2018-2023, the All Boys Program received over \$45,500 in additional Area funding and \$422,092 from the Criteria Based Response Fund (CBRF) to support extra staffing.
- Overall, the cost per student in the All Boys Program is 60 per cent above the cost per student in other elementary school programs.
- In the 2022-23 school year, the two buses serving the students of the All Boys Program operated at a combined loss of over \$59,500.

Students Enrolled in All Boys Program



report to Board of Trustees

Locally Developed Courses

Date	September 24, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Jennifer Turner, Superintendent of School Improvement Michael W. Nelson, Superintendent of School Improvement
Governance Policy Reference	Locally Developed Courses R-2: Academic Success OE-3: Instructional Program
Resource Person(s)	Ken Weipert, Education Director, School Improvement Tammy Watt, Specialist, School Improvement Keith Christensen, Specialist, School Improvement

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the recommendations for Locally Developed Courses for school use in the Calgary Board of Education for the authorization periods set by Alberta Education's policy.



2 | Issue

Alberta Education's "Guide to Education" under School Authority Procedures indicates,

"School authorities offering locally developed courses must develop, implement, and maintain current written procedures consistent with the Guide. School authorities must approve LDCs by a resolution or motion of the board of a school authority or governing body of a private school prior to offering the LDCs."

To be able to offer the sequences for students, Board of Trustee approval is required.

Alberta Education's online database provides the appropriate information to be included in this report and is listed under Section 4 | Analysis.

3 | Background

The Calgary Board of Education supports students' learning by enhancing and extending Alberta Education's provincial curriculum with Locally Developed Courses. Creating or acquiring a Locally Developed Course begins with identifying interests and needs of students. The Education Director responsible for Locally Developed Courses, in collaboration with Specialists, supports creating or acquiring Locally Developed Courses for Board of Trustee approval. To meet Alberta Education's requirements, a Locally Developed Course requires a certificated teacher.

Before developing a Locally Developed Course, existing Locally Developed Courses are reviewed to determine if there is existing curriculum that will meet the identified interests and needs of students. If there is a sequence available, the Locally Developed Course is acquired and submitted to the Board of Trustees for approval. If there isn't, with the Education Director responsible for Locally Developed Courses support, the sequence is developed for Board of Trustee approval.

The proposed sequence includes an overall description, outlines the student need, and determines implementation requirements. Implementation requirements describe only what is needed to offer the sequence such as equipment, student safety, and/or an awareness of sequence sensitivity.

The proposed sequence will include a minimum of one course at the grade 10 level; and/or include grade 11 and/or include grade 12. The course name identified with level 15, 25, or 35 behind the name; will include a specific description that indicates the difference and benefit for the student enrolled in the 15, 25, and/or 35 level.

The proposed sequence outlines the progression to determine the prerequisites. The proposed sequence will also include a comparison to existing authorized curriculum for identified overlap, if any. If there is overlap, but not significant, a rationale is provided to support the need for the proposed sequence.

The proposed sequence, consisting of the overall description, student need, implementation requirements, course levels, prerequisites, and comparison to existing authorized curriculum form the front matter of the Locally Developed Course and is submitted to Alberta Education as an active sequence request for review.

If the proposed front matter of the sequence meets Alberta Education requirements, the active courses, 15, 25, and/or 35 are developed with Topics (main idea, essential understandings, organizing ideas); General Outcomes and Specific Outcomes. The active courses are submitted for review by Alberta Education. If Alberta Education accepts the information in the active courses, the finalized sequence is submitted for Board of Trustee approval.

Locally Developed Courses are authorized for a maximum period of four years. Prior to expiry, continuing an existing developed and acquired course involves a review for student need. The review process includes evaluating if the sequence content is current, student enrollment data changes (increasing or decreasing) and/or if another sequence is more suitable to meet students' learning needs. Recommendations for developing, continuing or expiring Locally Developed Courses are submitted for Board of Trustee approval.

Alberta Education's database, to allow for ease of student enrollment, has removed the approved start date of September 1st to allow flexibility for student enrollment when the school year begins prior to September 1st of the renewal year.

Board of Trustee minutes indicating approval are submitted to Alberta Education for authorization by the Minister of Education.

4 | Analysis

Procedures for authorizing a Locally Developed Course outlined in the *Guide to Education* include the expectation that all school authorities have a board motion approving developed, acquired, and withdrawn Locally Developed Courses.

Authorization from the Minister of Education and by Alberta Education is ongoing. As sequences are finalized and authorized, the Calgary Board of Education continues to add those having student interest. The course recommendations in this report have been approved by Alberta Education since the Report to the Board of Trustees dated April 23, 2024 and May 28, 2024. The following recommendations require Board of Trustee approval.

Developed | for use in the Calgary Board of Education

The sequence listed in the table below has recently been authorized by Alberta Education. The developing jurisdiction was not able to complete the submission process in a timely manner to meet the enrolment needs of students within Alberta. With Alberta Education's support, the Education Director for Locally Developed Courses determined that in the best interest of all students wanting to enroll in this sequence, that the Calgary Board of Education would become the developing jurisdiction for the duration indicated from the First Approved Year until the Last Approved Year.

Course Name	Version	Course Code	First Approved Year	Last Approved Year
Mathematics Analysis and Approaches (Extension) 25	5 Credits (2024-2028)	LDC2306	2024-2025	2027-2028
Mathematics Analysis and Approaches (Higher) 35	3 Credits (2024-2028)	LDC3306	2024-2025	2027-2028

Acquired | for use in the Calgary Board of Education

The sequences listed in the table below have recently been authorized by Alberta Education. Authorization of sequences is on going and timing dependent on the authoring jurisdiction's ability to meet the complexity of writing and submitting sequences.

It is recommended these sequences be approved for use in schools for the duration indicated from the First Approved Year until the Last Approved Year.

Acquired Course	Version	Course Code	First Approved Year	Last Approved Year
Directing 25	5 Credits (2024-2028)	LDC2468	2024-2025	2027-2028
Directing 35	5 Credits (2024-2028)	LDC3468	2024-2025	2027-2028
Mental Health Literacy 15	3 Credits (2024-2028)	LDC1027	2024-2025	2027-2028

Withdrawal | from the approved Calgary Board of Education's course board listing.

American Sign Language (Language Arts) 12Y, set to expire, will be authorized only as bilingual language course for use in the Alberta School for the Deaf. The Calgary Board of Education has approval for American Sign Language and Culture sequence for use in schools which will continue to meet the learning needs for students.

Mathematics Analysis and Approaches, based on the Mathematics International Baccalaureate (IB) program, has been updated to include naming conventions to better identify the content within. It is Alberta Education's

policy to end the expiring sequence's name and corresponding course code and replace with a new names and course codes.

It is recommended that all listed courses included in the table below, ending by the Last Approved school year, be removed from the Calgary Board of Education's approved course board listing.

Course Name	Version	Course Code	Last Approved Year
Mathematics Analysis and Approaches 25	5 Credits (2023-2024)	LDC2209	2023-2024
Mathematics Analysis and Approaches 35	5 Credits (2023-2024)	LDC3209	2023-2024
American Sign Language (Language Arts) Kindergarten to Grade 9; 15, 25, 35	5 Credits (2023-2024)	LDC1378 LDC2378 LDC3378	2023-2024

5 | Implementation Consequences

Calgary Board of Education Operational Expectations OE-3: Instructional Program states,

“The Board of Trustees believes that providing high quality programming for all students is essential for student success.”

The Chief Superintendent shall:

3.1 Plan for and provide challenging, relevant and high quality programming opportunities that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.

Alberta Education's *Guide to Education* on Locally Developed Courses states,

“School authorities have the flexibility to develop or acquire locally developed courses (LDCs) to address particular student and/or community needs. These learning opportunities complement, extend and/or expand upon provincial programs of study. LDCs may be used to accommodate student needs and interests; encourage and support innovative learning and teaching practices; address unique community priorities; e.g., language, culture, labour market needs; engage students who may be at risk of leaving school early; promote successful transitions to further education by exposing students to advanced subject matter and learning environments; e.g., Advanced Placement, International Baccalaureate.”

A decision by the originating district to continue developing, acquiring, and removing sequences with approval from the Board of Trustees forms an official

course listing. The Calgary Board of Education's intention is to facilitate seamless access for students.

Approved Locally Developed Courses for students in kindergarten through to Grade 12 are available to all staff in the Calgary Board of Education through Insite.

