

public
agenda

Regular Meeting of the Board of Trustees

September 27, 2022
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
11:00 a.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Opening Remarks			
	4 Awards and Recognitions		GC-3	
	5 Results Focus			
	6 Operational Expectations			
	7 Public Comment [PDF] Requirements as outlined in Board Meeting Procedures		GC-3.2	
	8 Matters Reserved for Board Information			
	9 Matters Reserved for Board Decision	Board	GC-3	
9.1 Recommendation to Commence Public Input to Consider the Closure of Louise Dean School for the Purpose of Relocation		GC-3E, OE-2, 3, 4, 5, 7, 8, 9	Page 9-1	
9.2 Proposed Amendments to GC-5E: School Naming Committee Terms of Reference		GC-1,2,3,5, 5E	Page 9-85	

Time	Topic	Who	Policy Ref	Attachment		
	10 Consent Agenda	Board	GC-2.6			
	10.1 Items Provided for Board Decision					
	10.1.1 Roster for Second Vice-Chair <i>(THAT the Board approves the roster for Second Vice-Chair for the period Sept. 2022 through June 2023 as submitted.)</i>					Page 10-1
	10.1.2 Proposed Amendment to Reasonable Interpretations and Indicators for OE-6: Asset Protection <i>(THAT the Board approves the revised indicator 6.1.3 of OE-6: Asset Protection as submitted.)</i>				B/CSR-5; OE-7	Page 10-32
	10.1.3 Meeting Minutes: <ul style="list-style-type: none"> • June 14, 2022 Organizational Meeting • June 14, 2022 Regular Meeting • June 21, 2022 Regular Meeting • August 23, 2022 Special Meeting <i>(THAT the Board approves the minutes of the Organizational Meeting held June 14, the Regular Meetings held June 14 and June 21, 2022, and the Special Meeting held Aug. 23, 2022, as submitted.)</i>					Lt'd distrib'n Page 10-8 Page 10-2 Page 10-18 Page 10-30
	10.2 Items Provided for Board Information					OE-8
	10.2.1 Chief Superintendent's Update			Page 10-38-		
	11 In-Camera Session					
4:30 p.m.	18 Adjournment					

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 the Closure of Louise Dean School for the Purpose of Relocation

Date September 27, 2022

Meeting Type Regular Meeting, Public Agenda

To Board of Trustees

From Christopher Usih,
Chief Superintendent of Schools

Purpose Decision

Originator Dany Breton, Superintendent, Facilities and Environmental Services

Governance Policy Reference Governance Policies
GC-3E: 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) Lisa Nachtigal, Education Director, Area 4
Prem Randhawa, Education Director, Area 3
Helen Colbourne, Principal, Louise Dean Centre
Jennifer Gorkoff, Principal, Jack James High School
Sanjeev Sharma, Acting Director, Facility Projects
Natalie Campbell, Manager, Planning
Catherine Ford, Director, Planning
Tanya Scanga, Manager of Corporate Planning & Reporting
Karen Drummond, Manager, Community Engagement



1 | Recommendation

It is recommended:

- THAT the Board of Trustees is satisfied that there is cause to commence the public input process to consider the closure of Louise Dean School for the purpose of relocation in accordance with GC-3E Closure of Schools Procedure.

2 | Issue

The Louise Dean Centre (LDC) at Kensington School provides a specialized Grade 9-12 program for female pregnant and parenting teens. It operates in partnership with Kindred, formerly known as Catholic Family Services (CFS), and Alberta Health Services (AHS) to provide comprehensive and essential wrap-around supports to help students complete high school.

Constructed in 1947, Kensington School requires a significant investment in maintenance and facility infrastructure to bring its functionality to an acceptable state. Additionally, the Calgary Board of Education (CBE) seeks to protect the long-term viability of wrap-around programming for pregnant and parenting teens. Given this and the CBE's commitment to continue providing this important programming in collaboration with Kindred and AHS, another facility is required for the LDC.

In identifying a future location, a key consideration is the opportunity to provide sustainable and enhanced learning opportunities for students. This relocation would provide LDC students with greater access to enhanced learning opportunities while continuing to offer them the flexible and unique programming they have experienced at Kensington School. In addition, by offering the LDC programming and associated partnership supports at an existing high school, an opportunity is also created for students at the receiving high school to access a wider range of student supports and services.

Under the Board's GC-3E Closure of Schools Procedure, the move of a program to another location requires a formal closure process.

3 | Background

The CBE is committed to providing programming tailored to the needs of all students facing a variety of life situations, including pregnant and parenting teens. At the heart of student programming is the ability to allow students to successfully complete high school through a flexible approach that honours individual strengths and removes barriers to learning. As a demonstration of that commitment, the

CBE has been exploring ways to continue offering LDC programming, in collaboration with our partners, Kindred and Alberta Health Services, at another facility.

Another facility is required since Kensington School requires significant maintenance and recapitalization investments. In 2019, the CBE considered the Dr. Norman Bethune School site as a potential location for the LDC. However, it was later determined that the costs would be too significant to renovate that location to meet the unique needs of the LDC. Moreover, Dr. Norman Bethune experienced a significant fire during the 2021-22 school year and as a result, is currently planned for demolition.

In reviewing locations, Jack James High School (JJHS) was identified as a good location due to the following factors: the enhanced learning opportunities it can offer students, its proximity to where many LDC students reside, the physical space it can offer, and how it allows for the broadening of current mental health and other social-emotional support available at LDC to the JJHS student population. These factors help support the long-term viability of wrap-around programming.

4 | Analysis

It is recommended that the LDC be relocated to JJHS for the 2024-25 school year and beyond. There are multiple reasons for recommending JJHS as the future site for the LDC, including the following:

- LDC students would have access to enhanced learning opportunities (i.e. Career and Technology Studies and a wider offering of courses to successfully transition to the world of work or post-secondary education);
- increased opportunities for students to access and complete required courses for their high school diploma or certificate;
- parenting partners and fathers would have more access to co-parenting opportunities as well as flexible academic programming;
- increased access to Indigenous and English Language Learning supports;
- increased access to community supports (Alberta Health Services) and partnerships (Kindred) for JJHS students that will concurrently enhance the sustainability and viability of these supports for LDC students;
- the closer proximity of JJHS to the where most LDC students reside;
- the ability to provide dedicated spaces for the LDC program separate from the JJHS programming;
- the space to create an additional child-minding space to accommodate the children of LDC students and in so doing, minimize the impact upon the existing JJHS child-minding service; and
- the relative affordability of facility modifications to JJHS, in comparison to the maintenance and recapitalization requirements of Kensington School.

These aspects will be explained in more detail below.

Learning Opportunities

The current learning opportunities available to LDC students will continue at JJHS. Learning experiences and conditions that will be maintained for LDC students as a result of this recommendation include:

- LDC students will continue to take core courses and courses specific to the LDC program with their LDC cohort (sheltered learning);
- individualized and personalized programming for each LDC student that supports flexible scheduling that allows students to start and stop learning as required due to life circumstances;
- core courses at all levels (-1,-2,-3 and -4) for English, Math, Social Studies and Science including opportunities for Chemistry and Biology;
- locally-developed courses in Life Skills and Prenatal will continue to be team-taught with a Kindred worker and a CBE teacher. Additionally, Parenting Level I and II courses will continue to be offered by Kindred; and
- continued social/emotional support, success coaches, cultural diversity advisor, parent coaches, counselling, financial support work, co-parenting courses and Students Transitioning to Employment, Education and Parenting (STEP) offered through Kindred and AHS.

In addition to the learning opportunities identified in the proposed relocation of the LDC to JJHS, enhanced opportunities for success also emerged directly benefiting both school communities. These enhanced benefits include:

- increased co-parenting and learning opportunities including young males or partners who do not currently have access to these unique programming and support opportunities;
- expanded academic programming opportunities for both LDC and JJHS can be offered, including expanded CTS and complementary course availability for LDC students where appropriate;
- opportunities to learn in flexible ways such as extended semesters, credit recovery, retro-credits, programming based on individual need as well as other high school success strategies will continue to promote high school completion;
- improved student support and services resulting from the ability of LDC and JJHS staff to come together as required in one larger team with more collective knowledge and expertise;
- increased access for LDC students to Indigenous Education and English Language Learner supports;
- increased mental health and wellness supports for JJHS students;

- additional supports for JJHS students with risk factors beyond pregnancy and teen parenting; and
- opportunities for CBE, Kindred and AHS staff to support JJHS students with understanding about the realities of pregnancy and teen parenting.

Partnerships

A key partnership in supporting the success of LDC students is the CBE's collaboration with Kindred. The services provided by Kindred to LDC students include childcare, counselling, infant mental health supports, facilitation of AHS supports for pre-natal classes and medical care, and social supports such as accessing housing.

Kindred shared the following in a June 1, 2022 email to CBE Administration:

"The move to programming at JJHS offers tremendous benefits to our clients." These benefits include:

- *Improved accessibility in terms of location*
- *Enhanced learning opportunities*
- *Availability of more support to Indigenous and English Language Learners*
- *Recognition around providing a unique and exciting opportunity to provide more and better services to young fathers. Kindred recognizes serving fathers as a critical strategy for preventing and addressing Intimate Partner Violence (IPV), which young parents are at a much higher risk of experiencing*

In addition to the benefit to clients, Kindred sees this move as protecting a long-term viability of wrap-around programming for pregnant and parenting teens.

Declining enrolment over the last several years at LDC has required a decline of Kindred services to match resources with need. Without a move that allows Kindred to serve more students, this decline in services will likely continue.

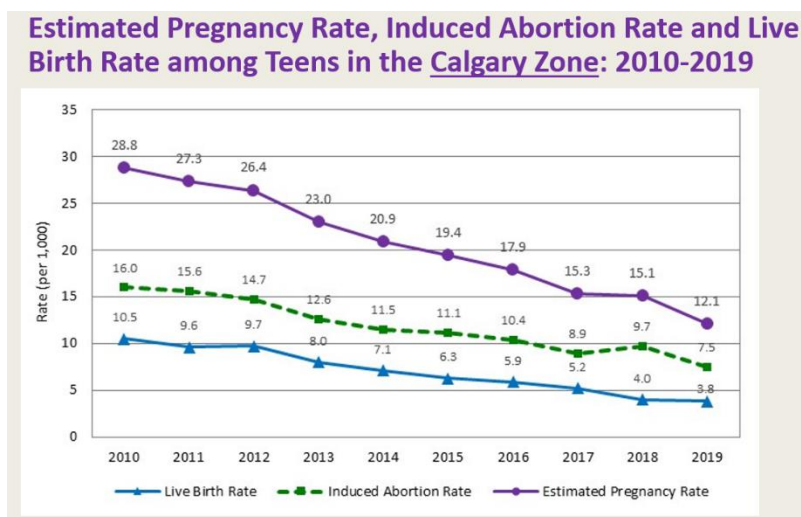
Moving the LDC program to JJHS protects the vitality of an existing program while also creating opportunities for CBE and Kindred to provide supports to a greater number of vulnerable students. This plan supports broadening the current mental health and other social emotional supports available at LDC to JJHS students which may support a reduction of incidence of teen pregnancy without compromising or declining services to pregnant and parenting teens.

Kindred is supportive of this move to not only assist LDC students, but expand to a broader at-risk population to increase and enhance student access to their services. If LDC remains at Kensington School, the CBE is at risk of losing the services Kindred provides.

Losing Kindred as a LDC service partner would be detrimental to LDC students and the programming they currently receive. The partnership with Kindred is a critical component to the success of LDC students. Without this support, students would be significantly disadvantaged by the loss of childcare, counselling and many other essential services.

Enrolment and Impacts

Due to the flexible nature of the program and life circumstances, not all LDC students are in attendance at school at the same time. On average, over the 2021-2022 school year, 36 per cent of students were in attendance on a monthly basis. Additionally, AHS also notes the declining rate of teen pregnancy over the last 10 years in Calgary as per the chart below. This data correlates with declining enrolment for LDC.

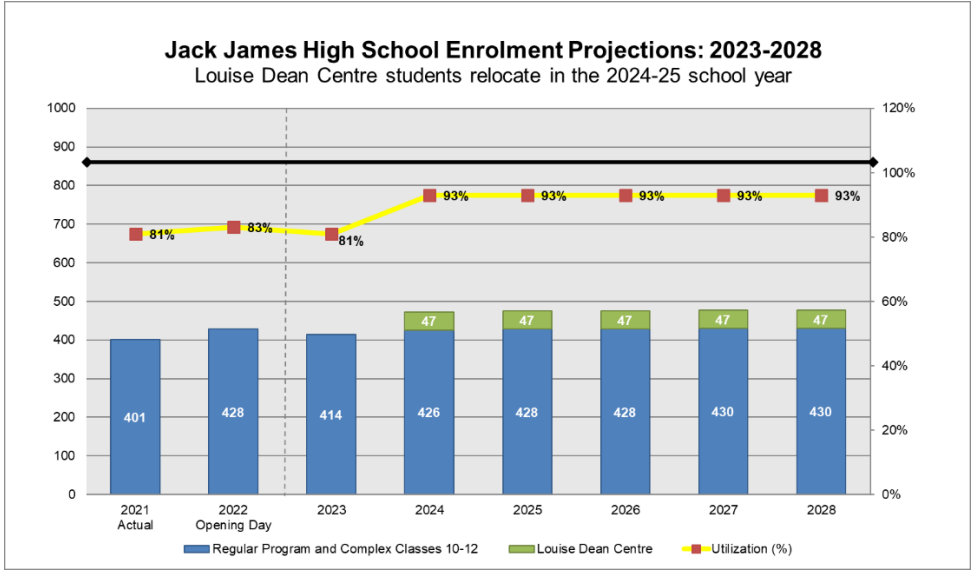
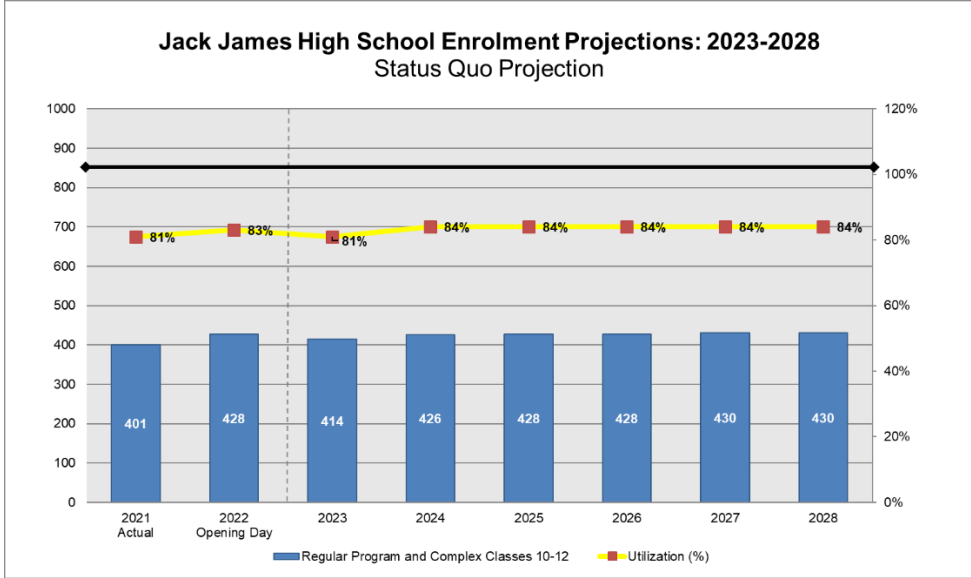


This data, combined with typical LDC attendance rates, indicates JJHS would have space to accommodate the LDC program now and into the future.

Space, Capacity and Utilization

Utilization is a calculation of weighted enrolment divided by the provincial capacity. Weighted enrolment is a calculation that weighs severe complex learners as using three times more space than a non-complex learner. The provincial capacity is based on the amount of instructional space in a building.

As noted in the projections below, there will continue to be space within JJHS to offer the wide range of courses, supports and sheltered programming currently offered for both LDC and JJHS students.



Enrolment is projected to remain stable for JJHS and LDC. However, utilization rates will increase at JJHS when the programs are both in the same building, given the space they will occupy. Utilization is expected to increase above 85 per cent long term. Utilization is considered to be optimized between 85 and 100 per cent utilization, and school facilities receive full Operation and Maintenance funding from the Province when a utilization rate of 85 per cent or above is achieved. The CBE has extensive experience and success supporting students in high schools with mid-90 per cent utilization rates and higher.

Proximity, Access and Transportation

A consideration of the proposal for relocating LDC is students having access to convenient and safe transportation to JJHS. JJHS can be accessed via city transit. Students currently attending LDC come from all areas of the city, accessing transportation such as C-Train, Calgary Transit buses, rideshares, taxi or personal vehicles.

While students attend from all quadrants of the city, most of the students enrolled in LDC live in the NE or SE areas of Calgary. A greater opportunity for student accessibility due to the geographic location of JJHS in the SE is noted in this plan.

The average travel time for current students to the Kensington site using public transportation is 53 minutes. The average travel time for current students to the JJHS site would be 40 minutes.

Hearing from Affected Communities

The CBE publicly communicated a recommendation to move the LDC to JJHS on May 13, 2022. This came after discussions with service partners, Kindred and AHS, about these plans. It also followed an engagement with LDC students conducted by Kindred. Kindred shared the results of this engagement with CBE Administration in a November 2021 report (Attachment IV).

The recommendation was shared through letters to families of LDC and JJHS as well as information posted on the CBE and school websites and additional communications through the schools. Perspectives were then gathered through a variety of in-person, virtual and online opportunities in May and June. Online surveys were open May 13-29, 2022 for LDC staff, students, parents and parenting partners and for staff at JJHS. Results from the student and parent survey are posted on the CBE website and results from the staff surveys are posted on Insite and at Attachments I, II and III. The survey participation was as follows:

- JJHS staff: 43 responses;
- LDC students, parents and parenting partners: 12 responses; and
- LDC staff: 29 responses.

There were also in-person meetings with staff at LDC and JJHS on May 13, discussions with LDC students on May 16 and June 7 and a public information session on May 25 (14 attendees, including trustees).

Invitations for the May 25 public information were provided through emails to LDC and JJHS families, emails to community groups with LDC affiliations, emails to parenting partners and BOLD signs posted in high-traffic areas in the Kensington community. A recording of the May 25 session has been shared on the CBE website for anyone who is interested and unable to attend.

Students at LDC were also provided in-class opportunities to share and write down their thoughts and questions on the recommendation in May and June. Those comments were then shared with the engagement planning team and responded to at the June 7 session with LDC students. The comments and responses are provided in Attachment V.

The combined feedback from all of these discussions and surveys identified a range of perspectives. Some of these perspectives are about the engagement and communications related to this recommendation, while the majority are directly related to the transition/implementation plan.

The feedback related to engagement and communications included comments about the involvement of JJHS students, responses to questions and the structure of the May 25 public information session.

Given that many of the details and specifics about space utilization at the school can only be developed after a decision by the Board is made regarding the possible relocation, it would have been challenging to engage JJHS students in a meaningful way in the spring of 2022. The intention is to provide opportunities for JJHS students to share their thoughts and perspectives on the implementation plan once more information is available. As we progress through this process, updated information will be shared with all affected students, parents and staff.

There was feedback provided on the structure of the May 25 public information session, suggesting that not all questions posed were answered within this format. We responded to this concern by providing an additional in-person session for LDC students to share perspectives directly with decision-makers on June 7. This was in addition to a previous in-person session with students on May 13 and in-class opportunities for students to share comments and raise questions.

The most prevalent themes that emerged for LDC students, staff and parents through the in-person, virtual and online opportunities are related to the safety of LDC students and their children, providing a separate space and entrance at JJHS and ensuring the unique characteristics of this program are maintained in this transition.

For staff at JJHS, the top concerns were about having enough space in the building to accommodate two programs without compromising the quality of the current programming.

The feedback provided by these communities will be considered in developing a strong transition plan that allows LDC and JJHS students to be successful. Below is more information about how that can be accomplished.

Transition Planning

If the proposed relocation is approved, staff from Louise Dean School, JJHS, Kindred and AHS will work together during the 2023-24 school year to ensure personalized and individual transition plans are created for each LDC student. These plans will address their learning, supports, and safety within the new environment.

LDC students will have an opportunity to share preferred futures with staff who are committed to developing successful transition plans. Staff at LDC are aware of what makes LDC a supportive program, and are committed to continuing to provide those core tenets throughout the transition process, and into the future.

The transition plan will be developed carefully and deliberately to ensure communication is timely, ongoing and responsive with not only LDC students, but also with LDC parents, Louise Dean School staff, Kindred staff, AHS staff and JJHS staff, students and parents.

There will be opportunities for LDC and JJHS staff to explore ways to work collaboratively together in support of students in both programs. Opportunities will also be provided for students and families to visit JJHS prior to September 2024 to become more familiar with JJHS staff and spaces, and additional opportunities for perspectives to be shared will be provided as more is understood about how spaces will be utilized.

Finally, an implementation plan will be communicated by December 12, 2022 that considers feedback and perspectives gathered from students, parents, staff and school administrators. This plan will also consider the unique needs of LDC students, maintain the quality of programming at JJHS and provide flexibility to adapt to individual student needs.

Alternative Programming, Community Uses and Capital Plan Impacts

Owing to the significant cost of major maintenance and recapitalization investments required at the Kensington site, it is proposed that the building be declared surplus if relocation is approved. This would mean that alternative programming or community uses would not be pursued.

The property consists of non-reserve lands held in fee simple by the CBE, with portions available for sale at fair market value and others for \$1 to the City.

It is anticipated that the proposed relocation to JJHS will favourably impact CBE long-term capital plans. The primary reason for this is due to how increased system utilization rates are viewed favourably by the government in deciding upon new high school construction requests from school jurisdictions.

5 | Financial Impact

Infrastructure Maintenance Renewal (IMR) and Capital Maintenance and Renewal (CMR)

Relocation allows for cost avoidance by eliminating the major maintenance and recapitalization demands of the Kensington building, estimated to be approximately \$17M. This work is crucial to avoid the possible failure of one or more essential building systems that could result in significant and long-term disruption to LDC students in the middle of a school year.

To put this value into perspective, the combined value of IMR and CMR grants for the 2022-23 school year is \$28.8M. Accordingly, Kensington alone would consume approximately two thirds of the maintenance funding allocated by the government for all CBE schools.

The relocation of LDC to JJHS will require a one time investment of approximately \$5.6M to provide LDC with dedicated learning, childminding, and partner office space within JJHS. To allow Kindred to continue supporting students to the same level, funds for this work would be sourced from capital reserves to allow work to be completed in time for the 2024-25 school year. Concurrently, it is proposed that a request for capital funding be made to the Province through the CBE's upcoming 2024-2027 Three Year School Capital Plan, which is to be submitted to Alberta Education prior to April 1, 2023.

Operations and Maintenance (O&M)

The proposed relocation would result in the closure of Kensington School and allow for approximate savings of \$185,000 in recurring annual operating costs for items such as cleaning, utilities, minor maintenance and insurance. Disposal of the building would also result in a corresponding O&M reduction of \$124,000, resulting in a modest net recurring O&M gain of approximately \$60,000 annually in O&M.

O&M received for JJHS will remain essentially the same since projections prior to the proposal to relocate LDC foresaw the JJHS utilization rate to climb to just above 85%. Schools with a utilization rate equal to or greater than 85% receive maximum O&M funding from the government. With the increased enrolment from the addition of LDC, the mid-90% utilization rate will help ensure O&M funding received for JJHS remains maximized.

6 | Implementation Consequences

Learning opportunities for both LDC and JJHS students are enhanced in this plan. Supports from Kindred and AHS can be maintained rather than see a drastic decline.

Implementation of this recommendation allows for the continuation of a personalized and flexible approach to programming, attendance and supports for both LDC and JJHS students as is appropriate for their program.

This relocation provides opportunities for fathers to engage in a variety of programming opportunities not currently offered at JJHS and LDC while actively co-parenting alongside mothers.

The proposal allows for a second childcare space to be created at JJHS. This would support the current LDC childcare spaces supported by professional childcare and a continuation of the JJHS award-winning preschool for community children.

Closure of Kensington School will ensure that LDC students are not subject to unforeseen building system failures that could result in the need for highly disruptive temporary relocations over an extended timeframe. It will also ensure that the limited IMR and CMR grants can support as many CBE schools as possible by reducing the amount required for a smaller JJHS renovation versus the more costly Kensington School repair and recapitalization requirements.

Finally, this recommendation allows for critical partnerships with Kindred and AHS to continue. Without both these partners, LDC students may lose the supports that differentiate this program from those available at other high schools and that contribute so much towards LDC student success. Further support opportunities for JJHS students from Kindred and AHS may also be possible.

7 | Conclusion

It is recommended that the Board of Trustees approves the commencement of the public input process to consider the closure of the LDC at Kensington School for the purpose of relocation.

This recommendation reflects the CBE's commitment to provide programming tailored to the needs of all students facing a variety of life situations, including pregnant and parenting teens. Moving the LDC to JJHS provides significant opportunities to provide enhanced learning opportunities and a wider range of student services and support to students in both programs, all while still continuing to provide the individualized and flexible programming currently offered to these students. CBE Administration will work closely with staff, students and families to ensure as smooth a transition as possible.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

Attachments:

Attachment I: LDC Student and Parent Survey Results

Attachment II: LDC Staff Survey Results

Attachment III: JJHS Staff Survey Results

Attachment IV: CFS Early Parenthood and Infant Mental Health Services at Louise Dean Centre Redesign Findings, November 2021

Attachment V: LDC Student Comments and Responses Provided June 7, 2022

**PROPOSED LOUISE DEAN CENTRE MOVE
TO JACK JAMES HIGH SCHOOL
*LOUISE DEAN CENTRE STUDENT, PARENT/GUARDIAN AND
PARENTING PARTNER SURVEY***

Online Survey Results
June 9, 2022



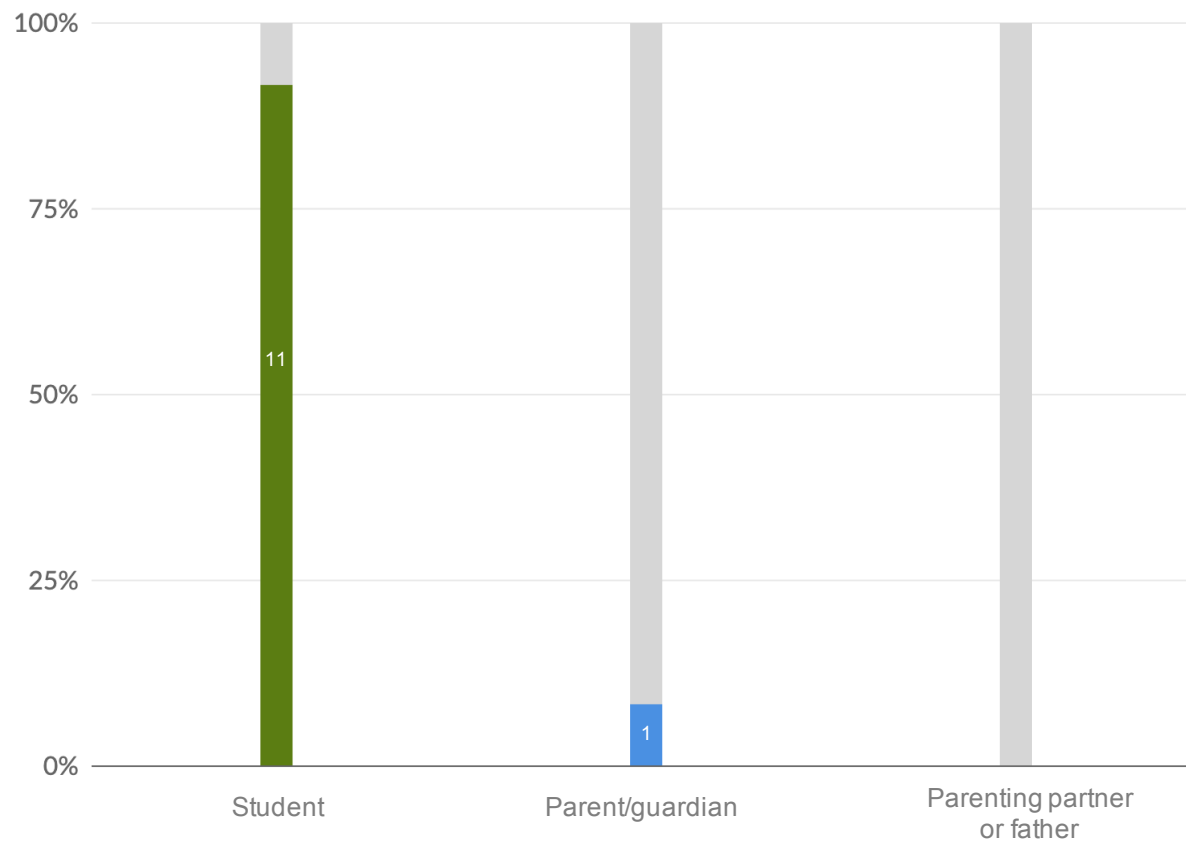
**Calgary Board
of Education**

Background

- An online survey was available to Louise Dean Centre students, parents/guardians and parenting partners May 13-29, 2022.
- The survey had a total of 12 people completing some or all of the survey.
- The purpose of the survey was to gather feedback to support a smooth transition should the board approve moving the Louise Dean Centre to Jack James High School.

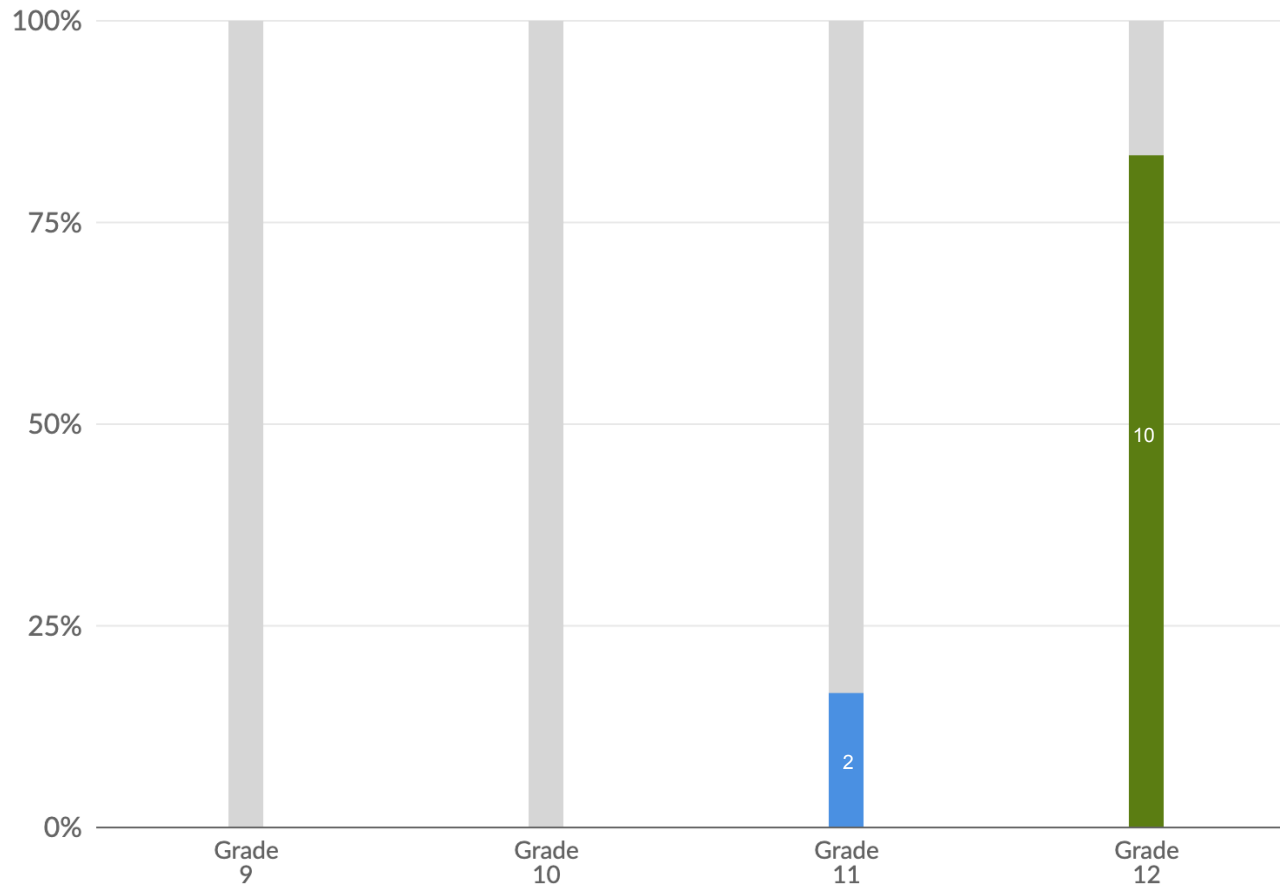
Participant Profile

Please indicate if you are a student, parent/guardian or parenting partner or father. (12 responses):



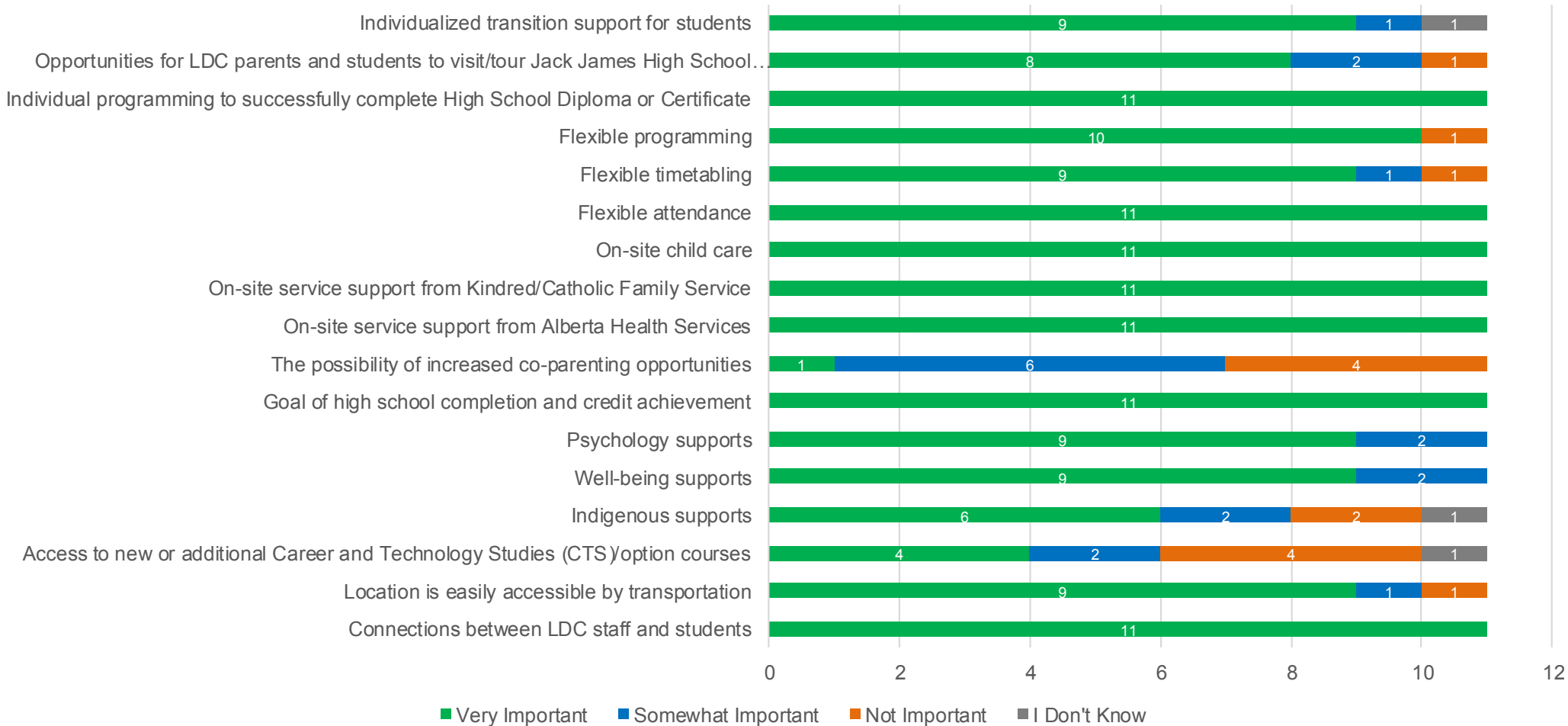
Participant Profile

Please indicate the current grade of the Louise Dean Centre student
(12 responses):



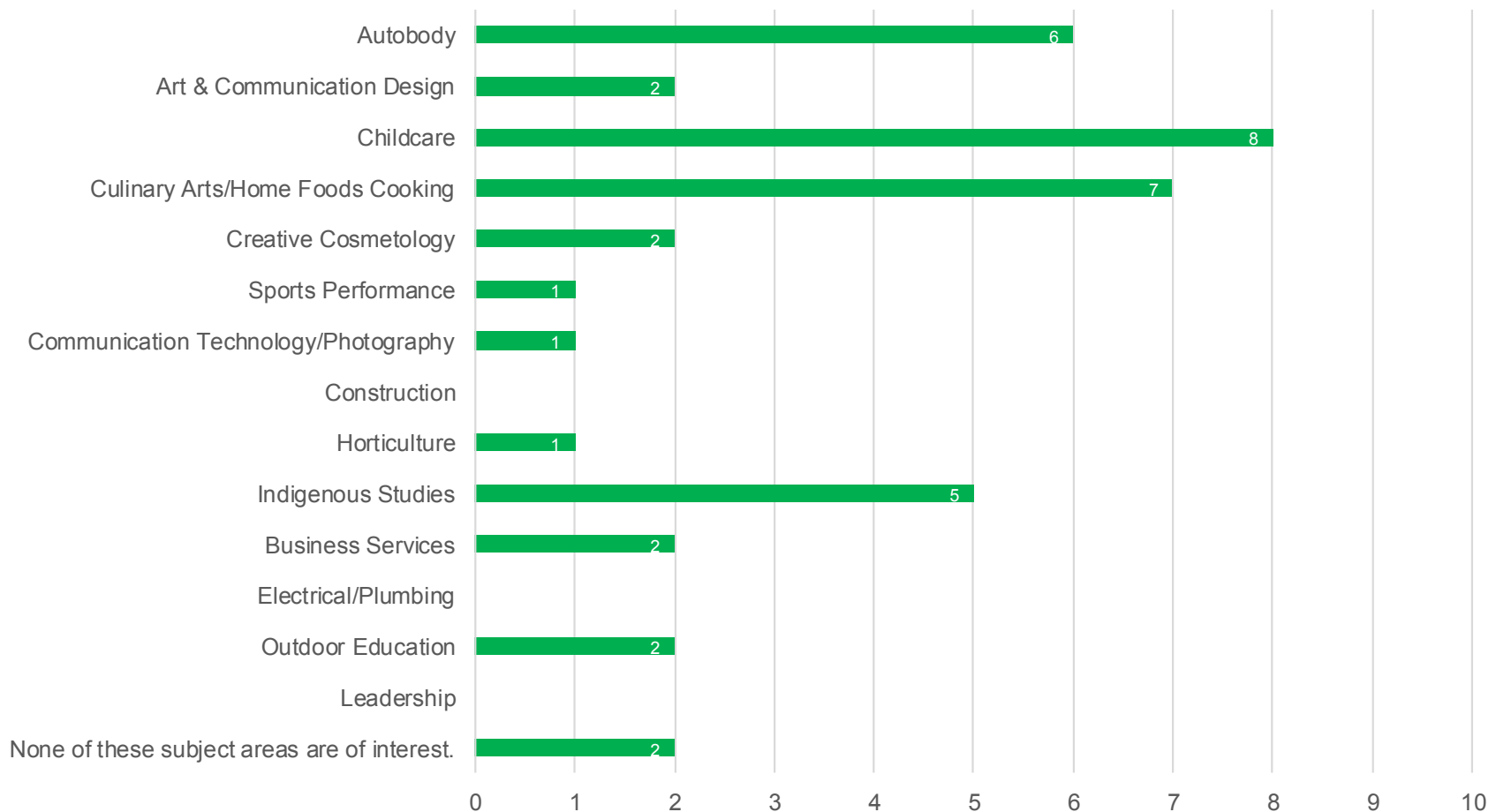
Please indicate how important the following aspects are to you in ensuring a smooth transition to a new location.

Responses: 11



At Jack James High School, LDC students will have the opportunity to participate in CTS and Knowledge and Employability (K&E) complimentary courses. Please select the subject areas that would be of interest to you (select all that apply).

Responses: 39



If you have any additional thoughts to share about how we can provide a smooth transition for Louise Dean Centre students and families, please share them below.

Responses: 5

Below you will find all comments provided in the survey as they were written. Comments have not been edited for spelling, grammar, sentence structure, truncation or otherwise. Comments have been edited to ensure anonymity.

- I think that Louise Dean should stay as a completely different program because we need our own space as mothers. If Louise Dean did not exist I would not be graduating this year, Louise Dean has also helped me register for college already. I don't think any school would be as comfortable and helpful as Louise Dean because we don't come here just to learn, we come here to be loved and cared for. Louise Dean was always a home not a school for me. Attending a normal school as a mother can lead to anxiety and insecurity. I have been through getting bullied and abused by the students at my old school because I am a young mom. Louise Dean School has helped teen moms avoid going through all that by specializing as a school with only pregnant girls and moms. We need to keep Louise Dean its own program to make sure all teen moms complete school and have the ability to reach their goals. With Jack James High School it would be quite difficult for teen moms to reach their goals because it is going to be mixed with students who are not mothers. It's also going to have male students who will be less understanding that we are mothers. Having Louise Dean as a stand alone program allows teen moms to come to school feeling good about themselves and not having to worry about anyone laughing at them or bullying them.
- This survey is not helpful at all. The cons of this move do not outweigh the pros. This survey was not helpful in giving voice to the community to express how we actually feel about the recommendation.
- If it was me going to school then I would not go as I feel as though harassment and bullying will be at a all time high as I'm also familiar with a place that your trying to propose and nine times out of ten the mothers did not return either after the birth of their child(ren) or shortly after
- I don't think its a good idea to combine the two for comfort and safety reasons for LDC students, the transition from student to parent is hard enough without the bullying and discomfort that normal high school causes, Its going to be even harder for student to adapt to these situations in a mixed gendered school with no separation from JJHS students, I think we will become targets and outcasts for the JJHS student to bully and harass because of our different circumstances and lifestyles from the other students that will be attending
- LETS NOT DO IT!!!!

Thank You!

- Thank you to everyone who participated in this survey. Your contributions will help support a smooth transition should the board approve moving the Louise Dean Centre to Jack James High School.

**PROPOSED LOUISE DEAN CENTRE MOVE
TO JACK JAMES HIGH SCHOOL
*LOUISE DEAN CENTRE STAFF SURVEY***

Online Survey Results
June 9, 2022



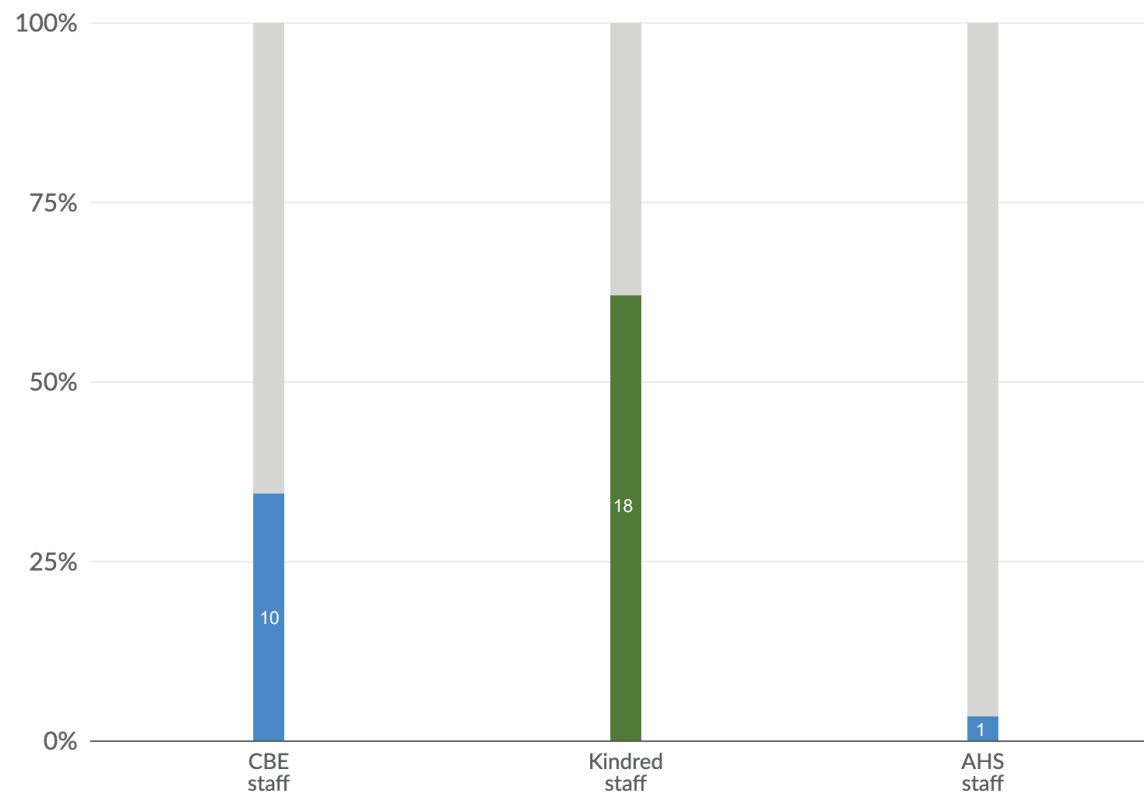
**Calgary Board
of Education**

Background

- An online survey was available to Louise Dean Centre staff May 13-29, 2022.
- The survey had a total of 29 people completing some or all of the survey.
- The purpose of the survey was to gather feedback to support a smooth transition should the board approve moving the Louise Dean Centre to Jack James High School.

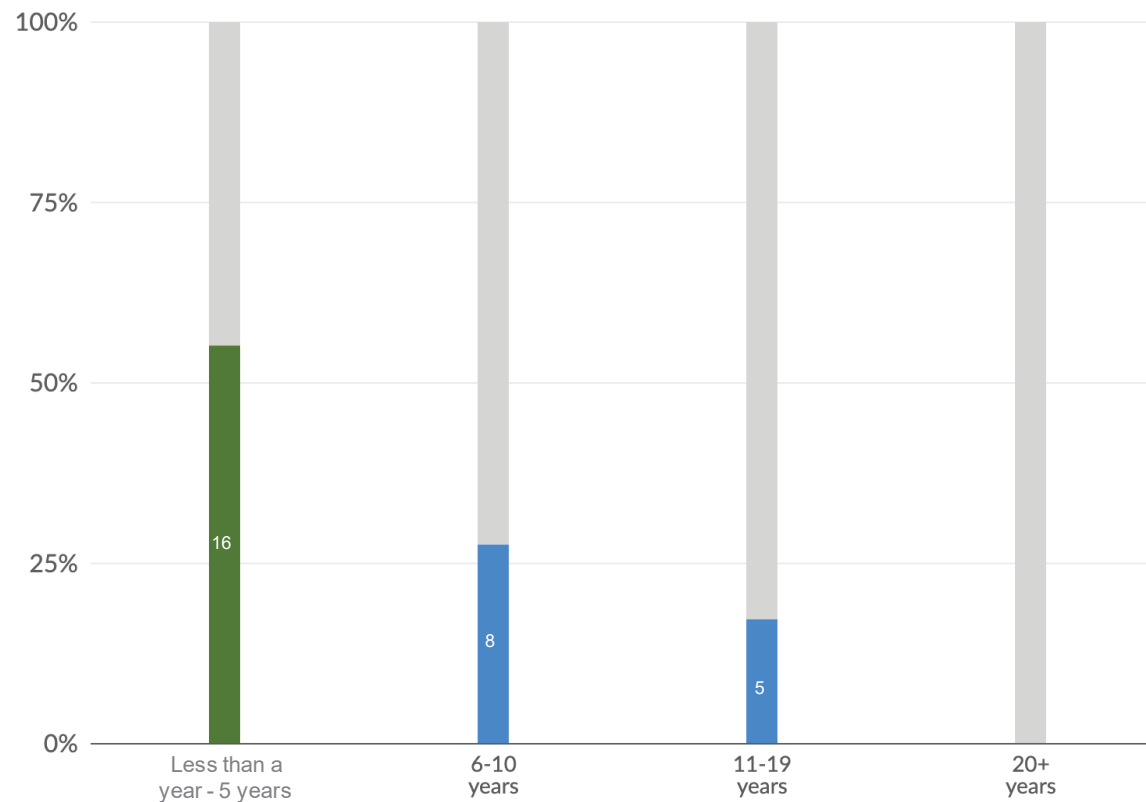
Participant Profile

Which type of Louise Dean Centre staff member are you?
(29 responses):



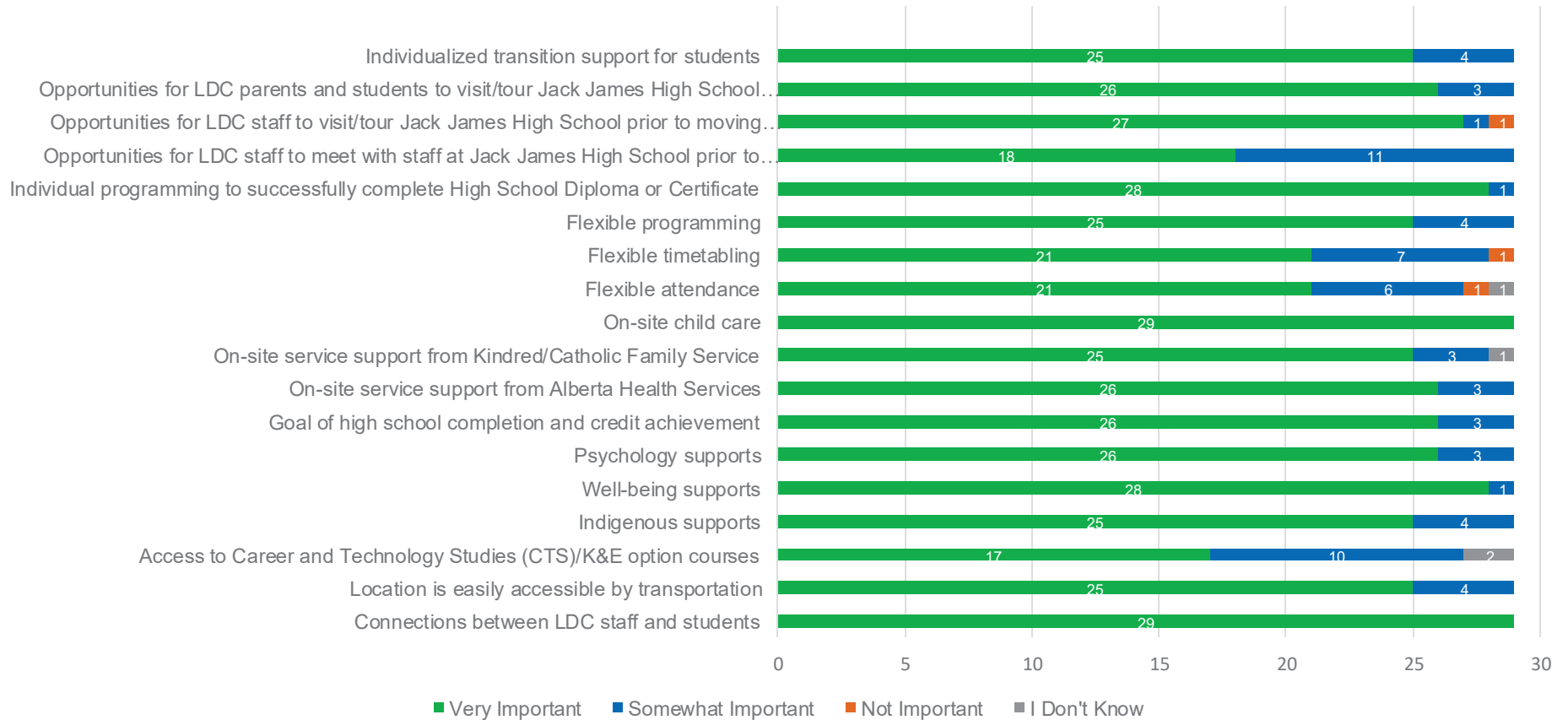
Participant Profile

Please indicate how long you have worked at the Louise Dean Centre (29 responses):



Please indicate how important the following aspects are to you in ensuring a smooth transition to a new location.