6 | Conclusion

Board of Trustee's approval of all Locally Developed Courses will ensure that the Calgary Board of Education is compliant with the *Guide to Education* requirements. Approval of these sequences will enable the Calgary Board of Education to be innovative and responsive to the learning needs of our students.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

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.

report to Board of Trustees

Alberta School Boards Association Community Engagement Award - Nomination

Date	September 24, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Patricia Bolger Board Chair
Purpose	Decision
Governance Policy Reference	OE-8: Communicating and Engaging With the Public
Resource Person(s)	Marla Martin-Esposito, Chief Communications Officer Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the nomination of the 2024-2027 Education Plan engagement for the 2024 Alberta School Boards Association Community Engagement Award.

2 | Background

The Alberta School Boards Association (ASBA) annual Community Engagement Award recognizes school boards that embrace community engagement as a method to inform, involve and gain input from stakeholders on school jurisdiction plans, programs and services.

Community engagement is a collaborative process that helps “put the public back in public education.” Effective community engagement ensures plans, directions and decisions of school boards reflect community input and feedback. ASBA believes informing and involving stakeholders is a critical component to maintain excellence in public education.



3 | Analysis

Throughout the process of developing the Calgary Board of Education (CBE) 2024-27 Education Plan, it heard the rich insights and perspectives of more than 9,000 CBE community members. This input helped ensure that the CBE's education plan is not only strategic and comprehensive but also reflective of the diverse voices within its community, exemplifying CBE's commitment to "putting the public back in public education." This initiative not only helped CBE make informed decisions but also strengthened the bonds between the CBE and the communities it serves, laying a solid foundation for continued excellence in public education.

CBE believes this initiative showcases its dedication to effective, inclusive community engagement and serves as a model for other school boards aiming to enhance their educational planning through community collaboration.

The CBE is committed to student success and ensuring the decisions it makes are thoughtful, thorough and provide a voice to those affected by decisions whenever possible. All CBE decision-making and community engagement activity is conducted in alignment with the CBE Dialogue Framework.

4 | Conclusion

The Board of Trustees to consider the nomination of the 2024-2027 Education Plan engagement for the Alberta School Boards Association Community Engagement Award.

Attachment I: ASBA Community Engagement Award Nomination Package



COMMUNITY ENGAGEMENT AWARD

NOMINATION PACKAGE

AWARD INFORMATION

Overview

Introduced in 2010, the annual Community Engagement Award recognizes school boards that embrace community engagement as a method to inform, involve and gain input from stakeholders on school jurisdiction plans, programs and services.

Community engagement is a collaborative process that helps “put the public back in public education.” Effective community engagement ensures plans, directions and decisions of school boards reflect community input and feedback. Alberta School Boards Association (ASBA) believes informing and involving stakeholders is a critical component to maintain excellence in public education.

Award parameters

The Community Engagement Award is open to any ASBA member school board that has engaged the community at any time in the previous school year cycle and can demonstrate two or more of the following as a result:

- An avenue for two-way communication with the community was created;
- The community had a tangible opportunity to participate in school board decision-making on a topic or issue;
- The community engagement effort involved a cross-section of participants;
- Input was sought from First Nations, Métis and Inuit stakeholders;
- Input was sought from the Francophone community;
- Data suggested that participants agreed their input was effectively used or considered;
- There was follow-up with participants and/or the community after the community engagement effort;
- The community engagement effort helped the school board make effective, informed decisions for students.

Note: At least one letter of support from a group or community leader that partnered with, participated in or witnessed the engagement effort must accompany the submission. The letter must make reference to the credibility and/or value of the engagement effort from the perspective of the group or leader. Examples of such groups or leaders include school councils; chambers of commerce; community leagues; social clubs; municipal councillors, mayors or reeves; MLAs; church leaders; etc.

Nominations

Each school board is eligible to submit one nomination for a project initiated in their own school board's jurisdiction. Each nomination must be approved by board motion. One Community Engagement Award will be awarded each year to the school board that best meets the application criteria.

Recognition

The award will be presented by ASBA's President at the Fall General Meeting.

Submission Checklist

- ☐ **ATTACHMENT 1: Nomination form**
- ☐ **ATTACHMENT 2: Evaluation form (attach up to two additional pages as required)**
- ☐ **ATTACHMENT 3: Nominee consent form**
- ☐ **Board motion approving nomination**
- ☐ **Letter of support**

All forms and evaluations must be completed and signed, and all elements noted above must be provided electronically. Please forward the completed nomination package to awards@asba.ab.ca by **September 16**.

ATTACHMENT 1: NOMINATION FORM

Nominee Information

SCHOOL BOARD (Please record the school board's name precisely as it should appear on the award)

CONTACT NAME

PHONE

EMAIL

Nominator Information

NAME

SCHOOL BOARD

By motion of the Board at a meeting held on

(MM/DD/YYYY)

Alberta School Boards Association is requested to consider the above nomination for the Community Engagement Award (please provide a copy of the motion).

Initiative or Engagement Information

NAME OF INITIATIVE

1. Describe the school board’s specific community engagement initiative(s), outlining the process by which stakeholders and/or communities were brought together to provide input on an issue or topic. Did the initiative have a clear purpose or need? Was this a new approach?

2. Cite any creative methods the school board used to encourage individuals, groups or communities to participate in the engagement.

3. Outline the process the school board used to follow up with participants after the community engagement initiative ended. Were participants clear on how their input would be used? Were they satisfied with the process?

4. Describe the outcomes and benefits gained as a result of the community engagement. What is different? What has been gained?

5. Outline any efforts by the school board to continue conversations with participants and the community beyond this initiative.

6. Provide any additional comments or feedback if required.

Please attach up to two additional pages as required to ensure questions 1-6 are answered in full.



Question 1 continued...

We recognize that not all CBE community members are able or interested in providing input at in-person sessions, so it was important to provide online opportunities that would be accessible to many. The CBE's survey tool is capable of capturing feedback in more than 30 languages.

2. World Cafe Format, In-Person Sessions: More than 10 in-person sessions were conducted, involving CBE staff, parents, school councils, partners and advisory councils (CBE Elder Advisory Council and Chief Superintendent's Student Advisory Council). These sessions facilitated face-to-face interactions, allowing for deeper conversations and immediate feedback.

Engagement Strategies:

We implemented several key strategies to maximize participation and the effectiveness of our engagement.

- **Multi-Channel Communication:** We leveraged CBE and school websites with translation functionality, social media, email messages and digital newsletters to encourage participation.
- **Diverse Input Opportunities:** Both in-person and online avenues were provided, catering to different preferences and ensuring accessibility for all community members. The online survey offered multi-language translation which resulted in 202 surveys submitted in a language other than English – the highest number of any survey we have conducted.
- **Targeted Staff Engagement:** Specific engagement opportunities were designed for those working directly with students, acknowledging their unique perspectives.
- **Targeted Partner Engagement:** Members of CBE partner organizations were invited to attend one of two sessions organized specifically for partners. More than 40 people attended these sessions.
- **Consultative Planning:** Discussions took place with union representatives and other internal stakeholders about plans for this engagement prior to it taking place, providing time and opportunity for thoughts and ideas to be shared that could shape the plan.
- **Trustee Involvement:** Trustees participated in sessions, listening to participants' feedback and demonstrating our commitment at the highest levels to involving the CBE community in decision-making.

Question 2 continued...

Each session had three or four World Café stations with butcher paper and sticky dots for participants to write and endorse comments. Each station focused on a specific question, with participants rotating every 15 minutes. Superintendents, education directors and engagement staff were on hand to present information and facilitate discussions. At the end of each session, participants were encouraged to complete a session evaluation.

Multi-Language Online Survey

To accommodate the CBEs diverse parent and public demographic, online surveys included an auto-translation feature. This allowed participants to translate the survey into over 30 languages, encouraging those whose first language is not English to participate in their first language if they wished.

The first survey question asked participants to select their first language. After doing so, instructions were provided on how to activate the translation feature. This resulted in a record number of surveys completed in languages other than English, with 202 responses or 3.23% of the 6,244 submissions using this feature.

These creative engagement methods significantly enhanced participation and inclusivity. The comprehensive communication materials equipped participants with the necessary information to engage meaningfully, the World Café format facilitated comfortable, open dialogue and multi-language online surveys broke down language barriers, ensuring that a wider range of voices were heard. This approach not only enriched the feedback but also demonstrated the CBE's commitment to embracing and addressing the needs of its diverse community.