Responses: 29



If you have any additional thoughts to share about how we can provide a smooth transition for Louise Dean Centre staff, students and families, please share them below.

Below you will find all comments provided in the survey as they were written. Comments have not been edited for spelling, grammar, sentence structure, truncation or otherwise. Comments have been edited to ensure anonymity.

- Safety is a huge concern not only for the students (mothers and children) but also the staff (for their personal safety/vehicle safety/ as well as safety for young parents attending High School. Childcare is also a big worry for them and us. We have a Learning Center (which is different and more supportive than a typical daycare), thus it is imperative that our children/babies are not placed in current daycare onsite. A nurturing and supportive environment, that offers a locked/safe building where our students can have full confidence in their safety and thus ability to focus on their school work is essential. It is very clear that the location is not up for debate--yet it is very clear that the location is the concern for many (students and staff). Perhaps more consultative conversation to hear the actual student body and previous alumni students of what they know and believe is a safe environment. The feeling amongst students is that their voice is not being heard (ie. being not allowed to speak in community meetings, their questions not being posted in chat room of the Teams community meeting, and that there was not any open dialogue offered for parents of teens that were also in attendance. Please give these students and staff a voice as that is what is Trauma-Informed Practice.
- In order for our Louise Dean students, staff and partners to participate in a smooth transition to another location we need to ensure that all parties feel safe, secure and comfortable with the new location and program being offered. Allowing the students to view the facility will be a key part of the transition. They will benefit from seeing the childcare centre to help ease any worries about the facility and the security measures put in place for their children. Having a separate entrance into the new location would help pregnant students to feel untroubled and protected. Allowing for flexible scheduling will also be key along with continuing the specific LDS programing. Providing the 30-1 courses as well as other diploma courses (Math 30-1/2 and Biology 30) is also an integral part of the opportunities available to our students. The knowledge that they will be able to access the higher level classes that are taught by onsite staff will also help Louise Dean students to want to continue their education in the new school location.
- I understand that there is still a lot of discussions and decisions to make but I strongly feel that if LDC is to move to Jack James that the sense of security and community of LDC needs to be maintained. This would include a separate entrance strictly for LDC students and both classrooms and a shared common space just for LDC students. I understand that LDC students may access additional CTS programs at Jack James or Forest Lawn but hopefully that would be a choice they make if they want to partake in these opportunities and mix with students not from LDC. Students at LDC need to feel comfortable attending school judgement free. LDC students have all gone through the same maternity experience together and that is not only something that fosters relationships but also makes them feel comfortable, accepted and willing to take risks in their learning. This comfort and acceptance is crucial for learning to occur but also to just get them in the front door. I believe many students will flourish under this potential new setup with added opportunities and supports. However, I also believe many students will stop progressing or stop with their education if they don't have some solidarity feel to the new LDC. Somewhere that if they choose, they can only surround themselves with staff and peers specific to LDC.

- It's quite clear from the wording of the survey, that by answering that things are very important, that it will be quite easy for the board to say...well, good, we agree, and all of these things are available at Jack James. There are so many variables at play here. This feels like a decision based on just getting rid of a problem and not really the best thought out plan for our young moms and their fragile families. I'm trying to picture a young student with three children trying to navigate the doors of the school, trying to imagine that she isn't called names for having 3 kids before she was 17. I'm trying to imagine the sweet babies on their strollers or the parade cars and being driven around the school... I'm also trying to imagine a role for myself at Jack James. I won't be needed for a single class that I teach/facilitate. You have all of that covered at JJ already. I can't imagine that you're planning to have doubles of teachers for each class, CTS, Math, languages, etc. You have all of that already. I also can't imagine a scenario where you will have two sets of admin in that building. Our admin is essential to our students. We are different! Do we believe that Indigenous studies is important? You bet, that's why every class here is an Indigenous Studies class, many times that's who I have as students in seats. Our indigenous Studies program is strong already and we have some amazing students, many who came from Jack James and don't find the possibility of returning very exciting. Our students have addressed the so-called Myth that Jack James area is unsafe, and yet when they looked up City Crime stats, there is no myth, only truth. Judge Judy said it well when she said "don't pee on my leg and tell me it's raining". Are we saying Jack James students are bad? Absolutely not, but let's not exaggerate city crime stats to suit our needs when trying to relocate a program for vulnerable teen moms and their babies. Who would that serve? We also have students whose baby dads are students at J.J. High School. Yet they aren't together anymore and the guy has moved on to other girls in the school. That's going to go really smoothly when they are all housed in one school. It's taken some time for me to formulate a system of thinking concerning our students at Louise Dean High School. I've asked myself a thousand times...of all the high school girls in the city, why are these the ones keeping their babies instead of giving them up like the many others. The only clear answer I've come up with is that this population (as a rule) have had extremely traumatic lives, people have become disposable, family has often been disposable, and they are seeking stability, seeking a new life, seeking love. Many of our girls have deeply rooted worries about heading 'back' to Jack James and Forest Lawn. They have a sense of pride attending Louise Dean School, knowing that there is a proud history of successful students and moms who graduate from our programs. This is a school where former students want to give back, where members of community want to donate time, materials and money. This is a community that I fought to be a member of, where I left a job that I LOVED and would never have left, except to work at Louise Dean. Now I fear I've made a massive misstep in my career. I can't think of anything more rewarding than working at Louise Dean Centre, and I sincerely hope that the right decisions are made concerning this more than vulnerable group of young people, taking on adult roles while working to make their babies proud of them, proud of their new steps. This letter has been written quickly and urgently, trying to put passion to paper, but it's just impossible to convey how wrong this move feels and how it just feels like a step in the wrong direction, for everyone involved. Please consider this move as carefully as when you dealt with your own babies, or with your own aging parents and grandparents...please recognize that this program saves lives. This program took a former student of mine who had dropped out of school in 11th grade at a large high school and welcomed her back as a pregnant 18-year-old, she successfully completed high school, her attitude about learning changed completely and she then completed a Veterinary Assistant course and has gone on to more education out of province. She is a happy, successful mom because of the support and love of teachers, support staff and admin of our unique setting school. We are different from anyone else. From any other population. Our school is a lock down school and we all feel safe. Safe from angry baby dads or baby dad's moms, safe from people who might wander in. Please protect this program and the vulnerable students in it.
- Maintaining relationship and the unique/safe/supportive environment as a stand alone within JJHS is very important. A safe space for LDC students only with known staff and supports.
- Open communication with new students registering next year
- I think having a separate childcare for the students coming from LDC is important



- Our staff have several concerns. Here are the most important issues for me: Foods at LDC is a practical class to take home food for families. Each student makes her own recipe and is free to take the whole project home to her family. For many of our students this is an essential part of their food security safety plan. In other high schools Foods isn't done this way. Individual cooking choices are not usually accessible at other HS's. JJHS has a Commercial/Culinary cooking program and no domestic foods classes. How will our students learn to prepare healthy meals for their families/children in that setting? How will those meals be replaced? Is there a fashion at JHSS. Our foods and fashion give them skills for daily life- fix clothes, make clothes, make supper, budget cooking skills. Who will teach these options? A JJHS teacher or a LDC teacher? Only creative Cos for students at JJHS. Our Cos provides students with home skills, they can make money cutting hair or working toward their apprenticeships, also get their own hair cut as self care. How will students learn to cut their own children's hair to save money? Pre-school daycare run by students at school? Will TLC staff from LDC be coming? Will high quality staff be looking after our children like they receive now. Will there still be indigenous focused options, beading and aboriginal studies? In what setting will CTS courses be delivered? Will students in core and option classes be integrated with Jack James students or will students have dedicated courses to meet their own needs and build community with students from their own school/ program (Louise Dean)? It would not be appropriate for heavily pregnant students to have to walk across to another school such as Forest Lawn in order to participate in CTS courses because this would not provide appropriate or equitable accessibility for these students? How will our name and legacy go on? It is important to our students. One of our current students named her daughter Louise because of the importance of this place her life. Who will be in charge of administration for Louise Dean school program residing within Jack James school? Students need administration that understands their complex needs specifically and the background, philosophies + day to day operation of our unique school program in terms of principal leadership and vice principal leadership. Will we be isolated/separate from JJHS? We need our own entrance, staggered start, separate cafeteria. We need our own separate school within any building. Our students need the safety that comes with privacy. If they don't feel safe, they won't come. We have a ritual. Every day, after the bell goes, all the teachers and administrators, and several CFS/Kindred staff members gather at the front door. We say a personal goodbye to each student, each baby, each child as they leave for the day. Our students glow with pride when their babies smile at us or play peek-a-boo with us. Some of the children are older and we have quick conversations with them about their favourite toys - is it a dinosaur or a dragon? This is the kind of thing that knits us together as a community. We will not be the same if we don't have this in a new site. We will not have the same connection with our students and children if we don't get to do this every day. How will we do this if we are not isolated from other JJHS students? Are there other locations worth considering that would alleviate our very serious concerns?
- I just want to ensure that the same level of service or greater is offered to our students. There is an immense amount of thought and care put into programming for these students. An understanding of pregnant and parenting teen population is a must when planning out this transition. I also believe that we need to be thoughtful about ensuring the students feel safe and welcome in this new environment. There seems to be many fears about safety, food, and child care that should be addressed ahead of time so student feel confident in the change. The students demonstrated great advocacy for their community and strength in speaking up and sharing their perspective. I would encourage that students continue to be involved in the process along the way as they clearly have the maturity and capacity to bring thoughts and ideas forward even when it won't have a direct impact on them as individuals.
- Concerns about stroller accessibility for students at bus stops in the area, as these routes are already busy with other high school students.
- Share updates throughout the process. Be transparent about what is known and what things are still unknown. Timelines where possible. Early access to the building when it is time to move, so that staff have an opportunity to be organized and settled before having to support students in their questions and attending.
- Separate wing or entrance to help student feel comfortable, learning centre to be separate from already existing preschool to ensure continuity in quality care and utmost best practice for clients and infants



- In order to keep what is special about Louise Dean the program will need to be isolated within the Jack James building. Right now students describe a place where they are completely free to be themselves, there is no judgment or shame for them being a teen mom. In my classes students are comfortable discussing the stigma of being a teen mom, their pregnancy stories, the changes their bodies have gone through, and so much more. Not only that, there is acceptance for all of the messy parts of pregnancy and parenting, if a student has a leaking breast from chest feeding no one bats an eye. There is a strong sense of community amongst our students because they all have a shared experience that bonds them. Introducing other students who are not pregnant or parenting has a strong chance of taking away this community. Our kids express that they grew up the moment they became mothers, this can't be said for other students who have not experienced teen pregnancy. It will be challenging for them to empathize with the struggles our girls have gone through. Not only that, I am very concerned about the likelihood of bullying and harassment toward Louise Dean students. Our students chose this program to be safe from harassment, many have expressed the discomfort and disrespect toward them when they attended a regular school while they were pregnant. The discussions and presentations we've been given paint Jack James as an accepting student body, which is great. However, I am concerned about the neighboring schools, Ernest Morrow and Forest Lawn High School. Students will mix on transit and in the community during the break times. I am concerned about the kindness they will show to our students. In my days as a sub I spent some time at Ernest Morrow, and although only anecdotal evidence, I saw a lot of disrespect between students and toward adults. I keep coming back to picturing one of our students who would be making the move, she is gentle and wouldn't say a word against anyone. Picturing her trying to catch the bus with her gaggle of kids while trying to contend with 2000+ students from the three schools makes me worry she will just give up on graduation. Forest Lawn as a community has the highest rates of criminal activity in a residential area according to a map created by the City of Calgary. Bringing students and their babies into the neighborhood could lead to unnecessary risk and a feeling of being unsafe when coming to school. Our programming at Louise Dean is tailored to our students. In foods they learn about budget friendly cooking and can take home meals to feed their families. In fashion, they gain skills to mend and make baby clothes. Cosmo allows them to work toward apprenticeship and gain skills that will save them money down the road, like cutting hair. We have Indigenous based options like Aboriginal studies and Elder Chronicles Beading. While Jack James will offer more options in the shop department, we may be losing some of the programming that the girls love. Additionally, with Jack James mostly offering K&E programming, it may limit the options that our students explore. Given the option of going to Forest Lawn to take a -1 or -2 course (which would mean leaving their child) and taking a -1 or -2 course through CBE Learn, some students may opt to not take the diploma route when they are more than capable. We are also able to have a mother/female perspective at many school events, such as a big celebration on Mother's Day, a mother's perspective for Remembrance day and Orange Shirt Day. A big part of what makes Louise Dean special is the attention we are able to give to our girls, each day we celebrate their success, they have a walk out where teaching and Kindred staff stand by to say goodbye and celebrate their day. Another example is in Beading class a student has found a new passion and takes her creations around to her social worker and teachers to share what she has made. We have a strong school culture of meeting everyone where they are at and celebrating all that they are. I am fearful that this essential element will be lost in a larger setting if Louise Dean is not an isolated program within the building.
- Regarding Sexual and Reproductive health keeping programming in the building: Relationship based care is paramount in order decrease second pregnancies and test and treat STI's. As the Sexual Health program will be moving out of the East Calgary Health Centre this fall, this may present an opportunity to support Jack James students better as well. I would encourage conversations with AHS leadership on this topic. Timely, relationship based intervention with at risk populations is lifechanging.
- I'm not sure whether this is the best place to relocate LDC. On site childcare (separate from Jack James' preschool centre) would be very important for LDC students. Tours would be very helpful with envisioning what LDC could look like there.
- involve them in the planning and along the way to give input and see progress
- Be transparent

Thank You!

- Thank you to everyone who participated in this survey. Your contributions will help support a smooth transition should the board approve moving the Louise Dean Centre to Jack James High School.



**PROPOSED LOUISE DEAN CENTRE MOVE
TO JACK JAMES HIGH SCHOOL
*JACK JAMES HIGH SCHOOL STAFF SURVEY***

Online Survey Results
June 9, 2022



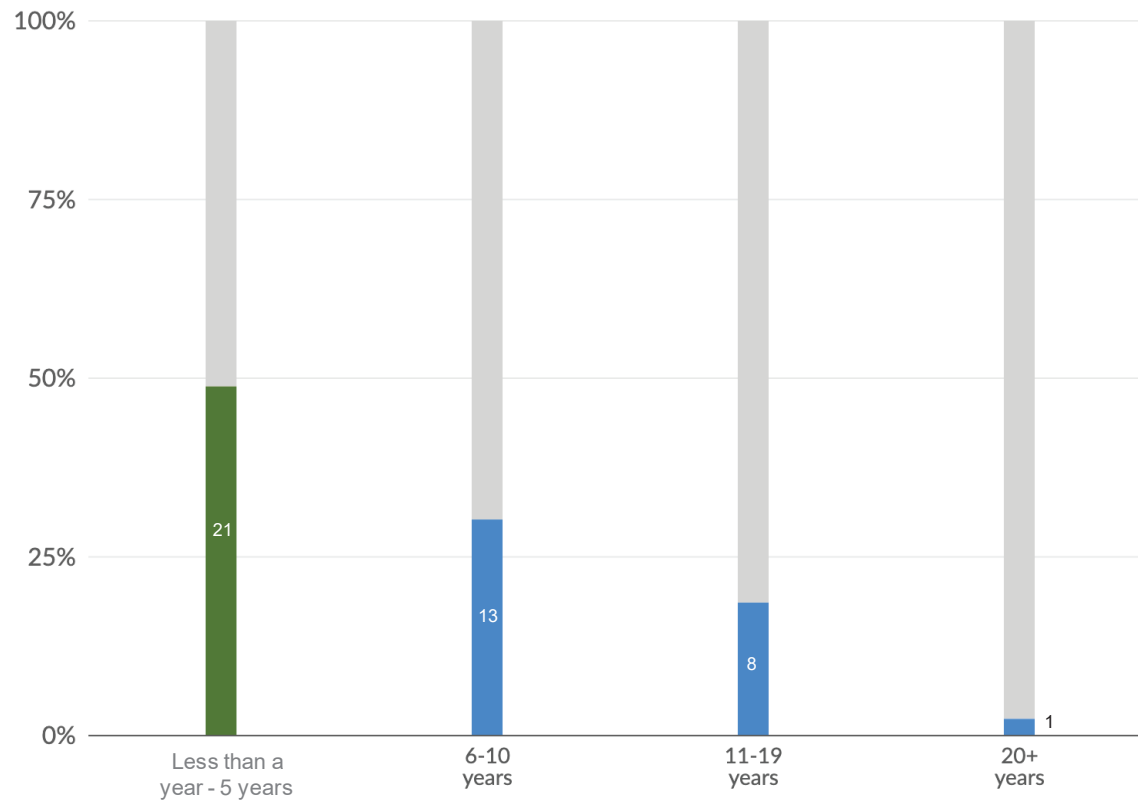
**Calgary Board
of Education**

Background

- An online survey was available to Jack James High School staff May 13-29, 2022.
- The survey had a total of 43 people completing some or all of the survey.
- The purpose of the survey was to gather feedback to support a smooth transition should the board approve moving the Louise Dean Centre to Jack James High School.

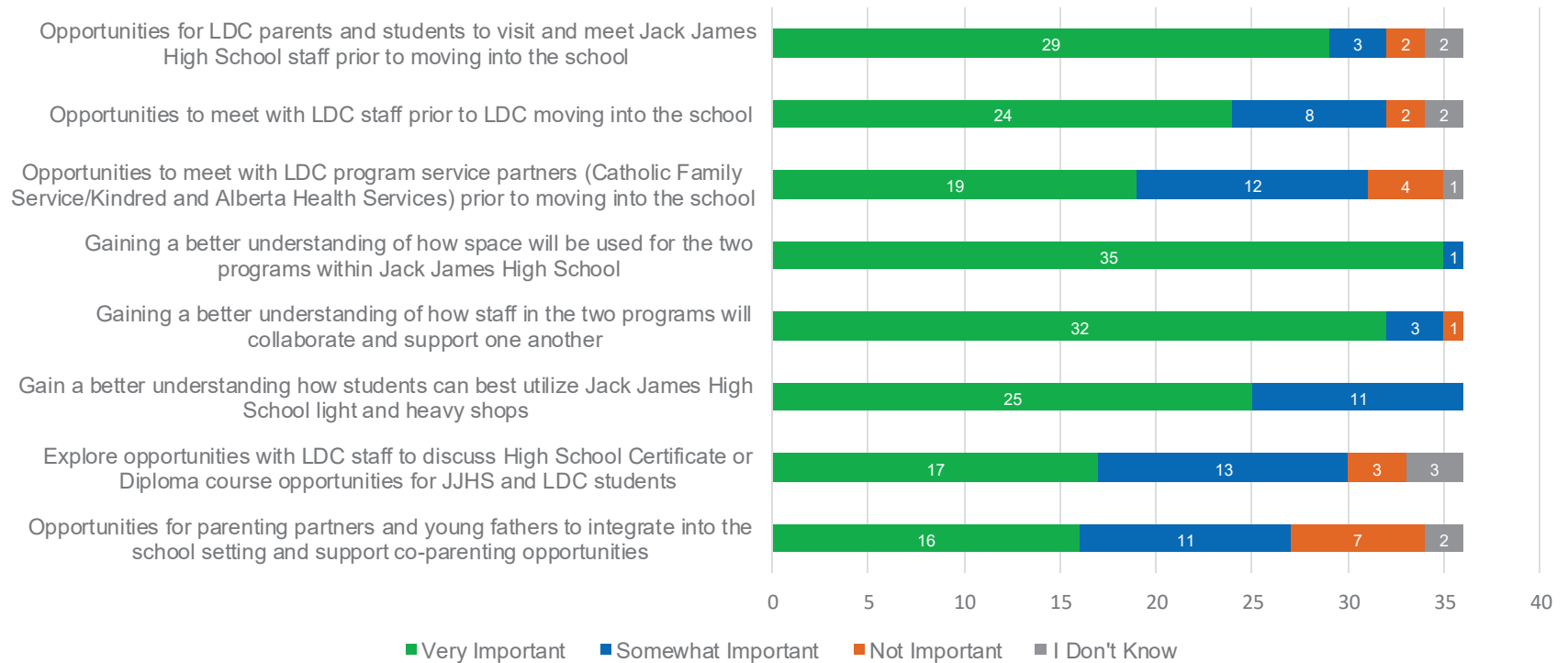
Participant Profile

Please indicate how long you have worked at Jack James High School (43 responses):



Please indicate how important the following aspects are to you in ensuring a smooth transition to a new location.

Responses: 36



If you have any additional thoughts to share about how we can provide a smooth transition for Jack James High School staff, students and families, please share them below.

Below you will find all comments provided in the survey as they were written. Comments have not been edited for spelling, grammar, sentence structure, truncation or otherwise. Comments have been edited to ensure anonymity.

- The space in Jack James is fully utilized, despite the percentage calculation presented. With the amount of space required for LDC students, it is impossible to imagine how they will fit into the school without causing congestion and issues. Jack James was recently declared a specialized setting and we have yet to see any distinction of what that means. Now a new program is coming into the school to take precedent over the current JJ student. The integration of LDC into JJ feels like it hasn't been fully thought out. Information provided in the information session felt veiled and withheld. It feels like there is a lot of information missing, or that is not being told to teachers.
- The proposed merge will not only have an impact on the entire school, but the proposed changes are discriminatory in nature. The main shop class that will be most impacted by programming and space changes is the child care program. The child care program has an average enrolment of 90 % female. These classes offer students work skills that will support them in the work force upon graduation and were set up as a way to help reduce poverty by giving students in who come from low socio-economic status the opportunity to learn hands on work experience. In fact the child care programs offers graduate of these programs a certificate that can be used in the work force. By cutting these specific programs, you are cutting programs supporting people that are already marginalized by poverty and experiencing additional oppression due to gender inequalities in our community. Furthermore by cutting these targeted programs that will affect 95% female students your actions are discriminatory in nature. We know that a wage gaps exist within our community with males making on average blank amount more than females. This school is now perpetuating this gap by providing its male students with tangible work skills and cutting the programs dominate by female students, further perpetuating the wage gap in this already low socio-economic community. This is how inequality in our community exists and is perpetuated. Changes like these, that are proposed, claiming to come from a logical angle, but in reality come from a place that women work experience and a need for her to obtain one, is not valued the same way in our society. These proposed changes reflect these biases held by CBE staff and need to be addressed. You are also contributing to the perpetuation of poverty in this low socio-economic community by taking away the only low income option for child care in the community.
- What will happen to the teachers who teach the same or similar subjects? SPACE! Is there enough space? Will JJHS lose shops? JJHS is based on TIPP - if the population of the school increases there will be an extremely negative impact on those students.
- Why aren't the Jack James Students being asked about their opinions on this scenario. An email home is not necessarily the best way to communicate home to families. Is there enough space at Jack James? Will the LDC program suffer coming to JJHS or is the plan to take over the JJHS campus completely?
- During the info session there was talk about having a separate entrance and separate classes for LDC students. While this is necessary, I feel this move will create a segregated school. The pregnant or parenting teens and the students who are not. I feel that having a segregated school will increase the stigmas that I am sure many LDC students already experience. If the well being of the students is truly a priority, the time and money would be spent to create a space for LDC students to have of their own. Putting LDC with JJHS will inevitably marginalize students who are already the most marginalized students within the CBE.