Question 3 continued...

- Publication of Results: Engagement results, including themes and summary documents, survey results reports, verbatim comments and session evaluations, were posted on both the staff intranet and the [public web page](#).
- Web Banners and Newsletters: Web banner stories with links to the engagement results were posted on the intranet and public webpage. Additionally, links to the results were communicated to staff in two internal e-newsletters and to parents via the CBE Connections e-newsletter.
- Direct Communication: The Office of the Chief Superintendent sent emails to union executives, advisory group members and CBE partners to thank them for their participation and to share the link to engagement results.
- Follow-Up Presentations: Internal meetings were also held with principals and service unit leaders to walk through the Education Plan and engagement findings. To follow-up on an engagement session with members of the Community of School Councils (COSC), a presentation was made to this group to outline the results of the engagement and how they influenced the new Education Plan.

Given the extensive nature of the engagement and the large volume of input, the CBE created and posted a [two-page document summarizing the top ten themes](#) from the engagement. This document also detailed how the CBE is responding to the feedback, providing a quick overview of what was heard and how the organization is addressing the community's input.

Through these thorough follow-up processes, the CBE ensured that participants were clear on how their input was used and felt satisfied with the engagement process. The transparency in sharing the engagement results and the responsive actions taken by the CBE demonstrated a commitment to incorporating community feedback into decisions on education planning.

Question 4 continued...

4. High Level of Participation and Engagement: The initiative saw participation from over 9,000 CBE community members, reflecting a high level of engagement and establishing strong channels for dialogue between decision-makers and the CBE community. The methods of engagement, including online surveys and in-person sessions, were well-received and ensured broad representation. Participants appreciated the opportunities to provide input, ask questions and understand the scope of their influence in the decision-making process.

5. Increased Transparency and Trust: Through the engagement process, participants learned about the factors considered in education planning and how system-level and school-level planning influence each other. By providing information about education planning at the CBE, gathering input from the CBE community members and demonstrating how that input influenced the 2024-27 Education Plan, we built greater transparency and trust.

6. Addressing Immediate and Future Needs: The engagement initiative provided actionable insights that directly informed the development of the 2024-27 Education Plan. By focusing on the critical areas identified by the community, the plan addresses both immediate and future needs, ensuring that CBE is well-prepared to meet the challenges and opportunities ahead.

This engagement initiative was instrumental in shaping the CBE's 2024-27 Education Plan. By integrating community input, we ensured that the Education Plan is reflective of the diverse needs and aspirations of our community. The outcomes and benefits of this engagement are evident in the focused priorities, enhanced transparency and strong support for the plan, ultimately contributing to our goal of achieving excellence in public education.

Question 5 continued...

The annual survey, follow-up meetings with principals and system leaders, future engagements with partners and the strategic use of rich engagement data all contribute to a robust and responsive planning process. This continuous engagement demonstrates the CBE's commitment to transparency, collaboration and the success of its students.

ATTACHMENT 3: NOMINEE CONSENT FORM

I, _____
PRINT NAME

Consent to my nomination for the ASBA Community Engagement Award and authorize the release of any or all information pertaining to my organization/company for the purpose of this nomination. This includes the use of logos or photographs to assist the ASBA in developing media releases and/or award materials, printed and digital, including accessing and posting to the ASBA website.

NOMINEE SIGNATURE

DATE

I hereby give consent to Alberta School Boards Association (ASBA), including its employees, Board of Directors or other third party ASBA may authorize on its behalf, to collect, use and disclose my name, likeness, voice, or other personal identifying information as specified below:

- Still photograph of me
- Video of me and my voice
- Audio recordings of me and my voice

I hereby waive all rights, including any economic and moral rights that I may have with respect to ASBA's collection, use or disclosure of my personal information. I further acknowledge and agree that there shall be no compensation provided to me by ASBA respecting my personal information for the above-described purposes.

I hereby release ASBA and its Board, elected officials, officers, employees, agents, representatives, successors and assigns, of and from any and all actions, causes of action, claims, expenses, demands for damages or loss, howsoever arising, that I may have had, may now have, or may hereafter have, against ASBA by reason of my consent to the collection, use and disclosure of my personal information as indicated herein.

By signing this form I acknowledge that this constitutes a binding agreement and is the entire agreement between myself and ASBA.

FIRST AND LAST NAME OF NOMINEE

DATE

NOMINEE SIGNATURE

August 29, 2024

To: **Alberta School Board Association (ASBA) Community Engagement Award**

From: **The Calgary Bridge Foundation for Youth**


Re: **Support for the Nomination of The Calgary Board of Education for the Award**

The Calgary Bridge Foundation for Youth advocates strongly the nomination of The Calgary Board of Education for the ASBA Community Engagement Award in recognition of the masterful work undertaken by the Board as they developed their 2024-2027 Education Plan.

The primary reasons for our support are the inclusive strategies used to invite participants to the discussion as well as the quality of the information shared by all participants through the engagement process. We believe this contributed to a robust Education Plan that will strengthen supports that embrace diversity and inclusion for all students attending school over the next three years, including the thousands of newcomer children and youth supported by our organization.

When we were invited to participate in this planning process, we were offered multiple options, including an array of possible dates/times for in-person discussions as well as the option to participate in an online survey. We opted for both an in-person session, attended by our CEO and Director of Programs, as well as the survey. There were many other participants in the session we attended, estimated to be approximately 50, from other non-profit organizations and stakeholders in the community. We found the questions provoked critical thinking, engaged all participants in lively conversations and resulted in the sharing of several perspectives not typically considered when organizations engage in strategic planning discussions. This was not only refreshing to us as a partner organization but also encouraged us to consider our work going forward with youth through different lenses as well. It was a thoughtfully constructed, intentional participatory engagement that produced a wide range of information and considerations. Since we participated in just one of several discussions offered over a few weeks, the potential for developing a deep understanding of the community contexts impacting students in Calgary seemed enormously generous and we valued the willingness of the CBE to engage in such broad-based exploration.

The Calgary Bridge Foundation for Youth has had a long-standing partnership with The Calgary Board of Education, dating back to our inception in 1990. Through the years, our supports have varied and changed according to the needs of the newcomer children, youth and families we serve as clients. Community engagement processes such as this recent endeavour by the CBE allow us to connect openly and honestly with a wide variety of stakeholders in the community that we would not typically encounter. Affording all stakeholders access to each other through the lens of developing an impactful Education Plan was a privilege that has strengthened our community connections and understandings as we continue to adjust our approaches in response to a constantly changing population landscape. This was an invaluable opportunity to

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appreciate multiple perspectives, consider a much larger picture of our community as a whole and to envision our work with youth as part of a comprehensive milieu of supports and services.

The unique and inclusive nature of the engagement process offered by the CBE as they developed their 2024-2027 Education Plan was refreshingly positive, recognizing and advocating for all youth. It clearly supports our own initiatives to advance inclusivity, diversity, equity across our own organization and, most importantly, for the newcomer children and youth we serve and support each day. This was an experience we found to be of significant value, offered through an intentionally thoughtful and inclusive approach. For these reasons, we offer our unconditional support for the nomination of The Calgary Board of Education as recipient of the ASBA Community Engagement Award.

Thank you for considering this recommendation.