- Concerns RE: Louise Dean School Space I am worried about where the programs that Louise Dean already has would go at Jack James High School. I recognize that on paper, we are not "at capacity." In practice, we are at capacity in terms of what works for the particular students that we currently have. We have worked VERY hard to utilize the space that we do have to best serve our current students and their needs. The programs that we offer and the space that we offer those programs in were done with much thought and care to and for our students. Movement of any of these programs to make room for other programs would be a disservice to current Jack James Students. It would also be a disservice to Louise Dean students who deserve as much care and planning as our students have had in offering them a space that best suits their needs. We might be able to transform Jack James into that, but, it would be at the expense of our current students (who, I would argue have already been, before coming to us, the most underserved students in our board). This is unacceptable. Before a decision can be made, all of the cards need to be on the table. How many programs would be coming into JJHS with LDS? How many teachers, staff, and outside agency staff? Where would they be housed? How could our current programs continue with these extra people and programs? On paper, it might look like the perfect fit in terms of what our current capacity is and what it needs to be on paper. These two things may not align when put into practice. Our students are unique and the same standards, in terms of capacity cannot be used to determine their success (as can be seen by, for the most part, their lack of success in previous skills when those standards were maintained). Indigenous Education One of the reasons that JJHS was reportedly chosen is because of the excellent work that it does to support Indigenous students, families, and ways of knowing. I believe this to be true. Our staff are some of the very best in the business at connecting with students and families to ensure that our students get what they need for success. One key component of this is that we have had a staff member dedicated to this process at Jack James for the past five years. By the time Louise Dean comes to Jack James, her contract will be up and she will no longer be here. We will still do our very best to connect with Indigenous students and families and to promote and honour Indigenous ways of knowing and being at JJHS. That being said, we cannot, in good conscience invite other students into the school with the promise that they will get the same level of care that we are currently providing. We, and our students, will undoubtedly feel the loss of our Indigenous Education Strategist. It will be impossible to provide what we currently do, to even our current students, never mind to 50 to 100 more. Fathers I agree wholeheartedly that bringing fathers into the programs that Louise Dean offers is the right thing to do. That being said, there are some MAJOR factors to consider. There are sometimes restraining orders against the fathers. If LDS is put into a school that houses both male and female students, this puts those mothers and their children at risk of being in school with a potentially abusive former partner. We have also had couples with children attend our school in the past and it was very difficult for them to manage their relationship within the school (even with the Healthy Relationships program, access to Alex Heath Bus counselors, etc). Both students had their academic success jeopardized by the drama surrounding their family situations. Both were ultimately not successful in completing high school. Had they been in separate schools, this might have been avoided. If we were able to have enough staff members to support the issues that might arise out of having young mothers and fathers going to the same school, the numbers that were presented don't account for the fathers who would be attending JJHS. We would then be over capacity, which, in our particular context would be even more detrimental to student success than in a more traditional setting. Programs LDS offers some of the same programming that JJHS already offers. How would those programs be brought in without displacing our current teachers and programs?
- This is not an easily accessible location to get to with strollers and small children. What is going to be lost from Jack James- something has to give. We love having this school in our community.
- How are the interests of the Jack James students and staff being protected and prioritized in this situation?
- What impact this decision could have on already established system program. I'm looking at this from a parent, guardianship perspective of sending their child in the future to our PLP Program which has been extremely successful in giving the students the opportunity they may not had success at a different location!



- My concern is regarding the plan for this program, and when I attended the visual meeting online on May 25th at 6:00pm it seemed evident that the 4 presenters did not care to answer all the questions that were asked. I think that they either did not answer them because they do not know the answer or they did not answer them because they knew the answer would not be well received, which leads me to believe that there is some untruths about this entire situation and that leaves me feeling uneasy and not confident. When will my questions be answered? I had 5 questions typed into the chat box yesterday for the meeting and I was not able to see any of them when I scrolled back...so were they lost somewhere? Or were they being filtered? Again, this raises some sketchy feelings around this entire process and "consideration" which leaves me feeling nauseous. Its unacceptable.
- I wrote that several comments above were not important because I believe that they are not nearly as important as us staff knowing more about what will happen with this move. I feel like the consideration will only benefit the LDC students and will NOT benefit the JJ students. More specifically, WHERE will all the students go? What will happen to the classrooms and shop classes that are currently at Jack James - surely they will be moved, collapsed, and closed to make room for the LDC students and staff. HOW WILL THAT BENEFIT our staff and students at JJ who have worked so hard to build this community? WHERE will all the staff and students and strollers and diaper bags and children and babies go at JJ?? We just dont have the space. Do the spaces not have to be licensed child care areas? If so, when will you get a program licensing officer in to the school to confirm that there is adequate space? Furthermore, when will the students at Jack James have a say in the possibility of the LDC moving to JJ. It seems that only the LDC students were able to voice their concerns...and that is extremely unfair to the students at JJ.
- Here's one. How about you give us actual, TRUTHFUL, meaningful and SPECIFIC information about how the CBE plans on transitioning the LDC into JJHS. The 'sales pitch' we received last Friday didn't tell us anything we actually need to know to be able to provide feedback regarding this move. And after the absolute joke that was our modernization a few years back, NONE OF US trust that the CBE will actually listen to us or the staff at the LDC in the first place, let alone still be around down the road to help repair all the damage to our school that will almost certainly occur when the CBE yet again puts incompetent people in charge of a project with the sole aim of ramming a square peg in a round hole. So until our school actually gets the specific details and information we need to provide meaningful feedback, we'll just assume that this will be yet another board project that will go ahead and do whatever it wants to our school, no matter the consequences or what we or the LDC staff and students have to say.
- I have major concerns about the preschool program at Jack James High School. It is my understanding that the program will be greatly affected by this change. The Jack James Preschool is an Award Winning program and just received recognition from the Minister of Child Services because of the unique program that it is. The program works so well because of the space it is in. The program facilitates high school students and preschool aged children in the community and provides a safe and caring learning environment for the families that utilize the program. Students are interested in our unique program and have come from different schools and different parts of the city just to take this course. The program works so well because of the space we have and because of the size of the classroom. The Minister of Child Services commented that our Province needs all the unique and different settings for preschool children to accommodate all of the families that require preschool for their children. What will happen to the students who are in the child care program in grade 10? Will they be able to continue with the program and get credits to graduate? What will happen to the preschool families who are relying on our preschool for their children?
- What is the impact on the existing programs at Jack James? specifically the Child Care Program? Would this program remain? What will happen to the teachers who teach similar or the same program as the teachers at Louise Deam? Will teachers with seniority "bump" teachers?
- If Jack James is to begin offering a wider range of academic courses (Which I am all for) we would need significant resources in the Science Department to offer those courses.

- I think it will be very important for funding resources to be put towards expanding Jack James High School to ensure that students from Louis Dean have adequate space for their program without taking away from important spaces that are already used for Jack James students. I also think that it is important for there to be a renewed commitment to investing in Indigenous Education at our school- as the contract for our Strategist's role ends at the end of June 2023. This role is essential to our school and needs to continue, especially considering that many of the Louis Dean students are Indigenous. If we are claiming to take Indigenous Education and Truth and Reconciliation seriously (which we should be), then we need to be committing to funding in-school positions indefinitely that are dedicated to supporting Indigenous students. There also needs to be consideration of potential increased enrolments in Louis Dean if fathers are being included in the program. This could result in a doubling of enrolments- which we would need to ensure there are enough resources provided for this.
- If a student at LDC does not have a relationship/no contact with the dad, but the dad attends/wants to attend JJHS, then what? We have current students who are dads and in no way should we not allow them to attend here. Smooth transition - will students and families have an opportunity for engagement? Clear communication about what construction will look like, who will be impacted, which programs will no longer be able to run due to loss of space. Lots of questions and how do they get asked? Does LDC want to come to JJ?
- I have been connected to Jack James through many seasons of leadership and change. We are in such a great place at present, connecting with students and offering opportunities that are empowering for these students. My concern is that LDC is the priority in this equation, and that present Jack James staff, students, and current programming will suffer to absorb and or cater this other program. In this presentation, there was no mention of what would happen to existing shops (ie) childcare, or teachers with the same shop. How are we making room for these students and staff? By pushing current staff and programs out? Have our students been asked what they would like? This doesn't feel like a good thing.
- the school has limited space. will this be an expansion of the current space. safety of little people in a school with teenagers. same opportunities for flexibility to be offered to both LDC and JJ students.
- Allow teachers with same roles in each building to meet, learn what each does and collaborate. CBE staff in charge of this change need to be upfront, honest and forthcoming about every detail. Negative as well as positive thoughts need to be allowed to be expressed with out repercussions. Teachers need to be consulted and listened to in every step. JJ has been through this whole renovation process recently and the mistakes that were made could have been avoided, and money could have been saved, if teachers had been consulted and listened to. If you are asking teachers to research or design what's best for a space/students, then time needs to be allowed for them to do so, not added on top of teaching duties. Transition needs to be mindful.
- I sincerely hope that this move in by LDC does not mean PLP will yet again be displaced. JJ is a perfect fit for the diverse learners in the PLP program, allowing for integration into shops and academics. The PLP students are primarily from the community and most can take transit (one bus). Consideration should be given to maintaining routine and stability for this population.
- Worried about space? We already have a lack of classrooms as it is and large classes. Also concerned for teachers who already teach these programs (ie foods, we already have a foods program w/ teacher)

Thank You!

- Thank you to everyone who participated in this survey. Your contributions will help support a smooth transition should the board approve moving the Louise Dean Centre to Jack James High School.

CFS EARLY PARENTHOOD AND
INFANT MENTAL HEALTH
SERVICES @ LOUISE DEAN
CENTRE
REDESIGN: FINDINGS

November 2021



Redesign work conducted with support from
Sarah Fotheringham Consulting Ltd.



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Introduction & Background

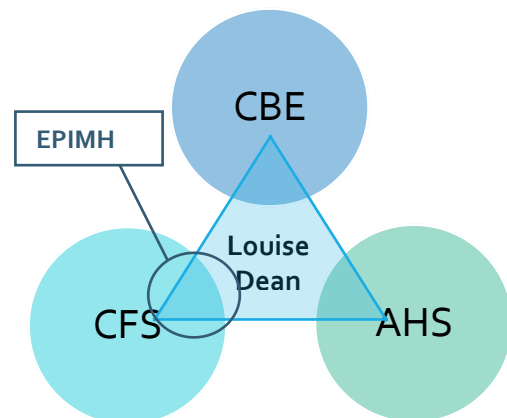
Louise Dean Centre (LDC) is a partnership between Catholic Family Service (CFS), Calgary Board of Education (CBE) and Alberta Health Services (AHS). While each partner has a unique role in the centre, LDC as a whole provides expecting and parenting teens, their children, and families with a range of services and supports spanning education, health, and emotional/social wellbeing. In recent years, CFS staff has noted several trends in their client population connected to decreased service use and program effectiveness. These trends include:

- Declining student enrollment in LDC;
- Increasing percentage of students who identify as Black, Indigenous and People of Colour (BIPOC); and
- Decreasing numbers of young parents who are meeting regularly with program social workers for mental health and wellbeing supports.

The circled area in the diagram below represents CFS Early Parent and Infant Mental Health (EPIMH) division within the LDC and is the focus of the redesign process. Here, CFS provides social/emotional Counselling and Support Services (CSS) and early childhood programming through the Learning Centre (LC). The trends previously described have prompted CFS to initiate a program redesign process in this area to first identify misalignment between CFS program strategies and the needs of their clients, and second to consider how these changes might shape how CFS designs and delivers services at the LDC.

The ultimate goal of the project is to develop high impact, effective programming by identifying the needs and wants of the LDC client population and then redesigning and adapting CFS services to reflect these needs.

This report is a summary of findings from the stakeholder engagement process conducted between June and September 2021.



Methods



Environmental Scan

A rapid environmental scan was completed in June 2021 to determine what other services are available for pregnant and parenting youth ages 13-25 in Calgary, and which of these have services to address the needs of BIPOC populations. Programs and organizations providing these services were identified by searching Google and Google Scholar. The search was conducted using various combinations of the following search terms: "pregnant youth", "parenting youth", "pregnant", "young fathers", "dad", "Indigenous youth", "Indigenous parents", "black parents", "immigrants", "school-based models", "school programs", "BIPOC", "Calgary", "Alberta", and "Canada".



Interviews & Focus Groups

Several individual interviews and focus groups were conducted with 3 stakeholder groups: clients, staff and external stakeholders. Interview questions and processes were reviewed by two BIPOC experts to ensure questions were appropriate and would capture BIPOC related experiences. A smudge and blessing were provided by a Dene Elder at the outset of 1 focus group and 1 interview. Although the interview guide for each group differed, the questions presented to each group were related to the following 3 themes:

01

Sector/service strengths

02

Sector/service challenges and gaps

03

Service recommendations/ ways forward

Clients

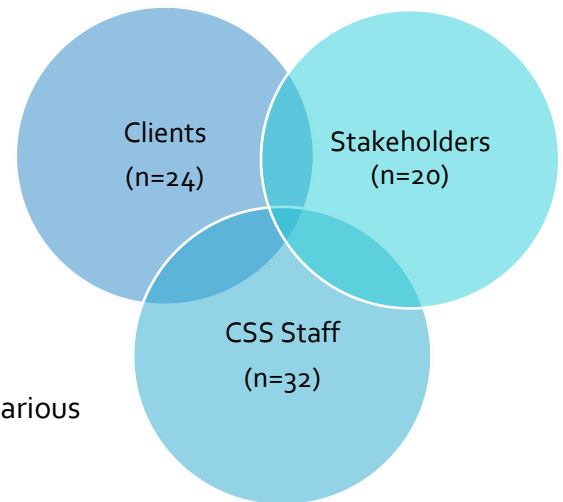
In total, 24 clients took part in an interview or focus group to provide their perspectives on the services and programs provided through the CFS EPIMH Division. 19 of these clients were current or former students of LDC: 7 currently attended LDC while the status of the 12 former students ranged from just graduated to having attended LDC in the mid-2000s. 5 of these students also identified as Indigenous and 5 identified as an immigrant or visible minority. The

other 5 client participants were fathers currently involved in the Father's Moving Forward (FMF) program. Two of these clients identified as Indigenous.

Clients were invited to participate via the LDC Facebook page and through LDC staff/client contacts. Clients received a 25\$ honorarium for individual interviews and 50\$ for focus group participation. Individual interviews lasted 15 to 45 minutes and focus groups were 2 hours in length.

Examples of questions posed to clients included:

- What did you like about the programs at LDC?
- What did you not like about the programs at LDC?
- What is missing at LDC for services or programs?
- What do you wish you could get at LDC?
- Why do you think others are not attending (explore various services components)?



Staff

32 Counselling and Support Services (CSS) and Learning Centre (LC) staff provided their input on the services they provide through the LDC through focus groups:

- 1 focus group was held with LC staff members (n=13)
- 1 focus group was conducted with staff from the Father's Moving Forward program (n=5)
- 3 focus groups were completed with an array of CSS Staff. The first focus group was held with all CSS staff (n=15), while two additional focus groups were held with the same staff members separated into teams.
- 1 focus group was held with CSS/LC leadership (n=5)
- 1 focus group was held with the LDC Principal and Assistant Principal (n=2).¹

Focus groups with staff ranged from 1-2 hours. In some cases, a staff member participated in more than one focus group due to the nature of their role.

Examples of questions posed to staff included:

- What does CFS Services at LDC do well?
- What is unique about CFS Services at LDC?
- What can be improved?
- What are the current service gaps? (incl. for BIPOC populations)
- What are ways forward for CFS Services at LDC? Your role?

¹ While the LDC Principal and Assistant Principal are CBE stakeholders, the staff interview guide was more suited to their role than the stakeholder interview guide. As such their focus group was analyzed with the other staff focus groups.

External Stakeholders

20 stakeholders from Calgary-based organizations participated in 10 interviews and focus groups. Participating agencies are outlined in the table below.

Organizations Represented by Stakeholders Interviewed	
Calgary Board of Education (CBE)	Immigrant Services Calgary
Elizabeth House	Kara Life
Highbanks Society	Families Matter
Emma’s House	Terra Centre
Closer to Home	AHS Nurses
Miskanawah	The Alex
McMan (Parent-Child Assistance Program)	Calgary Pregnancy Care Centre
Family Resource Network (YWCA, Trellis)	Elbow River Healing Lodge
Luna Child Youth and Advocacy Centre	Trellis (Youth Transitioning to Adulthood)
Awo Taan	Children’s Cottage

Examples of questions posed to stakeholders included:

- What is the sector serving pregnant and parenting teens good at doing?
- What can be improved in serving this population?
- What are the current service gaps in the system?
- Where are there opportunities?
- What recommendations do you have for CFS services at LDC?





Findings



Environmental Scan

11 organizations providing services to pregnant and parenting youth in Calgary were identified through the brief environmental scan. Most of the programs provided through these organizations were found to provide a variety of services, including: health, mental health support, parent education/skill development, housing supports, finance/employment, outreach (through Alberta Health Service). Moreover, most were available to any young parent (not mothers or fathers specifically), of any ethnicity.

The table below highlights the service gaps and possible opportunities for CFS revealed through the environmental scan.

Gaps		Opportunities
	Outreach	Increase outreach services and type available
	Dads	Offer comprehensive services to fathers
	Rural Programming	Consider access to services from rural communities
	Indigenous and cultural/ethnic-specific services	Design/partner with Indigenous and cultural community organizations to provide appropriate programs
		Offer language supports in programming

While outreach was provided through some organizations, such as home visitation through Family Matters, these services appeared to be provided primarily by Alberta Health Services with limited resourcing and/or age limitations. For example, Healthy Moms Healthy Babies is available for infants from age 0-6 mos.

Programming available to young dads was another gap identified in Calgary. While several programs indicated providing services to young fathers, a more in-depth search revealed most of these services were available to any parent, rather than being designed to meet the specific needs of young fathers. It was also clear that programming available to young dads was less comprehensive than what was available to young moms, focused predominantly on knowledge and skill development rather than social supports, such as financial or housing support.

Cultural or ethnic-specific programming for young parents was another apparent gap. Almost no organizations identified during the scan offered specific programming for young parents of cultural or ethnic backgrounds, or to those new to Canada. Yet in practice we know that some immigrant serving agencies do offer supports to parents.

Similarly, only one organization came up that offered Indigenous-specific services to this population, that of Métis Services through the Native Network Parent Link. However, in practice, there are more programs available for this population such as that provided through Miskanawah. These findings may be a limitation of the search terms used or could reflect the lack of information available over the internet through google. This is an important finding as many people, especially young people, use the internet to find services.

In addition to these service gaps, no programs were identified outside of Edmonton for rural Albertans. Although some organizations offered virtual programming that could be accessed by young parents living in rural communities (e.g., Family Matters), there was no available programming specifically for young rural parents.

The findings overall revealed opportunities to improve the amount and type of outreach services available to young parents, the comprehensiveness of services available to young fathers, access to programming among young Albertan parents living in rural communities, and culturally appropriate programming for young Indigenous and immigrant parents in the City of Calgary.



Interviews & Focus Groups

Findings from the interviews and focus groups are shared in three subsections: stakeholder, followed by staff and then, client findings.

Stakeholder Findings



Stakeholder findings are presented below in the following themes: sector strengths, gaps, and recommendations.

Sector Strengths

From stakeholder interviews and focus groups, 6 main sector strengths were identified:

Collaborative: Stakeholder respondents described the sector as highly collaborative in that, there are many strong networks, good relationships, and connection to families. Overall, respondents felt that those working with this population work well together.

Skilled: Respondents indicated the sector employs highly skilled staff in the areas of trauma informed care, parenting and child development.

Resourcing: Many believed the sector was very good at connecting young parents to resources such as those that provide basic needs, health supports and wraparound care. Respondents described the sector as highly responsive to client need and worked hard to connect them to needed resources.

"There's a plethora of resources, an abundance of opportunity that exists too."

Good success: Stakeholders believed when families are engaged with sector services, there is "good success." As stated above, clients are well connected to services and provided needed supports.

Reduces social isolation: When the work is successful, respondents felt the sector is good at reducing social isolation amongst young parents, particularly young moms.

Reduced barriers: Participants also indicated the sector is good at reducing barriers when families are engaged in services.

"The in-person learning is so important. This population needs that connection with others. Reducing that social isolation is key."

In general, the sector was described as highly collaborative and skilled with the ability to find and connect families to needed resources. When families are engaged, sector services can have good success reducing social isolation and increasing access to services.



Sector & Service Gaps

In addition to sector strengths, 9 key gaps were also identified by stakeholders:

Accessibility: Service accessibility was the most common gap or challenge identified by stakeholders. This theme covered many practices that limit the ability for people to access appropriate and timely care. Stakeholders discussed long waitlists for mental health care, lack of transportation to services, lack of childcare for parents while they are accessing services and having the necessary identification and formal documentation to access funding and subsidies. Further, respondents felt even though they believe the sector is highly collaborative, formalized pathways between agencies is lacking, making it hard for clients to easily connect with programming.

"The pandemic has made access to some services challenging – services that have had to go online, a lot of people don't have access to online; waitlists have skyrocketed... Food hampers are easy to access right now; it's harder to access the other stuff – school supplies, hygiene materials, clothing."

Services for certain groups: The interviews and focus groups also revealed service gaps for certain populations. Despite recognition that many fathers have high needs, they were described as having access to a limited number of specialized services and as struggling with reaching out and engaging with services. The sector was also described as lacking male role models, peer mentors and male facilitators for fatherhood programming.

Gaps in programming for young Indigenous parents were also highlighted. Indigenous stakeholders described how many Indigenous young people live with constant fear of Children's Services involvement. These young people face racism in systems such as healthcare and are over-represented in child welfare systems and child apprehensions. There are very little supports available for young Indigenous parents who have Children's Services involvement, such as navigating the system, advocacy and support in regaining custody.

According to those interviewed, immigrant and racialized clients also have unique needs that are difficult to address in the current service system. These populations tend to lack language supports in the school system and face high levels of social isolation and complex immigration issues.

"Fathers – this is a whole other conversation, it's needed. However, you're going to reach the ones that already have buy in – how to reach the ones that don't. I don't think enough professionals in this sector understand the importance of it or have the support or training to do it. Enormous stigma that is building walls – the father is part of the natural support"

Mental health: Stakeholders emphasized access to mental health as one of the biggest barriers young parents faced. Services often have long waits or are not the type of mental health support needed by a young parent. Further, some young parents have complex mental health challenges, but low access to needed mental health services.

Outreach: A need for more in-home, and outreach supports without age restrictions and other limitations were noted by stakeholders. For example, support for young parents outside the school system was described as a gap, as was supports for those in other CBE schools outside of LDC. A few participants also stated that much of the current in-home support programming was not skill-based and does not meet the needs of young parents.

Housing: Challenges of securing safe and appropriate housing for young parents was described by stakeholders as another sector gap. In addition,

income supports for these parents to maintain their housing and possessing independent living skills to succeed in independent housing were also identified as limitations.

Education: Gaps in accessing education for young parents was noted. The Catholic school division is losing resources for their Kara Life Program that provides supports to pregnant young students, CBE schools are not able to provide comparable supports to their students outside of LDC, and young parents who have aged out of the public school system at age 19 but still want to complete high school do not have access to supports. Stakeholders described this age group as needing help navigating the education system after age 19 both to obtain their high school diploma and in move on to post-secondary education.

Health: Respondents shared how many young parents are not able to access supports while accessing the health care system. Examples included having access to childcare for children while young moms are giving birth in hospital (a common experience for new Canadians with limited support systems) and having advocates for young Indigenous parents while in hospital giving birth who face racism and fear contact with Children’s Services.

Basic needs: While access to basic needs and resources was identified as a strength of the sector, stakeholders said this can still be challenging. Baby products such as diapers are very expensive, and some organizations struggle to find these products for free. In contrast, other agencies have lots of resources available; suggesting acquisition of basic needs is not consistent across the sector.

Children’s Services: While briefly described above, the theme of Children’s Services Involvement warranted its own theme. Indigenous stakeholders emphasized a gap in advocacy and support for young Indigenous moms with Children’s Services involvement. These respondents described the commonality of this situation amongst their communities and how young Indigenous moms face numerous barriers while working to get their children back in their care. For example, when young moms lose their children to this system, they also lose income benefits used to sustain stable housing required to regain their children. Concerted advocacy and support are needed to help reunite children with their mothers.

"If CFS had a family wellness worker that [could] help these mom’s reach their bottom lines, navigate the system, meet basic needs – help these moms get their children back. These moms need to show a natural support network – if there ’s a staff that could be a part of this. This is for mom’s that are being investigated or children have been apprehended. There are many young Indigenous women facing this."



Gaps in the LDC Collaborative Programming

Stakeholders also identified several service gaps specific to the LDC collaborative:

Stigma: For some stakeholders, there is a perception of the “type” of girl that goes there. Therefore, some pregnant young people do not want to attend LDC.

“Drama:” Stakeholders reported a perception of drama, bullying and cliques amongst the girls at LDC. Some also described LDC as “intimidating.”

Lack of distinction from CBE: Stakeholders explained many people view LDC as solely an educational institution with no separation between CFS and CBE. Respondents suggested CFS make its work distinct and communicate this distinction to the greater community.

Advertising/promotion: Similar to the theme of “lack of distinction”, respondents reported both staff in related organizations and young people lack unawareness about LDC. As such, some indicated LDC should consider improving promotion of the program and create clearer messaging to combat stigma and emphasize their distinction from CBE. Further, engagement through social media was emphasized as a gap.

“Being housed with CBE – perspective from women is it’s an institution, it all falls under the school, it can be incredibly intimidating and can work against relationship building. All the staff are just all the staff, there is not distinction between SWs and teachers.”

“Transportation is a big challenge – they are travelling all over the place to get appointments – often without other supports (NS supports), the more we can do to help them – just sitting with them to call the doctor can be helpful. To get them there. Accompany them, they don’t know how, and often don’t have role models for this.”

Location/transportation: The LDC location and the difficulty of transportation was raised by many stakeholders. The current location is a barrier to attendance; many young moms must commute using public transit for 1-2 hours to access the centre. Transportation to external appointments was also highlighted as a common challenge.