Yours truly



Frank Cattoni

Chief Executive Officer

COMMUNITY ENGAGEMENT AWARD RUBRIC

CRITERIA	EXCELLENT	VERY GOOD	FAIR	LIMITED
An avenue for two-way conversation with the community was created	Exceptional communication with community	Thoughtful communication with community	Adequate communication with community	Some attempts at communication with community
The community had a tangible opportunity to participate in school board decision-making on a topic or issue	Authentic collaboration leading to empowerment of community	Meaningful collaboration with shared decision-making opportunities for community	Collaboration and discussion on topics and issues with community	Connections were established and conversation were had with community
The community engagement effort involved a cross-section of participants	Highly diverse participation in engagement	Reasonably diverse participation in engagement	Somewhat diverse participation in engagement	Limited diverse participation in engagement
First Nations, Metis and Inuit parents and communities were given opportunities to provide their input	First Nations, Metis and Inuit parents and community had impactful participation in engagement	First Nations, Metis and Inuit parents and community had significant involvement in engagement	First Nations, Metis and Inuit parents and community had some involvement in engagement	First Nations, Metis and Inuit parents and community had limited involvement in engagements
The Francophone community was given the opportunity to provide their input	Francophone community had impactful participation in engagement	Francophone community had significant involvement in engagement	Francophone community had some involvement in engagement	Francophone community had limited involvement in engagements
Participants were satisfied their input was used or considered	Participants were empowered in the process	Participants were assured of their input	Participants were acknowledged for their input	Participants were somewhat aware of their input
There was follow-up with participants and/or the community after the community engagement effort	Participants were engaged throughout the engagement process	Participants were assured that their input was addressed throughout the engagement process	Participants received acknowledgment of their input throughout the engagement process	Participants had to seek out follow-up on their input on the engagement process
The community engagement helped the school board make a better, more informed decision for Students	Decisions were directly correlated to the collaborative conversations	Decisions were influenced by the collaborative conversations	Decisions were impacted by some voices and conversations	Decisions show little connection to the conversations



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report to Board of Trustees

Alberta School Boards Association Innovation Excellence Award - Nomination

Date	September 24, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Patricia Bolger Board Chair
Purpose	Decision
Governance Policy Reference	OE-8: Communicating and Engaging With the Public
Resource Person(s)	Marla Martin-Esposito, Chief Communications Officer Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the nomination of Level Up Calgary for the 2024 Alberta School Boards Association Community Innovation Excellence Award.

2 | Background

The Alberta School Boards Association (ASBA) School Board Innovation and Excellence Award is sponsored by Xerox Canada Ltd. and recognizes a school board for their role in launching innovative programs and initiatives that enhance student achievement.

3 | Analysis

Over the past three years, the Calgary Board of Education (CBE), the City of Calgary and Microsoft partnered to develop and implement a sustainable and engaging model for Minecraft Education for Calgary students. The program is called *Level Up Calgary*.

Minecraft Education is a game-based learning tool for students that promotes creativity, collaboration and problem solving in an immersive environment where the only limit is imagination. Minecraft Education is designed for use in the



classroom and contains special features (classroom mode and assessment tools) that enable powerful learning experiences that align with provincial curriculum.

Level Up Calgary is a pioneering project in which students apply theoretical knowledge in practical contexts by simulating real-world experiences. Through Minecraft tools, students reimagine how public spaces in downtown Calgary could be built, with the potential for their ideas to come to life in the real world. Level Up Calgary is now recognized globally for innovation and similar programs have since been launched in Atlanta, Los Angeles, London, New York, Buenos Aires, Toronto and Winnipeg.

This program directly ties to the Board of Trustees' priorities of achievement, equity and well-being. Specifically, the program ensures that all students, regardless of age, background or ability, can access and benefit from this innovative learning challenge. It also provides teachers with the tools, resources and professional learning needed to integrate technology into their teaching practices.

4 | Conclusion

The Board of Trustees to consider the nomination of Level Up Calgary for the Alberta School Boards Association ASBA Innovation Excellence Award.

Attachment I: ASBA Innovation Excellence Award Nomination Package



SCHOOL BOARD INNOVATION AND EXCELLENCE AWARD

NOMINATION PACKAGE

AWARD INFORMATION

Overview

The School Board Innovation and Excellence Award is sponsored by Xerox Canada Ltd. and recognizes a school board for their role in launching innovative programs and initiatives that enhance student achievement.

Award parameters

This award celebrates the value of trusteeship and recognizes the contributions school boards make to the quality of students' learning experiences. Projects should promote your jurisdiction's mission, advance student learning and include the following characteristics:

- Developed, influenced and actively supported by the board;
- Bold, innovative and creative in purpose;
- Sustainable within the present system or school;
- Suitable for a broad range of children and abilities;
- Offers a significant impact on student achievement;
- Cost effective and client supported;
- Capable of being replicated by other school boards with similar conditions and resources;
- And, successful in the achievement of the program's primary objectives.

Nominations

Programs to be considered for nomination should:

- Improve academic achievement;
- Serve diverse populations and address community changes;
- And, build bridges among parents, the community and other organizations that serve students.

Each school board is eligible to submit one nomination for the School Board Innovation and Excellence Award for a program initiated in their jurisdiction.

ASBA awards one School Board Innovation and Excellence Award each year.

Recognition

The School Board Innovation and Excellence Award will be presented by ASBA's President at the Fall General Meeting. The recipient will receive the award and an honourarium from Xerox Canada Ltd.

Submission Checklist

- ☐ **ATTACHMENT 1: Nomination form**
- ☐ **ATTACHMENT 2: Nominee consent form**
- ☐ **Detailed program description (maximum two typed, double-spaced, letter size pages)**
- ☐ **Photograph of the project (PNG or JPEG)**
- ☐ **Quote from Board Chair about project**

All forms and evaluations must be completed and signed, and all elements noted above must be provided electronically.

Please forward the completed nomination package to awards@asba.ab.ca by **September 16**.

ATTACHMENT 1: NOMINATION FORM

Nominee Information

SCHOOL BOARD (Please record the school board's name precisely as it should appear on the award)

STUDENT ENROLMENT

GRADES SERVED

COMMUNITY DEMOGRAPHICS (METRO, URBAN, RURAL)

NAME OF BOARD CHAIR

NAME OF SUPERINTENDENT

Program Information

NAME OR TYPE OF PROGRAM NOMINATED

Program goal:

--

Why does this program deserve recognition?

--

In addition to completing this form, describe your program in detail. Using two typed pages, provide information about: who instituted the program and why; when it began; how it works; who it serves and how much staff time and cost it involves.

Please include evidence of appropriate board involvement in initiating, endorsing and/or advancing the program, along with specific evidence of the program's success. You may include supplementary materials.

ATTACHMENT 2: NOMINEE CONSENT FORM

I, _____
PRINT NAME

Consent to my nomination for the ASBA School Board Innovation and Excellence Award and authorize the release of any or all information pertaining to my organization/company for the purpose of this nomination. This includes the use of logos or photographs to assist the ASBA in developing media releases and/or award materials, printed and digital, including accessing and posting to the ASBA website.

BOARD CHAIR SIGNATURE

DATE

I hereby give consent to Alberta School Boards Association (ASBA), including its employees, Board of Directors or other third party ASBA may authorize on its behalf, to collect, use and disclose my name, likeness, voice, or other personal identifying information as specified below:

- Still photograph of me
- Video of me and my voice
- Audio recordings of me and my voice

I hereby waive all rights, including any economic and moral rights that I may have with respect to ASBA's collection, use or disclosure of my personal information. I further acknowledge and agree that there shall be no compensation provided to me by ASBA respecting my personal information for the above-described purposes.

I hereby release ASBA and its Board, elected officials, officers, employees, agents, representatives, successors and assigns, of and from any and all actions, causes of action, claims, expenses, demands for damages or loss, howsoever arising, that I may have had, may now have, or may hereafter have, against ASBA by reason of my consent to the collection, use and disclosure of my personal information as indicated herein.

By signing this form I acknowledge that this constitutes a binding agreement and is the entire agreement between myself and ASBA.

FIRST AND LAST NAME OF BOARD CHAIR

DATE

BOARD CHAIR SIGNATURE

INNOVATION AND EXCELLENCE AWARD RUBRIC

CRITERIA	EXCELLENT	VERY GOOD	FAIR	LIMITED
Project is developed, influenced and actively supported by your board	Shows strong connection to the Board goal , values and voices	Has evidence of connections to Board goal , values and voices	Strives to meet Board goal , values, and voices	Has limited connection to Board goal , values and voices
Project is cost-effective and client supported	Demonstrates strong cost-effective aspects and strong advocacy is shown by clients	Demonstrates some cost-effective aspects and overall support is shown by clients	Is somewhat cost-effective, and some support is shown by clients	Limited cost-effectiveness shown, and limited support is shown by clients
Project is bold, innovative and creative in purpose	Demonstrates strong evidence of being bold, innovative and creative in purpose	Demonstrates good evidence of being bold, innovative and creative in purpose	Demonstrates some evidence of being bold, innovative and creative in purpose	Shows limited evidence of project being bold, innovative, and creative in purpose
Project is sustainable within the present system or school	Is inclusive of long-range plans for the board/school	Has elements of sustainability	Can be sustained with additional supports	Has limited sustainability and is short term in nature
Project is suitable for a broad range of children and students and abilities or have a significant impact on student achievement	Is highly inclusive and has positive impacts on all student learning	Has positive impacts on student learning for a unique demographic	Has merits as it can lead to positive impact on student learning	Has some potential for positive impacts on student learning
Project is capable of being replicated by other school boards with similar conditions and resources	Is easily replicated/adapted for use by other school boards under similar conditions and resources	Is somewhat easily replicated/adapted for use by other school boards under similar conditions and resources	Shows some ability to be replicated/adapted for use by other school boards under similar conditions and resources	Has limited capability to be replicated/adapted by other school boards for their use
Project is successful in view of the program's primary objectives	Results show strong correlation to the goals of project	Results show very good correlation to the goals of project	Results are somewhat connected to the goals of project	Results show limited correlation to the goals of project



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Program Overview

Over the past three years, the Calgary Board of Education (CBE), the City of Calgary and Microsoft partnered to develop and implement a sustainable and engaging model for Minecraft Education for Calgary students. The program is called *Level Up Calgary*.