Restrictions: Stakeholders also noted some restrictions preventing some young parents from accessing LDC. These included limits in age in the childcare centre and exclusion of dads from the childcare centre and the LDC site due to COVID related restrictions.

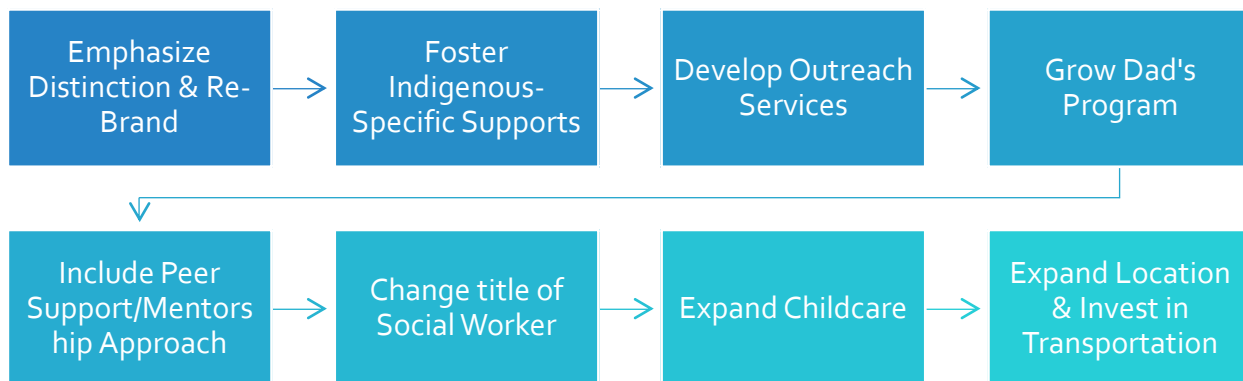
Indigenous concerns: Both Indigenous and non-Indigenous stakeholders talked about some of the language attached to LDC. This included “Catholic” in Catholic Family Service and the title of “Social Worker” (key staff members at LDC, connected to every student). One

Indigenous stakeholder with lived experience indicated many young Indigenous people don't feel safe there as there is a constant fear of child apprehension and involvement of Children's Services.

Educational model: Although interviews/focus groups did not specifically address the educational model, some stakeholders identified that the current structure (full time, on site) presents barriers to clients who might benefit from a more flexible learning environment. Having an online option for those living far away on reserve or outside of Calgary was suggested.

Stakeholder Recommendations

Qualitative analysis revealed 8 recommendation themes from stakeholder interviews and focus groups:



Emphasize distinction from CBE & rebrand: Stakeholders believed that CFS needs to distinguish itself from the CBE and “get the word out” about what its role is in LDC and the services provided. Some felt doing this would help reduce stigma related to the school.

Foster Indigenous-specific supports: Many felt CFS needed to build stronger relationships with Indigenous communities and services. One Indigenous stakeholder felt CFS should build an Indigenous community at LDC to increase sense of safety and belonging amongst Indigenous students. This Indigenous community would include access to Elders, ceremony, and Indigenous staff. Miskanawah is an Indigenous agency close in

“Having Indigenous – Blackfoot territory Elders help with the design...and having lots of ceremony and prayers for others – i.e. Bow Valley College has a room where Muslims can get ready for prayer – inclusion is really important.”

proximity to LDC, which indicated interest in partnership and offering these supports to Indigenous students. A second noteworthy area for Indigenous-specific supports was providing support, system navigation and advocacy for young Indigenous moms with Children's Services involvement.

Develop outreach services: Stakeholders recommended CFS formalize outreach services within LDC by providing support to both students and non-students in the community and in-home. Notably, participants discussed the importance of accompanying clients to appointments – this action would reduce accessibility issues by providing transportation and an advocate in systems where clients might face judgement and/or racism. Outreach could

"For us, the date night program has been so helpful [for recruiting dads] – they are coming in as a couple and it is not a program "meant for moms", then they see they can have other programming for them. And we have male staff, this helps connect."

also include supporting students in both CBE and the Catholic School division who require LDC-related services.

Grow Fathers Moving Forward program: As stated previously, comprehensive and specialized services for dads was identified as a sector gap. The Fathers Moving Forward (FMF) program is one of a few of these programs available. Stakeholders acknowledged young dads are a hard group to locate and engage, yet often have high needs. Therefore, further development in this area was recommended. Suggestions for engaging this group included hosting "date nights" and targeting dads with money management, employment and/or education supports. Importantly, there is a need to break down the stigma of engaging dads in the greater sector.

"One of my favorite things to say is 'I'm not your social worker,' we can build much better relationships when I say 'I'm a family support worker.'"

Include peer support/mentors in approach: Several stakeholders highlighted opportunities for peer support and mentorship with this population.

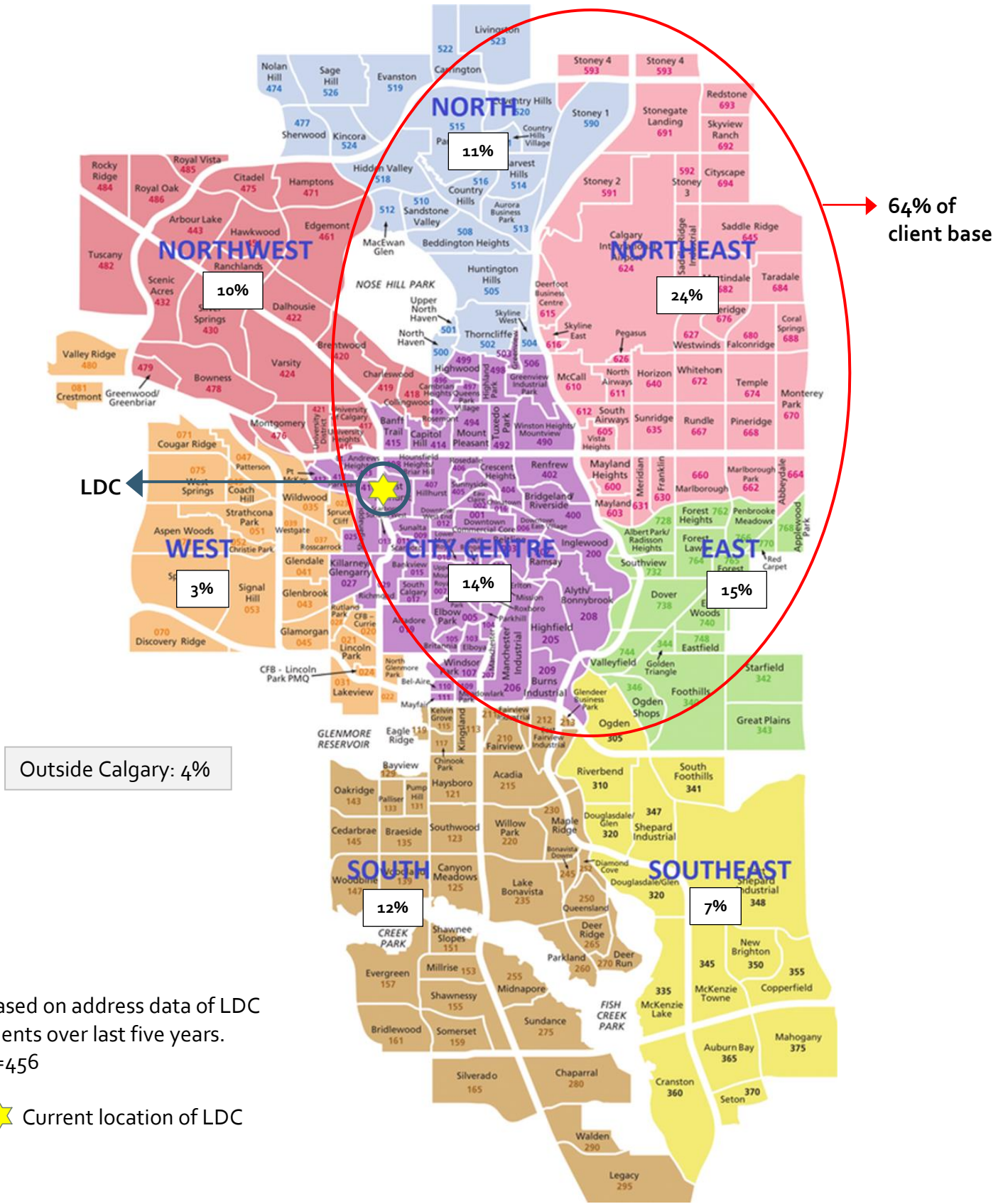
A few stakeholders shared they were young parents themselves; while some had accessed LDC and others had not, both shared an interest in "giving back" and helping support young people through early parenthood. Importantly, mentorship and peer support were emphasized by an Indigenous stakeholder as a way to build diversity and the Indigenous support system described above.

Change title of Social Worker: Participants stated the title of social worker should be changed at LDC. This change would support the calls for Truth and Reconciliation with Indigenous people and be a step towards decolonizing practices. Stakeholders discussed the advocacy, support and relationship provided by social workers as being essential, not the title which is associated with historical harm against Indigenous communities.

Expand childcare: Stakeholder thought there was opportunity for LDC to expand their childcare services to include older children, other children in the home (siblings), and children

of non-LDC students. Others suggested expanding childcare to be available to parents during evening and weekend programming outside of the regular school schedule.

Expand location & invest in transportation: Stakeholders encouraged CFS to consider changing the LDC location or expanding the LDC model to other communities to make it more accessible. Investing in transportation, such as a LDC bus or providing taxi chits as part of the school program, was also noted. A map of the city is provided below to illustrate where 456 LDC students lived while attending the school over the last 5 years. The middle and top right-hand corner combined (circled) represent 64% of LDC students.



Based on address data of LDC clients over last five years.
n=456

★ Current location of LDC

Staff Findings

This section presents the findings from staff focus groups. It opens with a summary of the strengths of CFS services at LDC followed by challenges and recommended ways forward for LDC.



Strengths of CFS Services at LDC

The following 6 themes describing strengths were identified through staff focus group analysis:

Highly trained staff: Staff reported highly trained staff to be one of the strengths of LDC, including those in the Learning Centre with strong expertise in child development and the Counselling and Social Services department. Respondents also felt the CFS staffing body works well together and is collaborative.

"Within our team itself, we have great connections with each other, we work really well together and collaborate."

Multi-disciplinary team: A second strength noted was the multidisciplinary team available at LDC. Staff felt this was a great asset as members bring a variety of differing expertise to program and the students.

Wraparound services: Similar to the multi-disciplinary team, the wraparound services offered through LDC were noted for providing extensive supports to students. Staff highlighted the onsite childcare and child development work, social work, education, and various important services, such as housing and money management support.

Education/skill: Staff felt the education and skill development provided at LDC is strong. This included professional teacher-led school classes, prenatal and parenting groups, the Learning Centre, and more.

Relationships: Staff emphasized the strength of relationship between social workers and students and the length of time these relationships last as an important strength of the LDC program. For example, social workers may work with a student for several years. Likewise, staff in the Learning Centre discussed the strong relationship between childcare staff and young parents.

"Length of time we work with students – depending on age when they start – we might work with someone for 5 years, cultivating relationships over the long term."

Client centred: A final strength reported by staff was the client-centred nature of their work. This approach centres around being flexible and responsive to each students needs and reflects

the individualized nature of LDC services. Further, supports are provided in a range of modalities, including classes and groups offered online, in person, and in the community.

"Program is flexible enough we will support students in a wide variety of areas – we will find the referral, or support needed – this makes our program successful."



LDC Challenges

Interviews and focus groups with staff also revealed several challenges in CFS service provision at LDC:

CBE and CFS have different mandates: Staff of both CFS and CBE recognized there is a difference in approach and mandate. CBE is education focused while CFS has social/emotional development priorities. At times, interviewees reported this has resulted in disconnection and communication challenges. The need to find common ground and strengthen the partnership was identified.

Limitations of school environment & CBE policies: Staff explained they faced a lack of autonomy over CFS programming due to sharing space with the CBE and falling under CBE policy. Some described this affects program decisions and has hindered best practice with clients and children. A few felt Indigenous clients face more barriers in meeting attendance requirements which in turn, impacts their ability to receive needed services from CFS.

"We are in a NW location and our name being CFS – we need something more welcoming as a name, a more central location, so people would feel more comfortable reaching out for services."

Access & visibility: Staff reported transportation for students is a huge issue as many students have to travel long distances on public transportation to access the centre. The location is not ideal for many students who live in far parts of the city. Finally, staff also added that the program needs to advertise better and have a clearer message about what LDC does and how it helps young parents.

Inclusiveness: Staff acknowledged many barriers for Indigenous students including attendance policies, title of agency, and title of social worker. Likewise, language barriers for new Canadians were also discussed as contributing to challenges with inclusiveness.

Low sense of community: Some staff felt there is a low sense of community amongst the clients. Respondents indicated that the COVID pandemic is part of it, but so is the larger school culture.

Service limitations: Several service limitations were noted by staff as important challenges. These included age limitations on education (19 yrs.), non-LDC students being unable to access services, dads and families being largely excluded, and no formal outreach program.

Internal collaboration: While also identified as a program strength, some staff felt collaboration could be improved amongst the Counselling and Social Supports and Learning Centre staff. Information sharing between these two groups was identified as an area requiring improvement, as well as clarifying roles and responsibilities. Finally, Early Childhood Educators hoped to have greater voice in LDC and CFS programming.

"Dads aren't really welcomed in the building. They are treated like they are not trusted and need to be watched to see their kid...they are escorted [through the building]."

"Have a bigger voice in the LDC community than what we have now, our [ECE] roles aren't totally understood...[we need to] embed more early childhood language into our work. We are quite social work focused as a division..."

Program development: Staff discussed several program-related challenges reflecting a need for revised program development in the areas of outreach, transition supports and Fathers Moving Forward. Extensive data collection processes, unclear program goals and client pathways were examples raised.

Staff role related: Staff agreed that the social work title is problematic for some students, especially those who identify as Indigenous. Social work staff indicated their role is blurry and lacks clear purpose and focus. The current social work role was described as too broad, impacting their ability to do the work well.



Staff Recommendations

Staff recommendations were separated into three levels. The first is organizational recommendations. These are recommendations that may affect organizational and program practice. The second is programmatic recommendations, or those involving service change or expansion. The final theme includes those that involve the staff themselves. Though separated for discussion purposes, several are relevant and overlap across the levels.

Ways Forward – Organizational Level

Partner with other agencies/CBE sites: Staff recommended expanding partnership focus with other agencies who specialize in certain services. For example, opportunities with Miskanawah, an Indigenous run agency, and Highbanks, a housing program, were identified. Staff also spoke to expanding LDC supports to other non-profits and CBE school locations.

Change/expand locations: Respondents discussed how CFS may consider expanding the programing to other locations in the city or offering services in a more centralized area where most students reside.

Expand social services from school: Staff recognize the opportunity to provide more flexible, autonomous programing outside of the CBE environment. This would allow for non-students to be offered services and to expand service delivery outside of school hours/days. Along similar lines, some wondered if education is optional for social services, should the social supports be optional for students as well?

Need financial supports not tied to school attendance: Financially, many young parents struggle. Staff explained the need to find financial supports that are separate from school attendance.

Improve diversity/inclusiveness: Staff emphasized the need to enhance services to Indigenous and immigrant students through culturally diverse staff members, volunteers, and mentors. Staff also identified partnerships, cultural and diversity training and learning about Indigenous ways of knowing as important ways to improve inclusion.

Build a stronger sense of community: Overall, staff felt efforts to build a stronger sense of community and collaboration amongst staff, partners, and students is needed.

Ways Forward – Programmatic Level

Provide services to non-students: Respondents stated CFS should expand EPIMH services to non-students of LDC. This has started informally, but formalization and expansion are needed.

Expand outreach: Staff welcomed the idea of a formalized outreach program involving home visitation and community work. Staff discussed this including parenting education and post-natal supports in home, accompanying parents to appointments, community-based childcare and supports to non-students such as dads and recent grads. Staff cautioned; further staffing resources would be needed if services were to expand.

"The ability to have non-students be clients is lacking...we need to support families in the community"

Expand childcare services: Staff of the Learning Centre described opportunities to expand childcare services in the city to include off-site support in different city locations, increase childcare hours of operation, and expanding childcare services to non-students and other families. Providing evening sessions and parenting groups run by Early Childhood Educators was also noted. Staff felt there is opportunity to leverage the expertise in the Learning Centre for other programs and supports. Much of this expansion would require childcare space outside of the CBE building, according to those interviewed.

Greater engagement with parents in Learning Centre: Closely related to the expansion of childcare is enhanced engagement with parents in the Learning Centre. Staff would like to do more collaboration work and skill development with both moms and dads, as well as increase communication and documentation practices with parents.

"Permit non-learning students to access the Learning Centre...for example, allow fathers to bring their kids to the Learning Center."

Buildup FMF program: Staff indicated the FMF program needs to be further developed and recognized the importance of this work. Time is needed to connect with dads and build relationships, but current program demands such as data collection and administration limits this ability with the current resource structure. A review of processes and a focus on building connection and community with dads was recommended. Staff thought leveraging money management and basic need provisions could be used to engage hard-to-reach dads. Others talked about needing to expand supports available to fathers over time, once connection has been made, such as education and employment supports

Involve & support fathers/support whole family: Similar to some above themes, staff noted a desire to open services of the Learning Centre to fathers and other important family members in an effort to build natural support systems for children and parents. Examples included helping young parents co-parent and working with the family system.

Centralize intake: Staff recommended that all intakes come through one area including dads, non-students, and students. Centralizing the intake process would help to align services and increase cross-referral to FMF, outreach and support services. Staff emphasized a move in this direction would require additional staff.

"Having a clear intake process for all of our programs; a centralized process. But we'd need more staff support to make this a possibility."

Peer/mentorship opportunities: Staff felt there is a lot of opportunity to expand in this area. There was success

with similar programming in the past and staff encouraged re-introducing this into LDC programming.

Build community and connection: Staff believed there is opportunity to build the sense of community and connection between students. This could include peer mentorship or “buddy” programs in LDC. Staff also expressed a desire to hold fun activities that foster relationships amongst students.

Program development: Staff want a clear purpose for their work at LDC, formalized and standardized processes, and greater role clarity to help with service provision.

Ways Forward – Staff Level

New SW title, clearer role: Staff recognize the need to change the social work title and want to have a more focused and clearer role.

Specialize and separate social work roles: Staff discussed possibilities for the social work group. One idea was to have two separate social work teams: one would work with students in the school and the second would be an outreach team working with young parents in community. Another thought was for CFS to develop a resource worker role to take over the resourcing activities that are time consuming for social workers, such as food bank referrals, going to the bank with clients, setting up IDs, etc.

All students have a “key worker:” CSS staff felt that all students should have a “key worker” upon starting school at LDC. The suggestion that social supports could be optional for students was not supported by staff. Respondents explained that students have many needs and complexities requiring advocacy, resources and supports. Setting up this relationship at the outset of school is important as establishing a trusting relationship takes time.

Client Findings

This section presents the findings from the interviews and focus groups with clients. It opens with a summary of the strengths of LDC followed by the challenges. The section closes with recommendations for consideration.



Strengths of CFS at LDC

Clients noted 7 key strengths of the LDC program: support, wraparound services, access to community resources, education, and financial support.

Invaluable support: Several clients identified the support they received at LDC as an important program strength. For many, this support was the reason they completed school, stating “I couldn’t have gone through

“Without [CFS] I would not be where I’m at today – the tools, supports they gave me, I still use them today. They supported me then and afterwards.” (Student)

school without them.” The support was described as non-judgmental and compassionate, often lasting many years. For most, this support came from their social worker, while a few also noted their childcare worker in the LC as a key support person. Others talked about their teachers and their peer networks as sources of support. Students described the importance of these relationships in their educational journey having someone to talk to, and “helping them with their problems.” Dads likewise appreciated the 1:1 counselling they received through FMF, reporting they felt heard and understood.

Wraparound services: A second strength identified was access to a wide range of supports within LDC. Students talked about how having access to social work, mental health, education, and health care in one place was an important part of their success in the program.

“Louise Dean offered so much more than any other high school out there or any agency – they had everything in one building.” (Student)

Connection to community resources: Clients reported connection to community resources as a program strength. Students discussed how they were supported in identifying and accessing needed resources such as food, baby supplies, financial assistance, and housing. Dads also commented on how they were connected to needed resources though FMF.

Education & skills: Education and skill development was another strength emphasized. Clients explained they received a lot of education and skill-based knowledge in the program. The school education was part of this as was other educational components such as life skills, prenatal and parenting classes, and teachings on child development. Dads highlighted parenting education and money management skills.

“Money management – I went twice – they let me take it twice to do the savings part – this was my favourite because it did something for me – it allowed me to go back to school and buy supplies – something feasible.” (Dad)

Financial supports: The financial assistance provided through LDC was essential according to students interviewed. Several indicated they would not have been able to go to school within the financial support they received for rent and food. Others identified scholarships they received after graduating as the reason they were able to continue with school. Money management

support was also described by students and dads as an important offering. Dads also emphasized free access to counselling.

On-site childcare: Many students indicated the access to onsite childcare was a big reason they decided to attend LDC. Some explained having their children onsite helped them with their anxiety about who would be caring for their children as they were able to build relationships with the LC staff and check in on their children regularly. Students talked about

"The day care – taught me things that I can do with my son. When I first had my baby, I had trouble bathing him, one of the women at the day care, offered me techniques on how to bathe my child properly, [staff] helped me with certain things, how to change diapers, they were like me rock when my mom wasn't around." (Student)

the ease of breast feeding while in school and the education and support received from the childcare staff.

Community & Belonging: Clients talked about their supportive peer groups, the fun events and recreational activities that were held to foster these relationships and their overall sense of belonging.



Barriers and Challenges

Clients also identified several barriers and challenges related to CFS at LDC:

Transportation & location: The issue of transportation was raised by both students of LDC and dads as a central challenge. Many described the challenges with public transit, including length of time to travel to the location, stigma towards young moms on transit, and limits to the number of strollers allowed on buses.

Aging out: Several students talked about aging out of the public school system at 19 and being unable to continue accessing LDC for education and supports. Some discussed the struggles they faced and the limited available supports once they turned this age.

Limitations to childcare: Clients also reported limitations to childcare as a notable challenge. For some students, their children aged out of the onsite childcare and had to be moved off-site. Students described this as incredibly stressful and disruptive to both themselves and their children. Other related comments included the need for childcare over the summer and not enough communication between moms and childcare workers. Dads also noted childcare was not available for them.

"If you didn't do summer school there was no daycare for your child. If wanted to work would have to find other daycare for the summer and then return in September." (Student)

Exclusion of dads: Clients reported dads are largely excluded from CFS services. Several indicated more supports are needed for dads, such as parenting, and child development supports. Students cautioned against full integration of dads into LDC as they were concerned about the extra "drama" it would elicit amongst students. Having specialized and specific

services for dads, rather than integrated into the moms programming was emphasized. Dads discussed their limited support networks and the need for them to connect to services as co-parents.

Tension between students: Students emphasized “drama” and tension between students while in LDC as a difficult challenge. Some explained this made their school experience difficult and at times felt unsafe. “Bullying,” “cliques” and a “hierarchy” of students exists, according to students, making it difficult to feel included.

“The conflict in the school – an all-girls school, I struggled a lot there with bullying and drama, it affected my mental health and education. And when I did go to the staff – it got brushed off.”
(Student)

Language & cultural barriers: Clients reported language and cultural barriers as a program challenge. For those that do not speak English as their first language, language supports were noted as lacking. Cultural supports for those who identify as Indigenous or other ethno-cultural communities were also identified as a gap. One student stated LDC staff do not reflect the diversity of the student population.

“I don’t feel like I culturally fit in, I feel like I am trying to fit in. I am trying to ask them to help me connect to my culture – I am native, I have asked them, but all they can do right now is they give me resources – websites, phone numbers... I feel culturally not connected.” (Dad)

Social Worker title: Several clients shared they did not like the title of “social worker” and found this frightening. They explained social workers are associated with Children’s Services who apprehend children. Having a “social worker” assigned was uncomfortable for several. Indigenous respondents emphasized the fear associated with this title and the history of social services in the lives of Indigenous peoples.

Transitioning out: The transition out of LDC was difficult for many students. Several shared how it was a hard adjustment and they “felt lost.” Students stated they felt cut-off from services and had difficulty figuring out what to do next. For those who wanted to pursue post-secondary education, they struggled with navigating this system and finding financial support. Related to this theme, students stated there is currently no career planning or other forms of support at LDC to help prepare them for their transition.



Financial assistance: Students identified limited financial assistance outside of the school program as a barrier. Current funding is tied to their school attendance. Some worry when they miss classes, they will lose their funding.

Client Recommendations

"If they could do multiple different locations in the city – or maybe if they offered an online version of doing your schooling part, but you could still meet with your social worker." (Student)

Clients made several recommendations to improve CFS services at LDC:

Increase access: Clients emphasized the need to improve access to LDC. Recommendations for improving access also included adding transportation supports, developing on-line support and education options, and providing additional community supports.

Extend support: Clients recommended extending support to those who are 19 and have aged out of the public school system, those who have transitioned out of LDC, non-students, dads, and extended family. Expanding childcare to these populations as well as adding peer support to current programming was also discussed.

Build community/leadership skills: Students felt that more intention is needed to help girls build a sense of community. Students emphasized the need to add team building, peer support models, events, communication, conflict resolution and leadership skills to current programming. Other ideas included having a "buddy system" for current students and a "welcoming committee" for new students. Dads also emphasized the desire to have a community.

Incorporate peer support: Clients discussed the need to incorporate peer mentorship support at LDC and FMF. Several of those interviewed who were former clients shared they had an interest "in giving back" and helping other moms and dads through their young parenting journey. Some former students were also part of a peer-support group they found to be helpful and recommended bringing it back to LDC. Former Indigenous students felt that a peer model for current Indigenous students could be used to strengthen diversity and Indigenous worldview in LDC.

"I think they should bring back peer-support. It was a small group of girls, it was a good tight community, you could talk about whatever, it was peer run...we talked about this and that. It was good because...we all...it was about empathy too – this is important to our school. This nurtures the empathy we need in our school."
(Student)

Expand outreach: Expanding outreach support was another recommendation made by clients. Some felt some young moms would welcome the opportunity to receive support in

their community or home, especially if they are not involved in the school portion of LDC. Accompanying clients to appointments, supporting them in accessing community resources and acting as an advocate for Indigenous clients involved in the Children's Service system were some of the ways clients identified outreach could expand.

Expand dad's program: Several clients discussed expanding the FMF program for dads. While students emphasized dads should not be fully integrated into the school, they did see value in providing supports to dads. Some felt this could occur in the form of outreach, co-parenting/parenting groups, and/or child-development education. Dads expressed wanting life skills, employment, and education support like that provided to moms, as well as co-parenting and couple's therapy.

"A life skills group – like how to apply for jobs – this would be beyond money management – learning about adult life, navigating adult life – more focused life skills, what is healthy food, how to buy it, how do we job search, do taxes, adult literacy." (Dad)

Add educational supports: Several additional education supports were suggested by students. Former students advocated for adding higher level course options to LDC as several were faced with having to upgrade after LDC to get into post-secondary institutions. Others stated more activities were needed to help build a sense of community. Supports after LDC transition and help with post-secondary navigation were also noted.

Staffing: Clients made several staff-related recommendations such as increasing the number of staff, diversifying the LDC staffing body and changing the title of "social worker" to "key worker" or "community resource worker."

"More education – around Indigenous people, colonization – its really important with the new upcoming generations. For mothers to education their kids on the effects of colonization." (Student)

Develop culturally appropriate programming:

According to clients interviewed, LDC needs to develop more culturally appropriate programming. Indigenous clients recommended hosting Indigenous events that promote and educate about Indigenous world views. Programming should also include traditional teachings and access to ceremony and Elders. For those who speak English as a second language, it was suggested LDC provide access to translation services and have staff and volunteers that are visible minorities.

Formalize transition supports: Clients recommended formalizing transition supports so they are standard practice and consistent for all students. Ideas included having transition plans for all students and talking about transitioning long before they graduate. They also added providing support

with post-secondary navigation, finding financial assistance, establishing healthy relationships and overall transitioning to independence, were important considerations.

Enhance Learning Centre: Students stated wanting more involvement in the LC, more time with the childcare staff and greater communication (e.g., daily updates). Others suggested removing the age limit on daycare, offer daycare outside of school hours and allowing dads access and involvement where appropriate.

Increase financial assistance: An increase in financial assistance options was also noted by clients. Many struggled with poverty and meeting their basic needs. Having funding that is only tied to education created challenges for some.

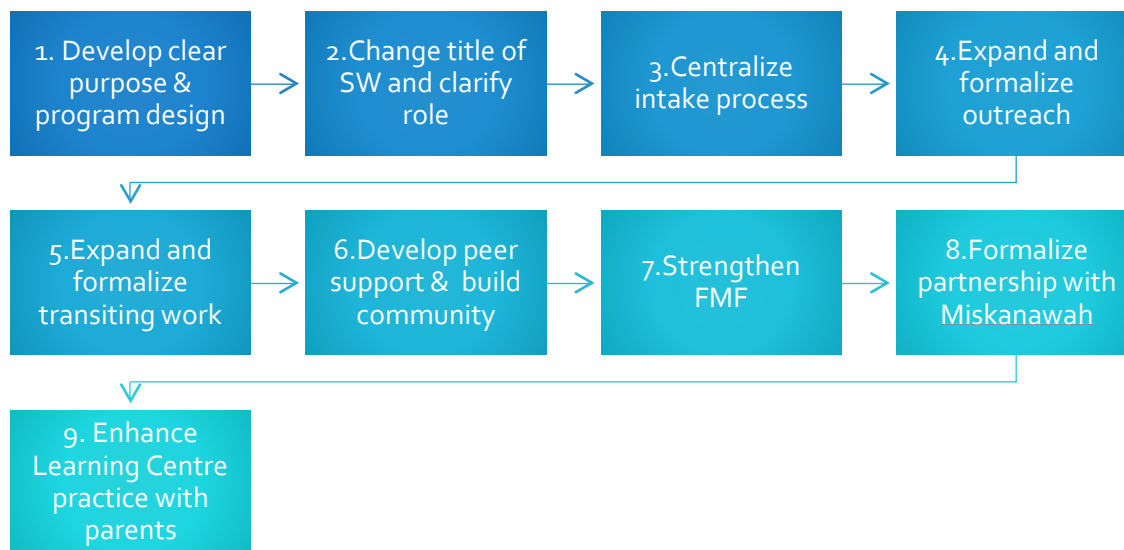
Summary of Recommendations

There were many similarities amongst the three stakeholder groups in terms of service strengths, challenges, and recommendations. The findings across these three groups have been summarized into two sections that follow. First are those that may be more short term and easier to execute. The second group are those that require much more thought, planning and strategy, and may require several years to develop.



Short Term, Easy Wins

There are 9 short term recommendations for CFS to consider in its redesign as illustrated below.



- 1. Develop clear purpose & program design:** Findings from this report support the need for program redesign. It is recommended CFS continue with this process and develop clear goals and purpose for the CFS component of LDC. From there, a program design process that includes a client pathway, logic model and outcome measurement will create a cohesive and effective program.
- 2. Change the title of social worker & clarify role:** It is recommended CFS change the title of “social worker” in LDC to “support worker” or “key worker” or similar. Scope this role to be more focused with clear goals and objectives. Create clear job descriptions for each member of the CSS team.

- 3. Centralize intake process:** CFS may want to consider centralizing the intake process to funnel all clients through one area, including LDC students, community-based clients, and dads. Leadership might reflect on whether this change would help integrate services and increase internal referrals. Additional thought to staffing resources is needed if intake centralization is decided.
- 4. Expand and formalize outreach:** Some outreach is occurring but is informal and staff have expressed its adding to an already full workload. It is recommended leadership expand and formalize outreach services to pregnant and parenting young people and consider adding additional resources. One option is to develop a separate outreach team. Part of this role could be to support this population in other areas of the city such as schools and other non-profits, help with client transportation to appointments, act as an advocate and provide public education on LDC and CFS services.
- 5. Expand and formalize transitioning work:** Transition supports are currently available, but findings from this report suggests the processes are not formalized nor are activities standardized. Leadership may want to consider expanding the scope of transition supports available to include focal areas such as post-secondary navigation, healthy relationships, emotional wellbeing, employment, and independence skills. Formal program design for transitioning work is recommended.
- 6. Develop peer support and build community:** Clients and staff gave many ideas for developing peer support and a sense of community. LDC had a successful peer support program in the past according to staff and former students. It is recommended leadership re-visit what that program looked like historically and consider its potential fit into current practice and resource availability. Closely related is building a strong community. Intentional work is needed in this area and should be reflected in the program re-design.
- 7. Strengthen FMF:** There is much opportunity for the FMF program. While interviewees noted difficulties in connecting with dads, there has also been a history of program disruption making it difficult to build a sustainable program. It is recommended that FMF use this re-design as an opportunity to build a strong and sustainable program through a phased process with attention first on building a community of dads. A review of data collection processes with the intention of developing a more concise and effective approach is also strongly suggested. Once a community has started to develop, more formalized programming can then be added such as education and employment supports. Also of note, is the lack of men in this field and high turnover of coordinators. Leadership may want to consider a partnership with Family Matters that looks to build the capacity in this field by including peer-support, practicum students and mentoring male professionals as examples.
- 8. Formalize partnership with Miskanawah:** Miskanawah has indicated interest in supporting the work of LDC and the Indigenous clients that access these services. Miskanawah is located nearby and is an Indigenous-run agency with many resources for

Indigenous cultural activities and teachings. It is suggested leadership explore a reciprocal partnership with this agency to expand supports for Indigenous clients.

- 9. Enhance Learning Centre practice with parents:** Both LC staff and clients have expressed a desire to heighten communication and collaboration with each other. LC leadership has begun developing this. Program design would help formalize this and ensure clarity for staff.



Longer Term, Requires Thought

The following recommendations are those that will require careful thought and planning by CFS leadership as they have the potential to impact strategic planning and agency investment. These are also activities that will likely take careful execution and require time.

1. Transportation supports investment	2. Change/expand location	3. New autonomous space for CFS
4. Promotion and messaging about program	5. Integrate and build Indigenous programming & community	6. Whole family supports
7. Expanding childcare to more availability and locations	8. Increased financial supports for young parents	9. Explore alternative partnership models

- 1. Transportation support investment:** Transportation was a theme identified by all three stakeholder groups as a major barrier for students. It is recommended that CFS leadership consider how LDC clients can be better supported with transportation, such as through a taxi program or LDC bus.
- 2. Change/expand location:** Changing or expanding the LDC location was another theme identified by all stakeholders and closely related to transportation challenges. CFS leadership may consider moving locations, though the proximity of other social organizations important to LDC students such as Highbanks (housing) and Miskanawah (Indigenous agency), are important factors. Expanding locations is another option. Many students come from Northeast Calgary; therefore, leadership may want to consider that area for future program development.

- 3. New autonomous space for CFS:** Through this process, staff have revealed their challenges with housing CFS programs in a CBE space. There are many CBE rules and regulations that impact current programs and restrict future program development, such as providing services to dads and expanding childcare to non-students. These findings suggest leadership evaluate the opportunities for autonomous and separate, CFS-run space near the LDC building.
- 4. Promotion and messaging about programing:** All stakeholder groups identified misinformation or stigma about LDC, confusion about the difference between CFS and CBE, or that some in the Calgary community (professionals and young people) are unaware of the program. This finding presents an opportunity for CFS leadership to asses a re-branding and promotion strategy with the aim of increasing awareness and clarity of CFS services within LDC and to increase referral.
- 5. Integrate and build Indigenous programing & community:** Through this work, a clear need for enhance supports for Indigenous young parents was revealed. Several ideas were put forth such as building relationships with Indigenous organizations and communities, hiring Indigenous staff, and creating space for Indigenous ceremony and teachers in programming. These actions are part of a larger needed organizational shift where practices of decolonization and reconciliation with Indigenous peoples are required. It is recommended CFS leadership engage with Indigenous consultation to learn how to move this work forward respectfully and appropriately on a larger scale.
- 6. Add whole family supports:** Family counselling has been identified from various stakeholders as a gap in current LDC services. CFS may consider whether family counselling fits within the larger agency vision.
- 7. Expanding childcare:** Based on the findings in this report, it is recommended CFS leadership consider childcare service expansion. Currently, the Learning Centre is limited in who it can provide services to and when due to being housed in a CBE building. Expanding the services of the Learning Centre would involve seeking off-site space so that programing could be extended to non-students of LDC, outside of school hours. This change would allow for program growth and leverage the expertise of child development available.
- 8. Increased financial supports:** All stakeholder groups discussed the challenges of low-income common amongst this population. CFS leadership may consider determining whether there are additional financial resources that can be offered in the form of a CFS fund or similar. This would allow non-students and dads access to needed assistance.
- 9. Explore alternative partnership models:** This work revealed limitations to the current partnership model provided at the LDC. It is suggested CFS leadership discuss the current educational model with CBE leadership and explore other opportunities such as online or blended learning, offering higher-level course work, extracurricular credit and adding additional locations.

Appendix A: Interview Tools

Staff Interview Guide

Counselling & Social Supports Staff Questions

1. Take a minute and think about one or two families/youth that have attended LDC.
 - a. What were their biggest challenges?
 - b. For those who were successful with completing school, what helped them succeed?

2. From your perspective, what does the LDC do best?

Probes: What makes LDC unique?
What is working well?

3. From your perspective, what is unique about LDC's counselling and social support services?

Probes: What do you do best?
What is working well?

4. What can be improved about the counselling and social support services?

Probes: For BIPOC families?
What have you noticed doesn't work?
What challenges do you face?

5. Where are there gaps in services?

Probes: What do you wish you could do/provide through your program?
What is missing from your program?
What is it that pregnant and parenting teens need, that you don't offer?

6. What opportunities are there for the counselling and social support services to grow or change?

7. Anything else you'd like to share?

Learning Centre Staff Questions

1. Take a minute and think about one or two families/youth that have attended LDC and used the child learning centre.
 - a. What were their biggest challenges?
 - b. For those who were successful with completing school, what helped them succeed?

2. From your perspective, what is it that the Learning Centre does best?

Probes: What makes the learning centre unique?
What is working well?

3. What can be improved about your services?

Probes: For BIPOC families?
What have you noticed doesn't work?
What challenges do you face?

4. Where are there gaps in services?

Probes: What do you wish you could do/provide at the learning centre?
What is missing from your services?
What is it that infants/children and their moms need, that you don't offer?

5. What opportunities are there for the learning centre to grow or change?

6. Anything else you'd like to share?

Client Interview Guide

Let's get warmed up:

1. How long have you been (or were you) at the Louise Dean Centre?

These next questions are about what you liked or disliked about LDC. When we are talking about the Louise Dean Centre, we are talking about all the services there including the school, teachers, the social workers, the dieticians, early childhood educators, financial supports and housing.

2. Let's think back to before you came to LDC...
 - a. Why did you choose to come to LDC?
 - b. What did you hope to get from LDC? Were there particular things you were hoping to get?
3. What were your favorite things about LDC?
Probes: Who were the most helpful people that you worked with?
What were the most helpful things that you did?
4. What were the hardest parts about LDC?
Probes: What did you like least?
What did you dislike?
Was there anything you didn't want to do but afterwards, you were glad you did?

Now, I'd like to ask some specific questions about services:

5. If you remember, when you first came to LDC, you were assigned a social worker.
 - a. Did you like being assigned a social worker? What did you think about this?
 - b. What kinds of things did you do with her?
 - c. What was the relationship like?
 - d. Do you feel that having a social worker helped you? Why/why not?
6. Let's talk about the Learning Centre. Did you have your child(ren) in this program?
 - a. What was your favorite part about the learning centre?
 - b. What did you like least?
7. (If not yet discussed, ask about specific services such as financial management, dieticians, housing supports, parental coach) <could do hands up>?

8. Were there things that you needed help with that were not met by the services at LDC?
Probes: What services do you wish LDC provided?
Outreach?
Flexible education schedules
Different location?
9. What about after leaving/graduating from LDC, what did you need/want after you left LDC?
Probes: Did you access ongoing services after you left? Why/why not?
Did you contact the social worker after you left? Why/why not?
10. Why do you think some young people don't come to LDC?
Probe: What stops them?
11. We've been talking a lot about moms. What do you think dads need for services?
Probe: How could LDC support dads better?

Now, let's talk about diversity and inclusion.

12. Did you feel like you belonged? How could you tell? What did the staff do to make that happen?
13. Were there ever times where you felt like the staff didn't understand you? Or judged you?
 - a. Your children?
14. What advice do you have for staff when they are working with pregnant young women are from a different cultural background? How can they be most effective?

Closing

15. Is there anything more you'd like to say about LDC services?

External Stakeholder Interview Guide

1. Please tell me about your work with pregnant and parenting teens.
 - a. What services/supports do you provide?
2. As a service system, what are you good at in serving young parents and their infant children?
3. As a service system for young parents and their infant children what can be improved (what isn't working)?
Probes: What have you noticed doesn't work?
4. Where are the current gaps in serving young parents and their infant children in Calgary?

Probes: What do you wish was available for this population?
What is missing from the service system?
For BIPOC families?
Dads?
5. What are the opportunities available for improvement/growth in serving young parents and their infant children?
6. What challenges or barriers does this population face?
7. What are some of the possible solutions to these challenges or barriers?
8. There are several factors associated with teenage motherhood. Some of these are academic problems and high-school dropout, negative peer associations, low educational/career expectations, family dysfunction and limited economic opportunities.
 - a. Hearing this, do you think there is any prevention opportunities within the service response?
 - b. What are your thoughts/ideas?
9. Anything else you'd like to share?

LDC Student Concerns Gathered at School May – June 2022 and Answers Shared at In-Person Session June 7, 2022

As we start this conversation, we should note the effort the students put into identifying the positive outcomes of this potential move.

Category of Concern	Concern	Response
Safety	Potential for violence amongst students puts children at risk	In the past 20+ years of the JJHS preschool program there has never been an issue where a toddlers safety has been put at risk due to the high school students.
	How will you ensure the safety of all students if it's not a locked down building?	Staff in the office of JJHS are keenly aware of the students within the building as it is a small high school. Staff will continue to manage and mitigate people coming into the building through the main doors. LDC students will have access to an alternate entry.
	Safety of the area	<p><u>Forest Lawn Revitalization Program</u> - Forest Lawn is a community on the rise, the City of Calgary, Alberta Health Services, and other partners have poured a significant amount of resources into the redevelopment of the area. In the immediate Jack James High School Area is an Alberta Health Services Clinic, where Dr. Diane practices. In addition the community houses a recently renovated public library, with child-friendly activities and access to the East Calgary Health Centre.</p> <p>The ability to involve fathers into the Louise Dean Centre model will allow for preventative parenting and mental health supports for parenting partners. This can act as a preventative method to reduce intimate partner violence as well as strengthening co-parenting skills that allow for increased safety for the children and partners in their home environments.</p>

Category of Concern	Concern	Response
Judgement	Higher risk of bullying for LDC if JJ don't empathize/Peer conflict with JJHS students	<p>Many JJHS students come from a variety of backgrounds and experiences from their previous schools. The strength of JJHS, and why it supports student success is that students do not feel judged for their different life situations. As a school community, JJHS students are wonderfully accepting of each student uniqueness, and this is seen as a strength within the school. As a staff, the JJHS actively promote each student and their social, emotional, and academic journey as a success, and something that is highly individualized. JJHS staff are masterful at create the conditions for students to celebrate and lift one another up during times of struggle.</p> <p>The ability of Kindred to possibly expand counselling and skill-building for students within Jack James will continue to enhance JJ's priority to create environments that are caring, empathetic and embrace diversity.</p>
	<p>Having teen moms with JJHS may lead to JJHS students wanting to have kids, or minimize the difficulties of being a teen mom.</p> <p>Are we, the LDC students able to offer help to JJHS students about the reality of teen pregnancy?</p>	<p>This is an old stereotype that does not factor in each individuals ability to make decisions that best meet their needs and their personal hopes, dreams, and goals. The flip of this adage is that other students will see how hard teen moms need to work to successfully support themselves and their families. JJHS staff and admin do not see this as an issue as they currently work with students through a variety of challenges.</p> <p>Additionally, programming and services from Louise Dean that may be accessible to Jack James students will help with resiliency and confidence building that would decrease risk factor associated with teen pregnancy.</p> <p>Yes. This would be an amazing leadership opportunity around student voice, agency and advocacy and an opportunity for JJHS students to empathize in a different way. We see these opportunities building out alongside the LDC, JJHS and Kindred staff when and where appropriate.</p>
	Empowering women may not be as much of a conversation in classes.	<p>Continued support from LDC staff, Kindred and AHS will be maintained in this plan. Student voice will continue to be part of the LDC program.</p> <p>JJHS has a number of specific programs, including women in trades. All these programs focus on empowering women to be strong, successful, and leaders within the community.</p>
	Safety for students with pregnancy/parenting body changes?	LDC students would be provided with sheltered spaces based on their individual and health needs. It should also be noted that a strength of the JJHS students is the manner in which they accept each other for their

		uniqueness. Generally, as a school community, these differences are celebrated and protected. Additionally, Kindred will continue to support LDC students if issues should arise.
	Gossip/Judgement from JJHS students	Conversations between LDC, JJHS and Kindred and AHS staff will be ongoing to ensure and maintain the safety and security of all students including LDC students.

Category of Concern	Concern	Response
Transportation	Too close to other major HS Transit will be busy	In keeping with our flexible programming for LDC and JJHS students, modified times/schedules can be created to support those students who may not be able to travel to JJHS at busy CTS ridership times.
	Could we have a LDC bus to get us to the CT station?	LDC has worked alongside CTS around ensuring there is room for strollers. LDC and CTS have worked closed to establish a bussing system that works well. This will continue as LDC moves to JJHS. Just as now, students can continue to arrive at school via transit, uber, private vehicle, c-train or taxi. JJHS is in closer proximity to students who currently attend LDC.

Category of Concern	Concern	Response
Childcare	Maybe babies overwhelmed with lots of people	JJHS currently houses an award winning preschool program that has supported young toddlers and their families in the area for over 20 years. Little ones have been an integral part of the program of JJHS, and are a source of pride for students and staff. JJHS students are accustomed to being respectful to the toddlers and infants through program. While the make of the JJHS preschool program may change, having little ones in the building would not be something new. The current location of the preschool, as well as the proposed location of a infant space would be outside of the high traffic spaces of the school. Currently this is not an issue for the current preschool students.
	Drugs/alcohol/swearing/smoking near the babies	This is not currently an issue with the award winning preschool program at JJHS. JJHS students are generally very respectful around the young

		toddlers, and understand that these toddlers see them as role models. The preschool actually helps create the conditions for older HS students to have a reason to model good behaviour. JJHS is no different from any other high school in that there is a zero tolerance policy of alcohol and drugs on campus. School administration and the school SRO actively ensure actively support all students within the JJHS community.
	<p>Having other students in day care may break some boundaries (taking pictures of kids, not clean, students who aren't a part of day care program coming in)?</p> <p>Will you be able to ensure nobody has access to our children unless they are daycare staff or the parent?</p>	<p>Adult childcare, provided through Kindred, would continue to monitor and provide care for children of LDC students.</p> <p>Yes, adult childcare, provided through Kindred, would continue to monitor and provide care for children of LDC students.</p>
	Will other JJHS students interact with my child?	No

Category of Concern	Concern	Response
Course Offerings	Teachers may not be as flexible as they are at LDC	<p>LDC students will continue to be supported by teachers from the LDC program.</p> <p>A key strength of the JJHS staff mirror many of the same as the LDC team, namely the ability to provide programming and learning based on student readiness and current life situation. JJHS was one of the first high schools to offer credit recovery, self-paced learning, and extended semesters. These high school success strategies have a long history in the building, and all staff are well versed in how to best support students.</p>
	Other classes might be offered only at Forest lawn or through CBE Learn/Bigger classes with less 1:1 support/Some classes may only be at FLHS	The proposed plan is that all LDC students will be able to complete their high school courses, including 30/30-1/30-2 at JJHS using the same approach to what you currently use. The increased number of teachers connected to your program from JJHS will further support in resource completion, course offerings, and assessment. Students whose individual

		<p>journey allows for courses either virtually or at other sites could be explored. We understand that LDC students need to stay close to their infants/toddlers, and their accompanying supports.</p> <p>Just like some courses are currently offered by CBE-Learn, this will continue when and where necessary, relevant and available.</p>
	No Cosmo with apprentice	While JJHS currently has no Cosmo, we could explore, based on individual student life situation, alternative delivery methods.
	How many teen moms play sports?	While sports may not be accessible to some teen moms, there are other extra-curricular offerings within JJHS you can participate.

Category of Concern	Concern	Response
Transition Planning	Are we going to have a safe space to talk and socialize with LDC students without JJHS students?	As the transition from LDC to JJHS happens, we will work alongside the staff at JJHS to ensure your concerns around personalized and individualized learning are brought forward. We are aware of what makes LDC a supportive program. Those pieces will not be lost. Questions around space, entrances, conversations around empowering women, mental health related conversations, concerns around comfort level and body awareness are considerations that will be maintained in this recommendation.
	Relationship with teachers	The plan is to support students through a move alongside existing LDC, Kindred and AHS staff. Students will continue to be supported by teachers they know while being provided with an opportunity to develop additional supportive relationships when ready.
	Could affect mental health of LDC students.	Part of the personalized transition plan. Kindred will be part of these conversations and process. Dr Nadia is working on designing a mental health course. Dr. Nadia is also aware of the possible move and will be ready to support students as she currently does at LDC. Dr. Nadia will also be transitioning and caring for students and children at JJHS.
	Comfort -Uncomfortable being pregnant in a big program -Potentially could use space for open discussion about pregnancy topics	LDC staff will work alongside Kindred and AHS staff to support a comprehensive transition plan that details sheltered and dedicated spaces for LDC students. Kindred/AHS will continue to offer spaces for counselling and support in navigating parenting and co-parenting opportunities as needed and required by LDC students. The current services offered by Kindred and AHS will remain for LDC students at

	-Other students may not empathize	JJHS. Staff from LDC, Kindred and AHS will work together just as they do now to support LDC students. Specifically, Kindred has noted the following as opportunities as well continuation of supports <ul style="list-style-type: none"> • Kindred and CBE sees improved accessibility (location), enhanced learning opportunities, and availability of more support to Indigenous and English Language Learners as the primary benefits to our participants. • In particular, Kindred and CBE recognize a unique and exciting opportunity to provide more/better services to young fathers. Kindred recognizes serving fathers as a critical strategy for preventing and addressing Intimate Partner Violence (IPV), which young parents are at a much higher risk of experiencing.
	JJHS is a bigger school	While JJHS is a bigger school, LDC students will continue to have spaces dedicated solely to them to support with needs and courses as are currently offered.
	Could lead to more LDC students dropping out	A supportive transition plan alongside LDC staff, Kindred and AHS will be considered for each individual student who is moving with the program.
	What will it be like to be a student with other people who aren't parenting?	You will be supported in being able to discuss this with the LDC, Kindred and AHS staff. We cannot account for what this may feel like. What we can ensure and support is a kind and caring transition plan. Dedicated spaces for LDC students will be maintained at JJHS. LDC students will have opportunities to continue to connect with Kindred and AHS staff in supportive, wrap-around ways that currently happen within the LDC program.
	Food Security	This can and will be accommodated.
	Preschool entrance? Could we use that door?	Yes.
	Could lose female/mother perspective applied to school events	Consideration around how celebrations and assemblies have been attended to at LDC will be discussed during transition planning. There will be school events that are exclusive only to LDC, should these continue to be important and desired by students and staff.
	Having a safe space for just mothers for vulnerability and being able to relate.	Yes, LDC students will have a safe space to gather.