Minecraft Education is a game-based learning tool for students that promotes creativity, collaboration and problem solving in an immersive environment where the only limit is imagination. Minecraft Education is designed for use in the classroom and contains special features (classroom mode and assessment tools) that enable powerful learning experiences that align with provincial curriculum. Learn more in this [video](#).

Level Up Calgary is a pioneering project in which students apply theoretical knowledge in practical contexts by simulating real-world experiences. Through Minecraft tools, students reimagine how public spaces in downtown Calgary could be built, with the potential for their ideas to come to life in the real world. Level Up Calgary is now recognized globally for innovation and similar programs have since been launched in Atlanta, Los Angeles, London, New York, Buenos Aires, Toronto and Winnipeg.

This program directly ties to the Board of Trustees' priorities of achievement, equity and well-being. Specifically, the program ensures that all students, regardless of age, background or ability, can access and benefit from this innovative learning challenge. It also provides teachers with the tools, resources and professional learning needed to integrate technology into their teaching practices. The program's success was highlighted in Board policy monitoring and in the Annual Education Results Report for the past two years.

The Design Challenge

Students engage in authentic, curricular-aligned learning tasks while practicing digital literacy skills. Students explore and interact in the game as an individual or collaboratively with others. Students select a build site, review the challenge prompt and resources, and then start building. Each year, winning projects are selected and showcased by the City of Calgary.

All CBE teachers and students in kindergarten through Grade 12 have access to Minecraft Education and are invited to participate in the challenge. In its second year, the challenge also welcomed participants from Calgary Catholic School District (CCSD) and Rocky View Schools (RVS). The inaugural season attracted 12,000 participants from CBE.

Level Up Calgary Season 2: Achievement Unlocked (2023) focused on four projects that were being planned within Calgary: LitCon street festival, Fort Calgary, Sien Lok Park and the Green Line LRT. CBE student enrollment in this season was over 15,000 with almost 600 CBE teachers participating. Level Up Calgary Season 3: Parks & Portals (2024) provided two design options for students; Haultain Park or the

future underground 4th Street Station on the Green Line LRT. Almost 7,500 students from CBE and RVS participated.

The design challenge also aligned with the CBE's 2021-24 Education Plan in a variety of ways. Students engaged in provocations emphasizing accessibility, equity, diversity and sustainability. As an example, in Season 2 a submission from students at Emily Follensbee School highlighted the importance of providing access to learning opportunities and supported addressing diverse learning needs and well-being.

Hundreds of teachers participate in the challenge each year and benefit from the robust professional learning series with direct linkages to curriculum. Thoughts from participating students and educators are shared in this [video](#).

Through continued engagement with the Indigenous Education team and Blackfoot Elder Saa'kokoto, Indigenous resources have been accessed to support students throughout the challenge to broaden perspectives and enhance cultural awareness.

Resources

Multiple teams within the CBE were involved in creating resources for students and teachers to navigate the design challenge, including Indigenous Education, Early Learning, Core Curriculum, Complimentary Curriculum, Assessment and Reporting and Teaching and Learning with Technology. These resources are also shared with CCSD and RVS. Consultations with our Information Technology department provided necessary technical support for students. A learning specialist was assigned; .5 FTE in the first year and .2 FTE by year 3. The City of Calgary generously funds the Minecraft Education program at no cost to the CBE, and this year, the Calgary Public Library donated in-kind event space for the award ceremony.

Summary

As a result of the collective efforts, Level Up Calgary has continued to have a significant positive impact on student learning. The immersive and interactive learning environment enables students to purposefully engage within a familiar game-based learning platform, sparking their imaginations and enabling them to prototype their ideas virtually.

Through this initiative, the CBE is building capacity of teachers to leverage technology for learning, engaging students to represent their learning in multiple ways, and cultivating meaningful community partnerships with municipal and Indigenous communities. Level Up Calgary exemplifies the CBE's commitment to providing the most innovative and engaging learning environments and opportunities for students to best achieve their potential.

MINECRAFT EDUCATION

CHALLENGE

Level Up Calgary



Parks & Portals

Powered by



Calgary Board
of Education



Microsoft



ASBA – School Board Innovation and Excellence Award Detailed Program Description

Quote from Board Chair

“Level Up Calgary is a great example of learning brought to life!”, says Patricia Bolger, Chair of the CBE Board of Trustees. “It is a powerful educational tool that transforms traditional learning into an immersive experience, preparing students for the challenges of the future.”

report to Board of Trustees

Chief Superintendent's Update

Date September 24, 2024

Meeting Type Regular Meeting, Public Agenda

To Board of Trustees

From Joanne Pitman
Chief Superintendent of Schools

Purpose Information

Governance Policy Reference
OE-2: Learning Environment/Treatment of Students
OE-3: Instructional Program
OE-8: Communicating and Engaging with the Public
OE-9: Facilities

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-2: Learning/Environment/Treatment of Students states that "it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student." With other reports submitted to the Board of Trustees, this update meets the requirement of providing safe and positive learning conditions for each student that fosters a sense of belonging and a respect for diversity.



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-8: Communicating and Engaging with the Public states that “working with our communities is a critical component to building relationships that support student success.” With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 in reasonably including people in decisions that affect them.

OE-9: Facilities states that “in order to meet the needs of the entire organization, the responsible stewardship of resources requires effective and efficient use of funding for real property”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-9 in the effective and efficient use of capital funding and demonstrates responsible stewardship of resources.

3 | Background

Learning Excellence | Curriculum Implementation

The Government of Alberta announced that the new 4 - 6 Science curriculum would be implemented in the fall of the 2024-2025 school year. In support of the implementation of the new curriculum, CBE offered summer professional learning sessions for those teachers directly involved in the required new curriculum implementation of 4 - 6 Science.

The Core Curriculum team, in collaboration with the Teaching and Learning with Technology team provided six online half day sessions as well as three in-person half day sessions for teachers. There were just over 900 participants who attended these teacher sessions. These professional learning sessions gave teachers the chance to gain a deeper understanding of the new Science curriculum and plan and design rich tasks and assessments for students.

In ongoing support of the implementation of K - 6 English Language Arts and Literature (ELAL) and K - 6 Mathematics new curriculum, 41 teachers in grade and subject specific working groups participated in 2.5 days of summer workshops to calibrate the K - 6 ELAL and K - 6 Math curricular outcomes.

Well-Being | SEL Working Group

The Elementary Social Emotional Learning Working Group met five times this past school year to create the Social Emotional Learning (SEL) Brightspace by D2L resource. The purpose of this group was to curate resources, which will support schools in achieving their SDP Well-Being goals. These resources are supported by the evidence-based understanding from Collaborative for Academic Social and Emotional Learning (CASEL). As a result, the SEL

Working Group and SEL Brightspace by D2L Resource provides elementary schools with evidence-based, personalized, and contextually relevant tools for schoolwide SEL implementation.

SEL is the focused approach within the CBE Student Well-Being Framework and Companion Guide and supports the actioning of each of the four themes identified: (Diversity and Inclusion, School Connectedness and Belonging, Regulation, and Mental Health and Resiliency) and will support schools as they continue their School Development Plan work connected to Well-Being.

The SEL Working Group was comprised of Principals, Assistant Principals, Learning Leaders, Teachers, Educational Assistants and Physiotherapists from 40 elementary schools across the system and involved coordination with specialists from: Teaching and Learning with Technology, Diversity and Inclusion, Early Learning, Leadership Development, Indigenous Education and Alberta Health Services.

The purpose of this work is to build capacity and align understanding in evidence-based Social Emotional Learning system wide. For 2024-25 we will focus on Middle School resources, and then in 2025-26 we will focus on High School resources. The funding for these working groups is provided by ATA Professional Funds.

Well-Being | Before-and-After School Programs in CBE Schools

Amidst record enrollment and surging utilization across CBE schools, the CBE has continued to meet demand for before-and-after school programming in CBE schools by adding a net total of six new before-and-after school programs in the 2024-2025 school year (eight new programs and two program closures since the previous school year). There are now 104 before-and-after school care programs operating in CBE elementary schools, which means approximately 75% of CBE elementary schools accommodate third party before-and-after school program services.

Before-and-after school childcare pertains to structured early learning programming provided in a school's "shoulder hours", typically 7:00 a.m. until school start as well as from school end time to 6:00 p.m. Before-and-after school programs must be licensed by the province, employ qualified early childhood educators, and adhere to program standards set out under the Early Learning and Child Care Act and Regulation.

Central to each before-and-after school care program is their Program Plan, which stipulates how the program will provide care and play experiences to support child development and early learning. The Program Plan focuses on activities that support a child's mental, emotional, spiritual and physical needs within a safe and inclusive environment that supports student diversity.

Although before-and-after school programs operate independent of the CBE, the goals and outcomes of before-and-after school care Program Plans both reflect and support the four themes of CBE's Well-Being Framework, being diversity and inclusion, school connectedness and belonging, regulation and

resilience, and mental health. The CBE's Property, Leasing and Rentals department focuses its leasing efforts on ensuring CBE families have access to quality before-and-after school care programming within CBE schools.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOL

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined in policy the individual and collective behaviour required to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.

Board/Chief Superintendent Relationship: The Board defined in policy the degree of authority delegated to the Chief Superintendent, and set out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.

Results: These policies define the outcome the organization is expected to achieve for each student it serves. The Results policies are the performance targets for the Chief Superintendent and the organization, and form the basis for judging the success of the organization and the Chief Superintendent on reasonable progress towards achieving the Results.

Operational Expectations: These policies define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board's stated values about operational conditions and actions as set out in these policies.



report to Board of Trustees

Construction Projects Status Report

Date	September 24, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Trevor Fenton, Director, Facility Projects David Jaimes, Project Manager, Facility Projects

1 | Recommendation

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

2 | Issue

The Chief Superintendent is required to provide the Board of Trustees with an update regarding the project status of new schools, facility modernizations and Modular Classroom Program (MCP) projects currently under development or construction.



3 | Background

The Calgary Board of Education (CBE) has received approval for full construction on two new school construction projects and two modernizations, and design-only approval for two new schools and one modernization. Additionally, “planning” activities are approved for one new school, while “pre-planning” activities are approved for two modernizations.

On March 4, 2022, the Government of Alberta announced the approval of a middle school for Evanston. On December 14, 2022, Alberta Infrastructure advised that Evanston middle school will be delivered via a design-build delivery method. The design-build contract was awarded in November 2023 and construction commenced on April 25, 2024.

On November 29, 2022, the Board of Trustees approved the closure of the Louise Dean Centre at Kensington School effective June 28, 2024 for the purpose of relocation to Jack James High School (JJHS). Modernization and expansion of JJHS is required to accommodate the Louise Dean program. Phase 1 construction was completed on August 25, 2023. Phase 2 construction is currently underway and nearing completion. Since construction could not be completed for the start of the 2024-25 school year, the Louise Dean Centre will continue to operate from Kensington School until construction is complete and the program can be fully relocated, which is anticipated to occur in Fall 2024.

On March 1, 2023, the Government of Alberta announced the approval for full construction of the modernization of John G. Diefenbaker High School. Alberta Infrastructure will deliver the modernization project at John G. Diefenbaker with an approved construction budget of \$33.1M and \$2.5M for hazardous materials abatement. A report outlining pre-design findings from stakeholder engagement and consultant site reviews was issued in December 2023 for assessment of project scope. On April 16, 2024, Alberta Education granted approval to extend project timelines to allow for additional planning activities that will further evaluate the project scope prior to proceeding with design.

On March 1, 2023, the Government of Alberta announced the approval for “Planning” of the modernization of Annie Gale School and a new high school in the community of Cornerstone. On March 1, 2024, both projects received approval for design-only. On August 8, 2024 approval was received from Alberta Education to increase the capacity of Cornerstone from 1,800 to 2,400 students. Work is underway with primary stakeholders to gather feedback and identify needs in advance of design work starting later this year.

On March 1, 2023, the Government of Alberta announced the approval for “Pre-Planning” of modernizations at A.E. Cross School and Sir John A. MacDonald School. On February 7, 2024, funding approval was received for these projects. Work is underway to conduct tasks associated with this project phase.

On March 1, 2023, the Government of Alberta announced the approval for “Pre-Planning” of a new middle school located in the community of Saddle Ridge. On March 1, 2024, the project was advanced from the pre-planning to planning phase.

Efforts are underway to secure consulting services to complete the approved planning studies and analysis.

On March 1, 2024, the Alberta Government announced design and construction approval for a new elementary school in the community of Evanston, and design-only approval for a new elementary school in the community of Redstone. Alberta Infrastructure commenced Pre-Design work for Evanston elementary on August 6, 2024. Work for Redstone elementary will start upon confirmation from Alberta Infrastructure on next steps.

The MCP provides school jurisdictions with modular classrooms, modular/portable unit relocations and demolitions to assist school jurisdictions with the accommodation of students on an urgent basis. On March 31, 2023, as a part of the 2023-24 MCP, Alberta Education provided approval for the relocation of five and the demolition of 11 modular classrooms. On March 14, 2024, as part of the 2024-25 MCP, Alberta Education approved 12 new and the relocation of six modular classrooms. On April 9, 2024, the CBE Board of Trustees approved the use of Capital Reserves to relocate six modular classrooms. On August 2, 2024, as a part of the 2024-25 MCP, Alberta Education provided in-year approval of an additional 35 new and the relocation of five modular classrooms. On August 26, 2024, due to the high enrolment pressures and at CBE's request, Alberta Education rescinded six of the previously approved modular demolitions from the 2023-24 MCP. In total, the CBE is currently in the process of delivering the addition of 47 new, relocation of 22 and demolition of 6 modular classrooms. A full breakdown and status update of all ongoing MCP projects is available in Attachment I.

4 | Analysis

Information on the current status of the projects under development and being administered by the CBE and Alberta Infrastructure is provided in **Attachment I**.

The locations of the various new schools and modernization capital projects under development are shown in **Attachment II**.

Attachment III provides a series of onsite photographs to visually convey the progress at Jack James High School and Evanston middle.

There are three Project Steering Committees set up for the following projects:

- Louise Dean Centre Relocation;
- Evanston Middle School; and
- John G. Diefenbaker Modernization

Steering committees for upcoming new schools will be set up upon commencement of the design phase.

5 | Conclusion

This report provides the current update on the project status of new schools and school modernizations within the CBE, which are currently under development or construction.

It is provided to the Board of Trustees for informational purposes in compliance with Operational Expectation 7: Communication With and Support for the Board.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: New/Modernized Facility Construction Status
Attachment II: Project Location Map
Attachment III: Construction Photos

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's performance.

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
September 24, 2024**

Building	Opening Date	Notes/Comments
41. Evanston Middle School Grades 5-9 Capacity 900 students	TBD.	Design Build – RFP Package (includes drawing package to 30% development and Performance Specifications)
		100%
		Design-Build Contract Award
		100%
		Design and Specifications
42. Louise Dean Centre Relocation Grades 9-12	Fall 2024	99%
		Construction Progress
		4%
		Note: Project managed by Alberta Infrastructure. Design-build contractor mobilized to site in late April. Deep services installation underway, foundation work is complete, masonry work in progress.
43. John G. Diefenbaker School Grades 10-12 Modernization	TBD	Design and Specifications
		100%
		Construction Award
		100%
		Construction Progress
44. Annie Gale School Grades 6-9 Modernization	TBD	85%
		Note: Project managed by Calgary Board of Education. Phase 1 completed on August 25, 2023. Phase 2 started on September 1, 2023. Main Floor: Daycare area complete, roofing complete, building envelope 98% complete, exterior concrete complete, mechanical roof equipment installations complete. Second floor LDC Classrooms and Kindred interior spaces: boarding and framing complete, painting and flooring complete, ceiling installation ongoing, electrical and mechanical finishing on-going. Parking lot expansion 70% complete.
45. Cornerstone High School Grades 10-12 Capacity 2,400 students	TBD	Planning Phase
		5%
		Note: Project Managed by Alberta Infrastructure. Approved construction budget of \$33.1M plus \$2.5M for HAZMAT abatement. Pre-Design report completed in December 2023 for assessment of scope and corresponding cost estimates. Planning study underway.
46. Cornerstone High School Grades 10-12 Capacity 2,400 students	TBD	Design and Specifications
		5%
		Note: Planning approved on March 1, 2023 and funding received on February 7, 2024. Design approval was received following a Government announcement on March 1, 2024. Consultants engaged to complete initial planning activities in advance to inform design decisions.
47. Cornerstone High School Grades 10-12 Capacity 2,400 students	TBD	Design and Specifications
		0%
		Note: Planning approved on March 1, 2023 and funding received on February 7, 2024. Design approval was received following a Government announcement on March 1, 2024. Internal engagement is ongoing. Awaiting confirmation from Alberta Infrastructure on next steps.