	Harder to find a sense of belonging when mixed with JJHS students.	Belonging is not something that is either present or it is not. School belonging is created over time through the relationships that are created with fellow students, teachers, support staff, and partners. JJHS staff are masterful at creating a safe, caring, and welcoming environment for students who come from a variety of backgrounds and experiences. LDC students would have the opportunity to experience some of those school pieces that they may not currently have, such as school talent shows, pep rallies, or athletic events to name a few. For those LDC students who are not ready for these experiences, the sheltered LDC supports would still be in place, and would be a gradual release to the larger community based on individual readiness. LDC students would have the best of both opportunities, namely be able to maintain a sheltered experience, and when ready, experience some of the traditional high school activities that are identified as important and meaningful.
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Category of Concern	Concern	Response
Support from Kindred/AHS	Could affect mental health of LDC students	Kindred and AHS are part of this plan. They will continue to offer and maintain supports needed around counselling services and other mental health related services currently offered.
	Concerns around comfort level and body awareness	Kindred and ASH will continue to support in private office spaces.
	Not all dads can join parenting if they aren't JJ student/opportunities for dads	There will be additional opportunities for Dads and partners to join programs. Kindred will be a support for this.
	What will it be like to be a student with other people who aren't parenting?	Kindred will continue to support with counselling services to support with any anxiety that may be felt during this transition and beyond.
	Moms can be sexualized by other students	Support from Kindred will be critical in this work. JJHS, LDC, Kindred and AHS staffs will work together to mitigate this if it arises.
	Mixed gendered could cause anxiety, bullying, co-parenting issues	Support from Kindred and both LDC and JJHS staff will be available to mitigate issues should they arise. The incorporation of programming specific to co-parenting would be beneficial to supporting moms, dads, partners and children both in and out of the school setting.

Category of Concern	Concern	Response
	Secure place for stroller parking	There will be space for stroller parking.

report to Board of Trustees

Proposed Amendments to GC-5E: School Naming Committee Terms of Reference

Date	September 27, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Laura Hack Board Chair
Purpose	Decision
Governance Policy Reference	GC-1: Board Purposes GC-2: Governing Commitments GC-3: Board Job Description GC-5: Board Committees GC-5E: Board Committees Terms of Reference
Resource Person(s)	Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

THAT the Board of Trustees approves the amendments to GC-5E: Board Committees – School Naming Committee Terms of Reference, Attachment I to this report.

2 | Background

The Board of Trustees (the “Board”) has a School Naming Committee; the purpose of this Committee is to assist the Board in the naming of a school. The Board wishes to expand the roles and responsibilities of the School Naming Committee including renaming the Committee to be called “School Name Recommendation Committee”.



3 | Conclusion

The Board of Trustees to consider proposed changes to the Terms of Reference for the School Naming Committee.

Attachment I: School Name Recommendation Committee Terms of Reference with proposed amendments

GOVERNANCE CULTURE**GC-5E: Board Committees Terms of Reference**

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

School Naming Recommendation Committee**Purpose/Charge:**

The purpose of the School Naming Recommendation Committee (the "Committee") is to assist the Board of Trustees in the naming of a school.

Membership:

1. The Committee shall consist of a minimum of seven individuals comprised of:
 - the Ward trustee for the community in which the school is located. The Ward trustee will serve as Committee Chair;
 - an alternate trustee, as designated by the Board;
 - the Education Directors or designee;
 - a minimum of three school community representatives external to The Calgary Board of Education and independent of The Calgary Board of Education; and
 - other member(s) as determined by the Board.
2. Each external Committee member shall serve at the pleasure of the Board of Trustees as a volunteer and will not receive any compensation for their time. The Board of Trustees reserve the right to terminate any Committee appointment.

Meetings:

1. The Committee will meet regularly at such times as required by the Committee Chair.
2. The Chair of the Committee shall establish the agendas for meetings, ensure that properly prepared agenda materials are circulated to the members with sufficient time for review prior to the meeting, chair the committee meetings, and be responsible for reporting to the Board of Trustees.
3. A majority of the members of the Committee shall constitute a quorum. One trustee must be present at all Committee meetings.



School Naming Committee (Continued)

Reporting Schedule:

1. The Committee Chair or their designate shall report to the Board of Trustees on the work of the Committee and bring forward recommendation(s) to the Board of Trustees.
2. Minutes of all meetings of the Committee shall be provided to the Board of Trustees by the Chair and filed with the Board of Trustees for the corporate record and indicate at least the following information:
 - date and place of meeting;
 - attendees; and
 - record Committee recommendations.

Roles and Responsibilities:

1. The Committee shall have the responsibilities set out in Appendix I as well as any other matters as may be delegated to the Committee by the Board from time to time.
2. The Committee and each of its members shall comply with such additional requirements as may be specified in the *Education Act* and in resolutions of the Board in effect from time to time.

Term:

As determined by the Board of Trustees and convened by the Corporate Secretary's Office in consultation with the Ward Trustee, terminating upon the approval of a name for the particular school.

Authority Over Division Resources:

The Committee shall have no authority over The Calgary Board of Education resources; this is the responsibility of the Board of Trustees.

Adopted: ~~June 22, 2021~~

Appendix I
School Naming Recommendation Committee
Roles and Responsibilities Calendar
 ✓ When Performed

Roles and Responsibilities	Required
1. May retain up to two independent historians to conduct historical research and analysis on potential names, as approved by the Board of Trustees.	
2. Ensure the acknowledgement of the land and its relationship with Indigenous peoples is considered.	✓
3. Review potential names for a school including any related historical research conducted.	✓
4. Ensure the Calgary Board of Education's <u>Board of Trustees'</u> values <u>and priorities</u> are considered: <ul style="list-style-type: none"> • Students come first • Learning is our central purpose • <u>Public education serves the common good</u> • <u>Student achievement</u> • <u>Equity</u> • <u>Student and staff well-being.</u> 	✓
5. Ensure the following guiding principles are considered when reviewing and recommending possible names: <ul style="list-style-type: none"> • The name should provide meaningful learning opportunities for students. • Schools, portions of a school or school grounds may be named for: <ul style="list-style-type: none"> ○ the community in which they are located; or ○ locations or events that show great Canadian historical significance; or ○ a Canadian individual of recognized stature, whose life work aligns with achievement of the CBE's <i>Results</i>, or who has demonstrated exemplary achievement of the CBE's mission and values; ○ names that reflect the diverse culture of The Calgary Board of Education; or ○ any other name that may be deemed appropriate by the Board of Trustees • The name should align with the Board's commitment or its legal responsibilities to promote a welcoming, caring, safe, respectful and inclusive learning environment. When naming a school after an individual, the use of the names of individuals who 	✓

Roles and Responsibilities	Required
<p>are deceased or who have retired will be considered first. Prior to naming a school after an individual, that individual or immediate family will be requested to grant permission.</p> <ul style="list-style-type: none"> • Except for high schools, it will be the practice to exclude grade configurations as part of school name recommendation(s). 	
<p>6. Engage with the community prior to making a recommendation to the Board. Engagement must be consistent with the CBE's dialogue framework.</p>	√
<p>7. Ensure the reputation of The Calgary Board of Education is given the highest priority when making recommendations for the naming of a school.</p>	√
<p>8. Provide recommendation(s) to the Board of Trustees for the naming of a school.</p>	√

report to Board of Trustees

Roster for Second Vice-Chair

Date	September 27, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-4: Officers' Roles

1 | Recommendation

THAT the Board of Trustees approves the roster for Second Vice-Chair for the period of September 2022 through June 2023 as follows:

- | | |
|------------------------------|----------------|
| ▪ September/October 2022 | Trustee May |
| ▪ November/December 2022 | Trustee Close |
| ▪ January 2023/February 2023 | Trustee Dennis |
| ▪ March/April 2023 | Trustee Downey |
| ▪ May/June 2023 | Trustee Bolger |

2 | Background

The Board of Trustees' Board Meeting Procedures require that a second Vice-Chair be appointed on a rotating roster basis, every two months. During the months of July and August Trustees will provide information to the Corporate Secretary and other trustees regarding their availability and whereabouts, in order that each trustee can be contacted in the event of the need to call a special meeting, an emergency, or if a trustee(s) is required to assist the Chair and/or Vice-Chair. The roster needs to be confirmed following the Organizational Meeting, as it must exclude the Chair and Vice-Chair.



report to
Board of Trustees

Proposed Amendment to Reasonable Interpretations and Indicators for OE-6: Asset Protection

Date	September 27, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	GC-3: Board Job Descriptions B/CSR-4: Authority of the Chief Superintendent OE-6: Asset Protection
Resource Person(s)	Kelly-Ann Fenney, General Counsel

1 | Recommendation

It is recommended:

THAT the Board of Trustees approves the revised indicator 6.1.3 of Operational Expectations: OE 6 – Asset Protection, as provided in Attachment I to this report.

2 | Issue

Due to changes in assessments and reporting from Alberta Infrasture, the current indicator 6.1.3 references audit processes that are no longer performed. Accordingly, the indicator

must be revised to provide the Board with evidence of compliance with Operational Expectations 6: Asset Protection.

3 | Background

The current indicator 6.1.3 of “No more than 5% of CBE schools audited by Alberta Infrastructure will have a facility condition index of “marginal” was derived from annual facility index audits completed by Alberta Infrastructure (AI). In 2021, AI informed CBE that it was no longer conducting those audits. Since the aforementioned audits referenced in the indicator will no longer be performed, the indicator needs to be revised.

CBE administration reviewed Operational Expectations 6: Asset Protection and the reasonable interpretations and indicators to identify a new indicator that would provide the Board with evidence that its policy direction is being met.

4 | Analysis

Operational Expectations define the clear and non-negotiable boundaries for operations within which the Chief Superintendent and staff must operate. Operational Expectations 6: Asset Protection sets out the Board’s expectations related to protection of CBE’s real and personal property and related assets. This policy supports the Board’s compliance with s.33(1)(i) as stewards of CBE resources and with s. 53(1) to “maintain, furnish, and keep in good order all its real and personal property”.

Due to the elimination of the facility index audits by Alberta Infrastructure, CBE administration recommends that the Board adopt a new indicator that will provide the Board with evidence of administration’s compliance with the policy direction to: “properly maintain, adequately protect and appropriately use organizational assets”.

Recommendation is made to delete the current indicator in 6.1.3 and replace it with the following indicator:

6.1.3 100% of mandated life safety and preventative maintenance inspections are completed according to their respective frequency requirements.

If approved, this new indicator 6.1.3 will support CBE administration to continue to provide the Board with evidence that it is properly maintaining its assets to protect and promote proper and effective use of those assets. No change is required to the Reasonable Interpretations of the Board policy as the proposed indicator aligns with the current interpretation contained in the Board approved Reasonable Interpretations including the definition of properly maintain “to mean kept in safe working order”.

Should the Board adopt this new indicator, the Board will receive evidence in relation to:

- Emergency lighting, annual;
- Fire alarm systems, annual;
- Kitchen fire-suppression systems, semi-annual;
- Backflow preventers, annual;
- Boiler inspections, triennial;
- Passenger elevators, biennial;
- Accessibility lifts, annual;
- Automotive hoists, annual;
- Fume hoods, annual; and

- Dust collectors, annual.

It should be noted that the above inspections do mark a shift from the facility assessments conducted by AI. Specifically, whereas the AI audit provided a more expansive assessment of all building components, the proposed change will limit the inspections to the aforementioned building systems. The possibility of recreating the AI facility assessments was explored, however the cost of such an undertaking would have consumed a significant portion of the limited Infrastructure Maintenance Renewal (IMR) funding provided to the CBE.

5 | Financial Impact

There are no immediate financial implications to the revisions of OE-6: Asset Protection as the tests are already performed on a scheduled basis. Human resources to collate and manage the data will be absorbed within the existing staffing complement.

6 | Implementation Consequences

If approved, the revised indicator for 6.1.3 will be implemented in the 2022-2023 school year to be reported in the 2023-2024 school year.

7 | Conclusion

CBE administration is no longer able to accurately report on indicator 6.1.3 of Operational Expectations 6: Asset Protection because the data underlying the indicator is no longer available. The proposed revision addresses that gap by providing a new indicator that evidences CBE administration's commitment to properly maintain and keep safe its real property. This indicator supports the Board of Trustees' in its oversight and stewardship of CBE's organizational assets and the maintenance of its real property.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

An attachment is a document that can stand-alone and is not required to understand the rest of the original report. When numbering attachments, use Attachment Numbering Style.

Attachment I: OE-6: Asset Protection Reasonable Interpretations and Indicators with proposed changes

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.



OPERATIONAL EXPECTATIONS**OE-6E: Asset Protection
Reasonable Interpretation and Indicators**

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

The Board of Trustees believes that the protection of all organizational assets contributes to student learning.

Interpretation |

The success of our students is enhanced when materials, both tangible and intangible, belonging to CBE are safeguarded and not placed at undue risk.

The Chief Superintendent interprets:

- *protection* to mean controls are in place to ensure assets are safeguarded to decrease risk to a medium or low level; and
- *organizational assets* to mean all tangible property and equipment and all intangible property (data and operational systems) owned by CBE that are vital to its operation. These include all asset categories recorded on the CBE balance sheet.

The Chief Superintendent shall:

6.1 Properly maintain, adequately protect and appropriately use all organizational assets.

Interpretation |

Ensuring that the resources, material goods and other properties and possessions of CBE are safe and guarded from theft and liabilities is critical to the operation and functioning of the organization.

The Chief Superintendent interprets:

- *properly maintain* to mean kept in safe working order;
- *adequately protect* to mean controls are in place to ensure assets are safeguarded to decrease risk to a medium or low level;

- *appropriately use* to mean assets are utilized by CBE staff according to the purpose for which they were acquired; and
- *organizational assets* to mean all tangible property and equipment and all intangible property (data and operational systems) owned by CBE that are vital to its operation. These include all asset categories recorded on the CBE balance sheet.

Indicators |

1. 95% of the corporate information created, received, maintained, disposed or preserved by the CBE is in accordance with GARP (Generally Accepted Record Keeping Principles).
2. 99% of all attempted intrusions into the CBE Information Systems will be successfully blocked.
3. 100% of mandated life safety and preventative maintenance inspections are completed according to their respective frequency requirements. No more than 5% of CBE schools audited by Alberta Infrastructure will have facility condition index of "marginal".
3. CBE will secure insurance coverage against theft, property losses and liability losses to the organization.
5. No legal complaints related to violation of intellectual property rights are received.
6. No losses are incurred by CBE on deposits and investments.

| Approved: September 27, 2022 ~~October 10, 2017~~

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CALGARY BOARD OF EDUCATION

Minutes of the Organizational Meeting of the Board of Trustees (“Board”) held in the Multipurpose Room, Education Centre, 1221 8th Street SW, Calgary, Alberta, on Tuesday, June 14, 2022 at 3:00 p.m.

MEETING ATTENDANCE

Board of Trustees:

Trustee P. Bolger
Trustee N. Close
Trustee M. Dennis
Trustee D. Downey
Trustee L. Hack
Trustee C. May
Trustee S. Vukadinovic

Administration:

C. Usih, Chief Superintendent of Schools
D. Breton, Superintendent, Facilities and Environmental Services
K. Fenney, General Counsel (virtual attendance)
A. Holowka, Superintendent, School Improvement
J. Pitman, Superintendent, School Improvement
M. Martin-Esposito, Chief Communications Officer
T. Minor, Corporate Secretary
D. Perrier, Senior Board Administrator

1 | CALL TO ORDER, NATIONAL ANTHEM AND WELCOME

The meeting commenced at 3:01 p.m. and in accordance with Section 1 of the *Board Procedures Regulation* under the *Education Act*, Corporate Secretary Minor assumed the chair as Chair pro tem. O Canada was led by students from Western Canada High School’s Sr. Jazz Band through a video recording.

Corporate Secretary Minor acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. Also acknowledged were the Tsuut’ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.

2 | CONSIDERATION/APPROVAL OF AGENDA

MOVED by Trustee Downey:

THAT the Board of Trustees approves the Agenda for the June 14, 2022 Organizational Meeting as submitted.

The motion was
CARRIED UNANIMOUSLY.

3 | ELECTION OF OFFICERS

3.1 Nominations for and Election of Chair of the Board

In accordance with Section 1(3) of the *Board Procedures Regulation*, Corporate Secretary Minor presided over the election of Board Chair.

T. Minor called for nominations for the position of Chair of the Board of Trustees.

Trustee May nominated Trustee Hack.

T. Minor called two more times for further nominations and there were none.

Trustee Hack agreed to let her name stand for Chair of the Board of Trustees.

T. Minor declared Trustee Hack acclaimed as Chair of the Board of Trustees. Trustee Hack assumed the chair.

3.2 Nominations for and Election of Vice Chair of the Board

Chair Hack called for nominations for the position of Vice Chair of the Board of Trustees.

Trustee Downey nominated Trustee Vukadinovic for Vice Chair of the Board of Trustees.

Chair Hack called two more times for further nominations and there were none.

Trustee Vukadinovic confirmed she would allow her name to stand for Vice Chair of the Board.

Chair Hack declared Trustee Vukadinovic acclaimed as Vice Chair of the Board of Trustees.

4 | ESTABLISHMENT OF COMMITTEES, COMMITTEE MEMBERSHIP AND LIAISON LINKS

4.1 Establishment of Committees and Committee Membership

MOVED by Trustee Downey:

THAT the Board of Trustees approves the continued functioning of the following committees and their terms, as outlined in GC-5E that was circulated to Trustees:

- **Agenda Planning Committee**
- **Audit and Risk Committee**
- **Board Governance Committee**
- **Engagement Planning Committee**
- **Name Review Committee (ad hoc)**
- **School Naming Committee (ad hoc)**

- **Trustee Remuneration Committee**

The motion was
CARRIED UNANIMOUSLY.

- **Audit and Risk Committee**

Chair Hack noted that two nominations had come forward for the Audit and Risk Committee through the written nomination process and those nominees were Trustee Dennis as Committee Chair and Trustee Hack as the second trustee appointment to the Committee.

Chair Hack called two more times for nominations from the floor and there were none.

Trustee Dennis agreed to let her name stand for Chair of the Audit and Risk Committee. Trustee Hack agreed to let her name stand for the second trustee appointment to the Committee.

Chair Hack declared Trustee Dennis elected as Chair of the Audit and Risk Committee and Trustee Hack elected as the second trustee appointed to the Committee.

- **Board Governance Committee**

Chair Hack noted that two nominations had come forward for the Board Governance Committee through the written nomination process, and those nominees were Trustees Bolger and Close as the trustee appointments to the Committee.

Chair Hack called two more times for nominations from the floor and there were none.

Trustees Bolger and Close agreed to let their names stand for trustee appointments to the Board Governance Committee.

Chair Hack declared Trustee Bolger and Trustee Close as the trustees appointed to the Board Governance Committee.

- **Engagement Planning Committee**

Chair Hack noted that three nominations had come forward for the Engagement Planning Committee through the written nomination process, and those nominees were Trustee Downey as Chair of the Committee, and Trustees Close and Hack as the trustee appointments to the Committee.

Chair Hack called two more times for nominations from the floor and there were none.

Trustee Downey agreed to let her name stand for Chair of the Engagement Planning Committee. Trustees Close and Hack agreed to let their names stand for the trustee appointments to the Committee.

Chair Hack declared Trustee Downey as Chair of the Engagement Planning Committee and Trustees Close and Hack as the trustee appointments to the Committee.

- **Name Review Committee for Sir John A. Macdonald)**

Chair Hack noted that a Name Review Committee for Sir John A. Macdonald requires the appointment of a Committee Chair. Through the written nomination process, two nominations have come forward and those nominees were Trustee Dennis and Trustee Vukadinovic.

Chair Hack called two more times for nominations from the floor and there were none.

Trustee Dennis and Trustee Vukadinovic agreed to let their names stand for Chair of the Name Review Committee for Sir John A. Macdonald.

Chair Hack called for a vote on the matter and subsequently declared Trustee Vukadinovic as Chair of the Name Review Committee for Sir John A. Macdonald.

Trustee Remuneration Committee

Chair Hack noted that two nominations had come forward for the Trustee Remuneration Committee through the written nomination process, and those nominees were Trustee May as Chair of the Committee and Trustee Downey as the second trustee appointment to the Committee.

Chair Hack called two more times for nominations from the floor and there were none.

Trustee May agreed to let her name stand for Chair of the Trustee Remuneration Committee. Trustee Downey agreed to let her name stand as the second trustee appointment to the Committee.

Chair Hack declared Trustee May as Chair of the Trustee Remuneration Committee and Trustee Downey as the second trustee appointed to the Committee.

For the purpose of clarification, the Agenda Planning Committee did not require nominations as the membership is comprised of the Board Chair, Vice-Chair, and Second Vice-Chair. The Committee is chaired by the Board's Vice-Chair. In addition, there are no appointments for the School Naming Committee as it is an ad hoc committee formed when needed.

A summary of trustee appointments to the Board of Trustees' Committees is as follows:

Agenda Planning Committee

- Trustee Vukadinovic (Chair) (as per GC-5E, the Vice-Chair serves as Chair)
- Trustee Hack
- Trustee Second Vice-Chair

Audit and Risk Committee

- Trustee Dennis (Chair)
- Trustee Hack

Board Governance Committee

- Trustee Vukadinovic (Chair) (as per GC-5E, the Vice-Chair serves as Chair)
- Trustee Bolger

- Trustee Close

Engagement Planning Committee

- Trustee Downey (Chair)
- Trustee Close
- Trustee Hack

Name Review Committee for Sir John A. Macdonald

- Trustee Vukadinovic (Chair)
- Trustee Hack

Trustee Remuneration Committee

- Trustee May (Chair)
- Trustee Downey

4.2 Appointment of Trustees to Liaison Responsibilities

- **Alberta School Boards Association Zone 5**

Chair Hack noted that one nomination had come forward for the Board liaison appointment to the Alberta School Boards Association Zone 5 through the written nomination process and that nominee was Trustee Close.

Chair Hack called two more times for nominations from the floor and there were none.

Trustee Close agreed to let her name stand for nomination.

Trustee Close was declared as the liaison appointment to the Alberta School Boards Association Zone 5.

- **Alberta Teachers' Association Council of School Representatives**

Chair Hack noted that one trustee serves as liaison, but whenever possible the Board has two trustees attend the meetings. She stated that through the written nomination process Trustees May and Hack were nominated for the Alberta Teachers' Association Council of School Representatives.

Chair Hack called two more times for nominations from the floor and there were none.

Trustees May and Hack agreed to let their names stand for the nomination.

Trustee May and Trustee Hack were declared as the liaison appointments to the Alberta Teachers' Association Council of School Representatives.

- **Alberta School Councils' Association**

Chair Hack noted that one nomination had come forward through the written nomination process for the Alberta School Councils' Association and that nominee was Trustee Downey.

Chair Hack asked two more times for nominations from the floor and there were none.

Trustee Downey agreed to let her name stand for the nomination.

Trustee Downey was declared as the trustee liaison appointment to the Alberta School Councils' Association.

- **City of Calgary Joint Use Agreement Elected Officials Coordinating Committee**

Chair Hack noted that two nominations had come forward through the written nomination process for the City of Calgary Joint Use Agreement Elected Officials Coordinating Committee, and those nominees were Trustees Close and May.

Chair Hack called two more times for nominations from the floor and there were none.

Trustees Close and May agreed to let their names stand for the nomination.

Trustee Close and Trustee May were declared as the liaison appointments to the City of Calgary Joint Use Agreement Elected Officials Coordinating Committee.

- **EducationMatters Board of Governors**

Chair Hack noted that two nominations had come forward through the written nomination process for EducationMatters Board of Governors and those nominees were Trustees Bolger and Downey.

Chair Hack asked two more times for nominations from the floor and there were none.

Trustees Bolger and Downey agreed to let their names stand for the appointments.

Chair Hack declared Trustee Bolger and Trustee Downey as liaison representatives for the EducationMatters Board of Governors.

- **Elder Advisory Council**

Chair Hack noted that two nominations had come forward through the written nomination process for the Elder Advisory Council and those nominees were Trustees Downey and May.

Chair Hack called two more times for nominations from the floor and there were none.

Trustees Downey and May agreed to let their names stand for the nomination.

Chair Hack declared Trustee Downey and Trustee May as liaison appointments to the Elder Advisory Council.

- **Teachers' Employer Bargaining Association Representative Committee**

Chair Hack noted that one nomination had come forward through the written nomination process for the Teachers' Employer Bargaining Association Representative Committee and that nominee was Trustee Close.

Chair Hack called two more times for nominations from the floor and there were none.

Trustee Close agreed to let her name stand for the nomination.

Chair Hack declared Trustee Close as liaison appointment to the Teachers' Employer Bargaining Association Representative Committee.