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
September 24, 2024**

Building	Opening Date	Notes/Comments	
46. A.E. Cross School Grades 7-9 Modernization	TBD	Pre-Planning Phase	5%
		Note: Pre- Planning approved on March 1, 2023. Funding approval received on February 7, 2024. Procurement of facility condition assessment is underway.	
47. Sir John A. MacDonald School Grades 6-9 Modernization	TBD	Pre-Planning Phase	5%
		Note: Pre-Planning approved on March 1, 2023 and funding received on February 7, 2024. Due to possible synergies, pre-planning activities will be conducted and analyzed concurrently with the additional planning work required to support the John G. Diefenbaker HS modernization project.	
48. Saddle Ridge Middle School Grades 5-9 Capacity 900 students	TBD	Planning Phase	5%
		Note: Pre- Planning approved on March 1, 2023 and funding received on February 7, 2024. Project was advanced to Planning phase following a Government announcement on March 1, 2024. Internal engagement ongoing.	
49. Evanston Elementary School Grades K-4 Capacity 600 students	TBD	Design and Specifications	0%
		Construction Award	0%
		Construction Progress	0%
		Note: Project announced for design and construction on March 1, 2024. Internal feedback gathering ongoing. Alberta Infrastructure commenced pre-design work on August 6, 2024.	
50. Redstone Elementary School Grades K-4 Capacity 600 students	TBD	Design and Specifications	0%
		Note: Project announced as design-only on March 1, 2024. Internal feedback gathering ongoing. Awaiting confirmation from Alberta Infrastructure on next steps.	

**CALGARY BOARD OF EDUCATION
MODULAR CLASSROOM PROGRAM STATUS
September 24, 2024**

Building	Number of Units	Type	Opening Date	Notes/Comments	
m1. Simons Valley School Grades K-6 Added Capacity: 100	4	Relocation	Fall 2024	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	70%
				Note: Approved on March 31, 2023. Construction activities currently underway.	
m2. Ian Bazalgette School Grades 7-9 Added Capacity: 25	1	Relocation	Fall 2024	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	75%
				Note: Approved on March 31, 2023. Construction activities currently underway.	
m3. Colonel Walker School Grades K-6 Reduced Capacity: 25	1	Demolition	Fall 2024	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	50%
				Note: Approved on March 31, 2023. Construction activities currently underway.	
m4. WO Mitchell School Grades K-5 Reduced Capacity: 50	2	Demolition	Fall 2024	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	50%
				Note: Approved on March 31, 2023. Construction activities currently underway.	
m5. Sam Livingston School Grades K-4 Reduced Capacity: 25	1	Demolition	Fall 2024	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	25%
				Note: Approved on March 31, 2023. Construction activities currently underway.	
m6. Battalion Park School Grades K-6 Reduced Capacity: 25	1	Demolition	Fall 2024	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	50%
				Note: Approved on March 31, 2023. Construction activities currently underway.	

**CALGARY BOARD OF EDUCATION
MODULAR CLASSROOM PROGRAM STATUS
September 24, 2024**

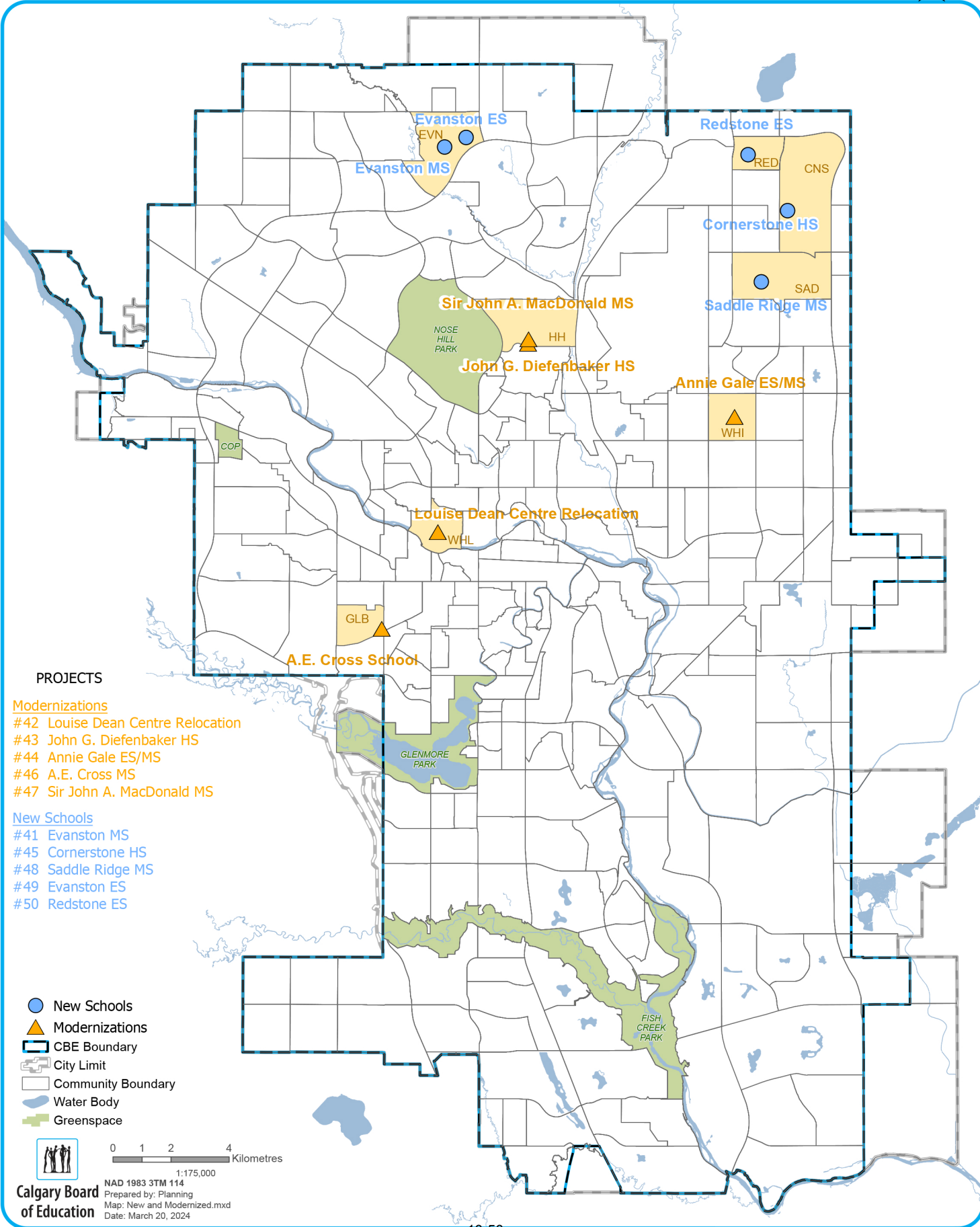
Building	Number of Units	Type	Opening Date	Notes/Comments	
m7. Connaught School Grades K-6 Added Capacity: 150	4	New	Winter 2025	Design and Specifications	100%
	2	Relocation		Construction Award	0%
				Construction Progress	0%
				Note: Four new modulares approved on March 14, 2024 and two relocated modulares approved on April 9, 2024. Design is complete. Construction contract being issued for tender in September.	
m8. Nelson Mandela HS Grades 10-12 Added Capacity: 150	6	New	Winter 2025	Design and Specifications	100%
				Construction Award	0%
				Construction Progress	0%
				Note: Approved on March 14, 2024. Design is complete. Construction contract being issued for tender in September.	
m9. Prairie Sky School Grades K-9 Added Capacity: 175	3+1	New	Winter 2025	Design and Specifications	100%
	4	Relocation		Construction Award	0%
				Construction Progress	0%
				Note: Three new modular classrooms plus one new modular washroom approved on August 2, 2024 and four relocated modulares approved on April 9, 2024. Design is complete. Construction contract being issued for tender in September.	
m10. Peter Lougheed School Grades 5-9 Added Capacity: 100	4	New	Winter 2025	Design and Specifications	100%
				Construction Award	0%
				Construction Progress	0%
				Note: Two new modulares approved on March 31, 2024 and two new modulares approved on August 2, 2024. Design is complete. Construction contract being issued for tender in September.	
m11. Sir Winston Churchill HS Grades 10-12 Added Capacity: 150	5	Relocation	Fall 2024	Design and Specifications	100%
	1	New		Construction Award	100%
				Construction Progress	0%
				Note: Approved on March 14, 2024. Design proceeded ahead of March approvals, construction activities currently underway.	
m13. Joane Cardinal- Schubert HS Grades 10-12 Added Capacity: 150	6	Relocation	Spring 2025	Design and Specifications	40%
				Construction Award	0%
				Construction Progress	0%
				Note: Approved on August 2, 2024. Design currently underway.	

**CALGARY BOARD OF EDUCATION
MODULAR CLASSROOM PROGRAM STATUS
September 24, 2024**

Building	Number of Units	Type	Opening Date	Notes/Comments	
m14. Mahogany School Grades K-5 Added Capacity: 100	4	New	Spring 2025	Design and Specifications	40%
				Construction Award	0%
				Construction Progress	0%
				Note: Approved on August 2, 2024. Design currently underway.	
m15. North Trail HS Grades 10-12 Added Capacity: 150	6	New	Spring 2025	Design and Specifications	20%
				Construction Award	0%
				Construction Progress	0%
				Note: Approved on August 2, 2024. Design currently underway.	
m16. Hugh A. Bennett School Grades K-4 Added Capacity: 100	4	New	Spring 2025	Design and Specifications	20%
				Construction Award	0%
				Construction Progress	0%
				Note: Approved on August 2, 2024. Design currently underway.	
m17. Grant MacEwan School Grades K-6 Added Capacity: 150	6	New	Summer 2025	Design and Specifications	20%
				Construction Award	0%
				Construction Progress	0%
				Note: Approved on August 2, 2024. Design currently underway.	
m18. Colonel Irvine School Grades 5-9 Added Capacity: 100	4	New	Summer 2025	Design and Specifications	20%
				Construction Award	0%
				Construction Progress	0%
				Note: Approved on August 2, 2024. Design currently underway.	
m19. Buffalo Rubbing Stone School Grades K-5 Added Capacity: 50	2	New	Summer 2025	Design and Specifications	20%
				Construction Award	0%
				Construction Progress	0%
				Note: Approved on August 2, 2024. Design currently underway.	
m20. Kenneth D. Taylor School Grades K-6 Added Capacity: 50	2	New	Summer 2025	Design and Specifications	20%
				Construction Award	0%
				Construction Progress	0%
				Note: Approved on August 2, 2024. Design currently underway.	

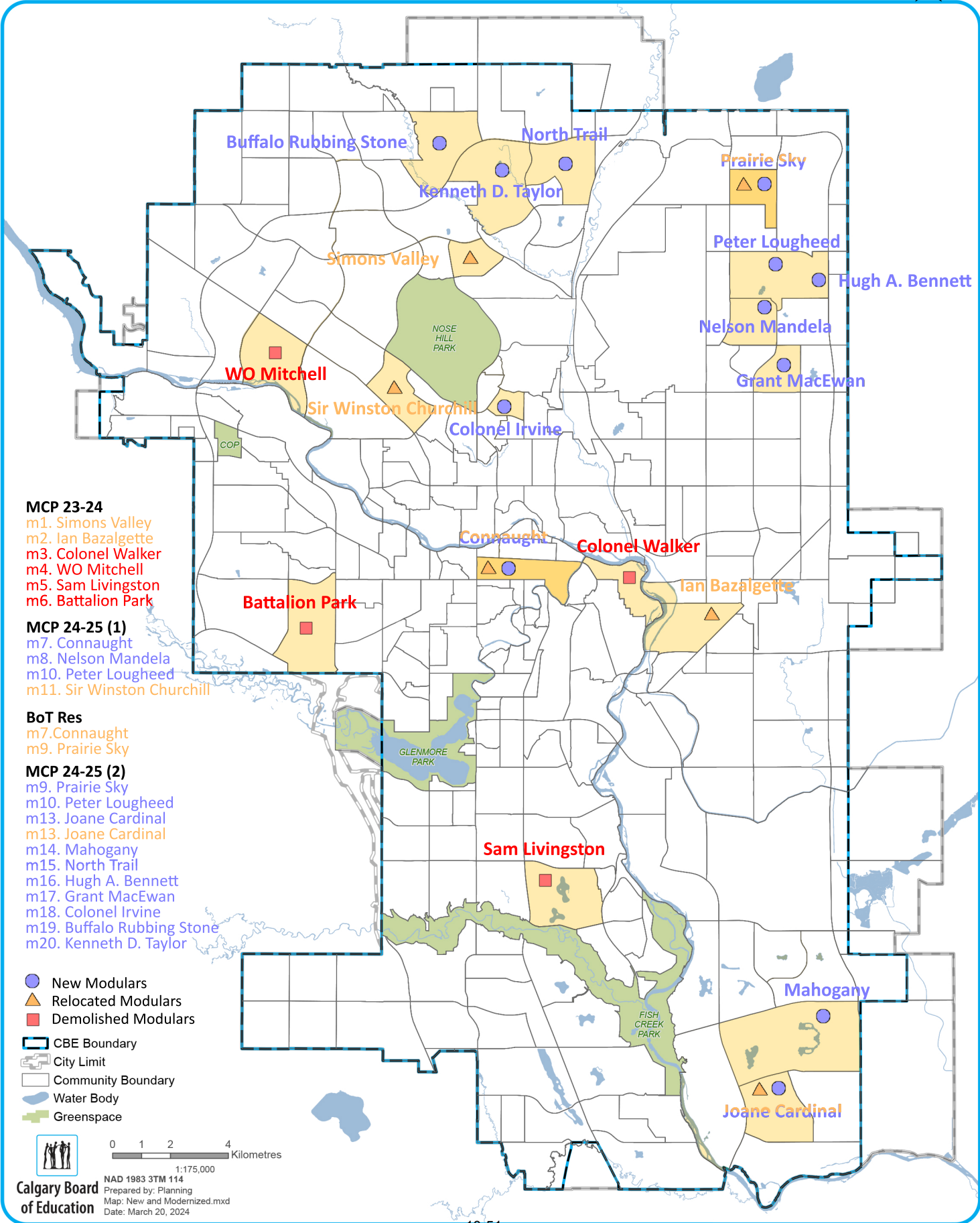
New and Modernized Schools

As of September 2024



Modular Classroom Program

As of September 2024



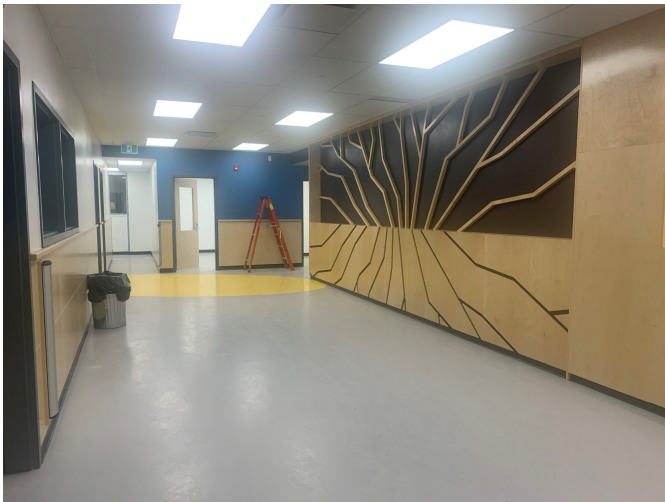
Jack James High School



Exterior



Main Floor Corridor



By Main Office



2nd Floor Flex Space

Evanston middle School



Gymnasium walls



Piles



Grade beams



Deep services