For clarification, the trustee appointments to liaison responsibilities is as follows:

Alberta School Boards Association Zone 5

- Trustee Close

Alberta Teachers' Association Council of School Representatives

- Trustee May
- Trustee Hack

Alberta School Councils' Association

- Trustee Downey

City of Calgary Joint Use Agreement Elected Officials Coordinating Committee

- Trustee Close
- Trustee May

Education Matters Board of Governors

- Trustee Bolger
- Trustee Downey

Elder Advisory Council

- Trustee Downey
- Trustee May

Teachers' Employer Bargaining Association Representative Committee (TEBA)

- Trustee Close

5 | **SCHEDULE OF REGULAR MEETINGS AND GC-6E: ANNUAL WORK PLAN
2022-2023**

MOVED by Trustee May:

THAT the Board of Trustees approves the Schedule of Regular Board Meetings, including the date, time and place, from September 2022 through June 2023, as provided in Attachment I of the report.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Bolger:

THAT the Board of Trustees approves GC-6E: Annual Work Plan for 2022-2023 in principle, as provided in Attachment II of the report, recognizing that the work of the Board and agenda planning for specific Board Meetings is subject to ongoing review and update by the Board's Agenda Planning Committee.

Comments in debate of the motion included how the motion allows flexibility for changes as required through the Board's Agenda Planning Committee; and the Plan demonstrates the Board's commitment to strong governance to the CBE and of the highly effective and comprehensive governance model that the Board uses to allow it to look into every aspect of the organization annually.

Chair Hack called for the vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

The approved Schedule of Regular Meetings and GC-6E: Annual Work Plan 2022-2023 forms an attachment to these minutes.

6 | ADJOURNMENT

Chair Hack declared the meeting terminated at 3:25 p.m.

Chair

Corporate Secretary
Adopted:

Attachment:

- Schedule of Regular Meetings and GC-6E: Annual Work Plan 2022-2023



**Calgary Board
of Education**

**BOARD OF TRUSTEES
SCHEDULE OF REGULAR MEETINGS
SEPTEMBER 2022 TO JUNE 2023**

held at the Education Centre, 1221 – 8 Street SW, Calgary, Alberta
(or virtual through Microsoft Teams)

PUBLIC AGENDAS 11:00 a.m. to 4:30 p.m.	PRIVATE AGENDAS 11:00 a.m. to 4:30 p.m.
September 27, 2022	
October 11, 2022 October 25, 2022	
November 15, 2022 November 29, 2022	November 24, 2022
December 13, 2022	
January 17, 2023 January 31, 2023	
February 21, 2023	
March 7, 2023 March 21, 2023	
April 4, 2023 April 18, 2023	
May 9, 2023 May 23, 2023	
June 13, 2023 June 20, 2023	

(Organizational Meeting of the Board of Trustees – Tentatively June 13, 2023)

GOVERNANCE CULTURE
GC-6E Annual Work Plan – 2022 – 2023

**Board of Trustees’
 Governance Policy**

MONTH	GC/ B/CSR	OE	RESULTS	STRATEGIC DIALOGUE/ ENGAGEMENT	BOARD DEVELOPMENT/ GENERATIVE DISCUSSION	OTHER BOARD ACCOUNTABILITIES
2022 SEP 27						<ul style="list-style-type: none"> • EducationMatters
OCT 11, 25	GC 1-9, B/CSR 1-5	OE-1 (M)	DIPS & PATS	COSC – Oct 12	Specialized Programming	<ul style="list-style-type: none"> • Modular Classroom Plan
NOV 15, 24, 29		OE-4 (M)				<ul style="list-style-type: none"> • EducationMatters • ASBA FGM Nov 20-22 • Audited Financials • Annual Education Results Report
DEC 13		OE-8 (M)				<ul style="list-style-type: none"> • School Enrolment Report
2023 JAN 17, 31			R-2 (M)	COSC – Jan 26		<ul style="list-style-type: none"> • Chief Sup’t Summa- tive Evaluation
FEB 21		OE-3 (M)	R-2 (M con’t)			
MAR 7, 21		OE-7 (M)	R-3 (M)	COSC – Mar 22	Student Well Being Framework	<ul style="list-style-type: none"> • Edwin Parr Nominee • 3-Yr. School Capital Plan • Trustee Remunera- tion Report
APR 4, 18		OE-2 (M) OE-6 (M)	R-4 (M)			<ul style="list-style-type: none"> • Budget Assumptions Report • Board of Trustees 2023-24 Operating Budget • Locally Developed Courses
MAY 9, 23			R-5 (M)			<ul style="list-style-type: none"> • Education Plan • 2023-24 Budget • 3 Yr. System Student Accommodation Plan
JUNE 13, 20		OE-5 (M) OE-9 (M)		COSC – June 1		<ul style="list-style-type: none"> • ASBA SGM June 5-6 • EducationMatters (presentation)

RI Reasonable Interpretation

I Indicators

Dates of Private Meetings in Red

M Monitoring of compliance or reasonable progress

RM Re-monitoring

B/T Baseline and Targets

Approved:

CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the “Board”) held in the Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary, Alberta on Tuesday, June 14, 2022 at 12:00 p.m.

MEETING ATTENDANCE

Board of Trustees:

Trustee L. Hack, Chair
Trustee P. Bolger
Trustee N. Close
Trustee M. Dennis
Trustee D. Downey
Trustee C. May
Trustee S. Vukadinovic

Administration:

C. Usih, Chief Superintendent of Schools
R. Armstrong, Superintendent, Human Resources (attended virtually)
D. Breton, Superintendent, Facilities and Environmental Services
K. Fenney, General Counsel (attended virtually)
A. Holowka, Superintendent, School Improvement
M. Martin-Esposito, Chief Communications Officer
J. Pitman, Superintendent, School Improvement
T. Minor, Corporate Secretary
M. Broda, Board Administrator

Stakeholder Representatives:

B. Cocking, Alberta Teachers’ Association, Local 38
C. Keuben, Principals’ Association for Adolescent Learners (PAAL)

1 | **CALL TO ORDER, NATIONAL ANTHEM AND WELCOME**

Chair Hack called the meeting to order at 12:00 p.m. and O Canada was led by David Thompson School Choir by way of pre-recorded video.

Chair Hack acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. She also acknowledged the Tsuut’ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.

The Chair welcomed staff, public members, and union representatives participating in the Board of Trustees’ public Board meeting in person, as well as General Counsel Fenney, and Superintendent Armstrong who were attending virtually. She also welcomed staff and the public joining through the livestreamed meeting.



Chair's Opening Remarks

Chair Hack offered congratulations to the winner of the battle of Alberta, the Edmonton Oilers, and gave a special shout out to Trisha Estabrooks and the Edmonton Public School Board for issuing the challenge. She stated she enjoyed the good spirited back and forth.

Recessed: 12:07 p.m.

Reconvened: 12:10 p.m.

2 | CONSIDERATION/ APPROVAL OF AGENDA

P. Minor, Corporate Secretary, noted that an agenda change request was made for item 9.1.2 Minutes from the Regular Meeting held April 26, 2022 to be removed from the agenda.

MOVED by Trustee Downey:

THAT the Board of Trustees approves the agenda for the Regular Meeting of June 14, 2022, subject to the changes noted above.

The motion was
CARRIED UNANIMOUSLY.

3 | AWARDS AND RECOGNITIONS

There were no reports or presentations.

4 | RESULTS FOCUS

There were no reports or presentations.

5 | OPERATIONAL EXPECTATIONS

5.1 OE-5: Financial Planning – Annual Monitoring

Chief Superintendent Usih introduced the report, highlighting that administration is fully compliant on all indicators. He summarized the reports provided to the Board of Trustees for the 2020-2021 school year, which include: the Budget Assumptions Report; the CBE Budget; and Quarterly Budget Variance Reports.

Administration responded to a trustee's question on the measures taken during the 2020-2021 school year to ensure the CBE was able to provide education safely during the global pandemic while also managing the limited financial resources.

Chair Hack asked trustees to identify their intentions to bring forward any motions related to compliance, exceptions or commendations for OE-5: Financial Planning to the Corporate Secretary and to trustees by noon, Thursday, June 16, 2022. She stated that if no motions come forward, the item will be placed on the June 21, 2022 consent agenda



with a motion that the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-5: Financial Planning.

5.2 OE-9: Facilities – Annual Monitoring

Chief Superintendent Usih introduced the report, stating that the 2020-2021 school year was an exceptional one due the global pandemic, but that the CBE rose to the challenge in ensuring schools were safe and healthy places that supported learning.

Superintendent Breton reiterated how unique and challenging the 2020-2021 school year was. Schools were required to follow additional cleaning requirements and inspections by Alberta Health Services and the Ministry of Labour, Occupational Health and Safety Officers to ensure all schools met the high cleanliness standards to help protect students and staff during the pandemic. He noted that indicator 9.1.4 which monitors response rates to emergency repair work requests fell slightly from the previous year. Indicator 9.2 was also noted as non-compliant as Eric Harvie School did not achieve LEED certification. The school was one of 25 new schools being built by the CBE, and the differences that arose during construction concluded on terms that were not conducive to having the general contractor's documentation submitted for assessment by the Green Building Council.

Administration responded to trustee questions on matters including: process for formally advancing indoor environmental quality concern and hazard reports; number of hazard reports filed compared to previous years; Eric Harvie School not getting LEED certification and mitigation measures for future builds; types of school uses available to the public; high schools sharing the use of auditoriums or other large spaces; the public being unable to rent school facilities during the summer months; number of emergency repair requests compared to prior years; and naturalization project guidelines for schools and communities regarding development and maintenance of these projects.

Chair Hack asked trustees to identify their intentions to bring forward any motions related to compliance, exceptions or commendations for OE-9: Facilities to the Corporate Secretary and to trustees by noon, Thursday, June 16, 2022. She stated that if no motions come forward, the item will be placed on the June 21, 2022 consent agenda with a motion that the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-9: Facilities.

6 | **PUBLIC COMMENT**

6.1 Cat Schick, member of the Reconciliation Action Group

Cat spoke about GC-5E: Name Review Committee policy; wanting to ensure the process ensures equity between students, and having the renaming done in a timely matter.

6.2 Jerry Spotowski, concerned Calgarian

Jerry provided a brief history of Sir John A. Macdonald and expressed concern about condemning prime ministers from history as well as making determinations on whose names get to remain and who gets removed.



- 6.3 Sarah Flynn, concerned Calgarian
Sarah spoke about GC-5E: Name Review Committee policy. Sarah would like the renaming to be done in a systematic and timely matter. Sarah is also concerned about the history of Sir John A. Macdonald.
- 6.4 Shelley Nearing, member of the Reconciliation Action Group
Shelley spoke about Nellie McClung and the biased legacy she left behind, specifically that Nellie McClung advocated only for certain groups of people.

Recessed: 12:58 p.m.
Reconvened: 1:12 p.m.

7 | **MATTERS RESERVED FOR BOARD INFORMATION**

7.1 EducationMatters Presentation and Financial Statements

Hanif Ladha, Board Chair, and Marilyn Field, Executive Director of EducationMatters presented a PowerPoint providing an overview of the 2021 accomplishments and future path for the organization. EducationMatters revisited the trust indenture during the 2021-2024 strategic planning process and finalized the strategic plan in late 2021. Four priority pillars were identified as part of the strategic plan 2021-2024: Student needs come first; Strengthen financial capacity & sustainability; Grow reputational assets; and Governance. EducationMatters will continue to work with the CBE to support and align with the CBE Education Plan, and to create equity for every student, every day.

Following the presentation, trustees asked questions and made comments on: the great job being done by EducationMatters; the areas or priorities donors and the community in general donate to; the amazing impact seen in schools; and the help received in getting technology into schools and increasing access to technology being great.

7.2 Student Accommodation and Facilities Strategy 2022-2032

Chief Superintendent Usih introduced the report, stating the report ensures the long term alignment of the CBE property portfolio with supporting student success.

Superintendent Breton provided more detail, stating the strategy provides guidance to the CBE on how best to accommodate students based on the current enrolment patterns and future enrolment projections. Some of the key takeaways mentioned were: that during the 10 year period of the strategy, 66% of CBE schools will be over 50 years of age; and, since 2015 there has been drop in the number of preschool aged children, resulting in a corresponding decline in Kindergarten and Grade 1 enrolment. The elementary school enrolment drop translates into the need to reduce approximately 9,500 spaces in order to maintain utilization rates within the 85% range. The enrolment drop is projected to also require the elimination of approximately 5,000 spaces in middle school grades. The drops in elementary and middle school enrolment is contrasted by the surge in the number of high school students which will require construction of one additional high school in order to keep utilization rates at 90%.

Administration responded to trustee questions on matters including: the requirement to have a specific utilization rate; ways to maximize the Operations and Maintenance funding; research on the best utilization rate for the best benefit to students; amount of spaces needing to be removed to reach different utilization rates; estimating the number of schools that will need to be closed; creating a Board policy regarding the importance of maintaining the last public school in communities; the anticipated outcome and impact to the CBE of the standardized methodology developed for how school capacity is calculated; number of new or developing communities that will need new schools in the next 10 years; developing more requests for Kindergarten to Grade 9 schools; how classroom sizes are determined; number of students that classrooms are built for; the grade configuration used by the CBE; modular classroom removal requests and the impact on utilization rates; the impact on the CBE of the Alberta Infrastructure and Alberta Education Building Forward strategic plan; potential uses of a school after it closes and the risks associated; and what does 85% utilization rate look like.

Chair Hack stated the item will be placed on the September 27, 2022 agenda for consideration.

8 | **MATTERS RESERVED FOR BOARD DECISION**

There were no reports or presentations.

9 | **CONSENT AGENDA**

9.1 **Items Provided for Board Decision**

9.1.1 Locally Developed Courses

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

9.1.2 Meeting Minutes:

- Regular Meeting held April 5, 2022
- Special Meeting held May 9, 2022

THAT the Board of Trustees approves the minutes of the Regular Meeting held April 5, 2022 and the Special Meeting held May 9, 2022, as submitted.

9.2 **Items Provided for Board Information**

9.2.1 Chief Superintendent's Update

Chair Hack noted that the Board would meet in-camera following the public portion of the meeting to discuss one land, one labour, one legal, and four strategic planning matters. She noted the next public Board meeting is scheduled for Tuesday, June 21, 2022.

Recessed: 2:33 p.m.

Reconvened: 3:46 p.m.



10 | **IN-CAMERA SESSION**

Superintendent Armstrong and General Counsel Fenney confirmed they were alone and in locations that no other person could hear them or any part of this meeting.

Motion to Move In-Camera

MOVED by Trustee Bolger:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the private agenda for the Regular Meeting of the Board of Trustees, June 14, 2022 be considered at an in-camera session; therefore, be it

Resolved, THAT the Regular Meeting of the Board of Trustees moves in-camera.

The motion was
CARRIED UNANIMOUSLY.

Motion to Revert to Public Meeting

MOVED by Trustee Vukadinovic:

THAT the Regular Meeting of the Board of Trustees moves out of in-camera.

The motion was
CARRIED UNANIMOUSLY.

11 | **ADJOURNMENT**

The meeting adjourned at 6:51 p.m.

Chair

Corporate Secretary
Adopted:



CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the “Board”) held in the Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary, Alberta on Tuesday, June 21, 2022 at 12:00 p.m.

MEETING ATTENDANCE

Board of Trustees:

Trustee L. Hack, Chair
Trustee P. Bolger (arrived at 3:46 p.m.; attended virtually)
Trustee N. Close
Trustee M. Dennis
Trustee D. Downey
Trustee C. May
Trustee S. Vukadinovic

Administration:

C. Usih, Chief Superintendent of Schools
R. Armstrong, Superintendent, Human Resources (attended virtually)
D. Breton, Superintendent, Facilities and Environmental Services
K. Fenney, General Counsel (attended virtually)
A. Holowka, Superintendent, School Improvement
M. Martin-Esposito, Chief Communications Officer
J. Pitman, Superintendent, School Improvement
T. Minor, Corporate Secretary
M. Broda, Board Administrator

Stakeholder Representatives:

B. Cocking, Alberta Teachers’ Association, Local 38

1 | **CALL TO ORDER, NATIONAL ANTHEM AND WELCOME**

Chair Hack called the meeting to order at 12:00 p.m. and O Canada was led by McKenzie Lake Grade two students by way of pre-recorded video.

Chair Hack acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. She also acknowledged the Tsuut’ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.

The Chair welcomed staff, public members, and union representatives participating in the Board of Trustees’ public Board meeting in person, as well as General Counsel Fenney, and Superintendent Armstrong who were attending virtually. She also welcomed staff and the public joining through the livestreamed meeting.



Chair's Opening Remarks

In acknowledgment of National Indigenous Peoples Day, Chair Hack spoke about the CBE's commitment and ongoing work of truth and reconciliation. She thanked the Indigenous Elders, Knowledge Keepers, and community members who have supported the work and spoke about moving forward together in a good way.

2 | CONSIDERATION/ APPROVAL OF AGENDA

P. Minor, Corporate Secretary, noted that an agenda change request was made for item 9.1.1 OE-5: Financial Planning – Annual Monitoring to be removed from the Consent Agenda and added as item 8.2 under Matters Reserved for Board Decision, and the remaining items to be renumbered accordingly.

MOVED by Trustee Close:

THAT the Board of Trustees approves the agenda for the Regular Meeting of June 21, 2022, subject to the changes noted above.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Bolger

3 | AWARDS AND RECOGNITIONS

There were no reports or presentations.

4 | RESULTS FOCUS

There were no reports or presentations.

5 | OPERATIONAL EXPECTATIONS

There were no reports or presentations.

6 | PUBLIC COMMENT

There were no public comments.

7 | MATTERS RESERVED FOR BOARD INFORMATION

There were no reports or presentations.

8 | MATTERS RESERVED FOR BOARD DECISION

8.1 OE-9: Facilities – Annual Monitoring

Chair Hack introduced the report, stating that at the June 14, 2022 meeting, trustees had the opportunity to ask questions. It is now on the agenda for the Board to determine if the Chief Superintendent is in compliance.



MOVED by Trustee May:

THAT The Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-9: Facilities, with the exception of indicator 9.2.1.

In debate of the motion, trustees made comments on: the compliance of indicators ensuring that schools are safe; two indicators being non-complaint; emergency and maintenance repair work indicator having a 99.92 response rate being impressive even though the indicator is non-complaint; disappointment that Eric Harvie School did not achieve LEED silver certification but feeling hopeful this will not happen for future builds or modernizations; appreciating the naturalization activities that support outdoor exploration, learning, and community gathering spaces; and facilities staff being required to shift and be flexible during the pandemic year.

Chair Hack called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Bolger

MOVED by Trustee Dennis:

THAT the Board of Trustees commends the Chief Superintendent for exemplary performance in ensuring that CBE facilities continued to be safe, clean and properly maintained while also ensuring COVID-19 pandemic provincial requirements were met or exceeded.

In debate of the motion, trustees made comments on: maintaining and ensuring schools are safe being a priority; the pandemic requiring a lot of additional safety measures; ventilation systems requiring enhancements; wastewater testing being done; deep cleaning being required when a COVID-19 outbreak happened; schools being subject to regular inspections; feeling the CBE did a commendable job; the pandemic being an unforeseen event; CBE following the measures required by the government; the extra costs, staff, and flexibility that were required while learning still continued; COVID-19 changing how the CBE had to operate schools; and staff going above and beyond.

Chair Hack called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Bolger

8.2 OE-5: Financial Planning – Annual Monitoring

Chair Hack introduced the report, stating that at the June 14, 2022 meeting, trustees had the opportunity to ask questions. It is now on the agenda for the Board to determine if the Chief Superintendent is in compliance.



MOVED by Trustee Vukadinovic:

THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-5: Financial Planning.

In debate of the motion, trustees made comments on: the CBE exercising prudent financial planning and management; maximizing dollars to support teaching and learning in the classroom; and achieving strong student outcomes within means provided.

Chair Hack called for a vote on the motion.

The motion was

CARRIED UNANIMOUSLY.

Absent:

Trustee Bolger

MOVED by Trustee Dennis:

THAT the Board of Trustees commends the Chief Superintendent for exemplary performance in financial management by creating and managing a budget that does not materially deviate from the budget.

In debate of the motion, trustees made comments on: setting a very high standard by requiring a low threshold for variances from the budget; recognizing the outstanding achievement of the CBE having a 0.17% variance in a year with a global pandemic; the challenges and requirements in order to keep schools clean requiring additional money and staff; the prudent decision making made by Administration; and thanking the Audit and Risk Committee members for their wisdom and expertise.

Chair Hack called for a vote on the motion.

The motion was

CARRIED UNANIMOUSLY.

Absent:

Trustee Bolger

8.3 2022-23 Monitoring Adjustments to Results 3: Citizenship, Results 4: Personal Development and Results 5: Character

Chief Superintendent Usih introduced the report stating, that beginning in August, teachers would be implementing the new Kindergarten to Grade 3 English Language Arts and Literature, Kindergarten to Grade 3 Mathematics, and Kindergarten to Grade 6 Physical Education and Wellness curriculums. Implementation of new curriculums includes new learning for teachers and a need to understand the implications of new outcomes as they relate to Results reporting. By removing the requirements for Kindergarten to Grade 6 teachers to report on Results in the 2022-23 school year, this allows teachers the opportunity to focus on curriculum implementation and measured adjustments to required reporting. Chief Usih also noted a proposed change of an indicator for Results 4 to account for the removal of health as a separate course for Kindergarten to Grade 6 students, aligning to the structural change in curriculum.

Administration responded to trustee questions on matters including: expanding the suspension of reporting for all grades; and section 4.5 reporting not being suspended.



MOVED by Trustee Close:

THAT the Board of Trustees suspends the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2022-23 school year, with the exception of Results 4: Personal Development, section 4.5.

In debate of the motion, trustees made comments on: revising the indicators being necessary; still getting the evidence needed to monitor the policy; allowing teachers to adjust to the changes coming for the 2022-23 school year; the indicators being incredibly important but concerned about the reliance on them in demonstrating student achievement; the new curriculum needing to be the focus for the upcoming school year; taking some workload off of the educators so they can focus on learning; and the opportunity being provided to allow input into the measures and indicators the Board wants to see.

Chair Hack called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Bolger

MOVED by Trustee Close:

THAT the Board of Trustees approves the revised Indicator 4.5.1 for Results 4: Personal Development policy as provided in Attachment I to this report.

In debate of the motion a trustee stated that there is no longer a separate health course so the indicator is needing to be revised accordingly.

Chair Hack called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Bolger

Recessed: 12:35 p.m.
Reconvened: 12:45 p.m.

8.4 Consideration of Closure for the Purpose of Relocation of Discovering Choices Start Outreach – Bowness and Discovering Choices Westbrook Outreach

Chief Superintendent Usih introduced the item, stating that the report addresses compliance with legislation and board policy since a motion was passed on April 26, 2022 to commence public input for the purpose of considering relocation of Discovering Choices Bowness site to Robert Thirsk High School and Discovering Choices Westbrook to Alternative High School.

Superintendent Breton provided an overview of the four outreach program locations throughout the city. The leases at the Bowness and Westbrook sites expiring at the end of the 2022-2023 school year, and the Alberta Government changing the guidelines about where outreach programs can be located, has allowed the CBE to be able to offer a

broader spectrum of support to students that access outreach programs. He provided a brief update of the process followed, including the public engagement opportunities related to the consideration of closure for the purpose of relocation.

Administration responded to trustee questions on matters including: current access to Career and Technology Studies (CTS), dual credit, or work experience courses; the current locations hours for students; the new provincial outreach guidelines; school hours and access at the proposed new locations; best practices regarding locations for outreach students; how the mixture of classes between core and options will be handled for the Discovering Choices students; the annual grant application process; impact of relocation to the additional programming requests being made for students; history of the Discovering Choices program; other locations considered for relocating to; consideration of commercial locations; anticipated staffing allocation changes; impacts to Operations and Maintenance funding for host schools; the use of separate entrances/exits and flexible entry and exit times for Discovering Choices students; number of students in an outreach location at a given time; accommodating the Discovering Choices students at the new sites; having additional space at the high schools to accommodate two to four additional classes; changes to the Discovering Choices intake or enrolment process; ability to welcome more students into the Discovering Choices program with the move to the new locations; the relocation bringing more awareness to the program; the long term forecast of program enrolment and demand; the programs retaining their school codes; possibility of closing the program without going through the Board's closure process; ways the CBE has tried to increase enrolment in outreach programming; the tracking of dropout rates by geographic locations; school development plans analyzing high school graduation and drop out rates; consequences and impacts if the CBE does not relocate the two programs; potential to change the school closure policy and process; and hindrances at the proposed locations to the students' ability to access the programming they need to graduate and the supports needed to be successful.

MOVED by Trustee Dennis:

THAT, pursuant to Section N(10)(j) of the Board Meeting Procedures, the Board of Trustees authorized that no Trustee shall speak more than twice for 5 minutes on each of the motions contained in the Consideration of Closure for the Purpose of Relocation of Discovering Choices Start Outreach - Bowness and Discovering Choices Westbrook Outreach Board report.

In debate of the motion, trustees made comments on: three minutes usually being enough time; requiring extra time to debate the complex decision; asking for five minutes for each of the two rounds; and appreciating more time to debate.

Chair Hack called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Bolger

MOVED by Trustee Downey:

THAT the Minutes of the Public Input Meeting for Discovering Choices Start Outreach - Bowness on May 26, 2022, Attachment I to this report, are approved by the Board of Trustees; and

THAT the Minutes of the Public Input Meeting for Discovering Choices Westbrook Outreach on May 30, 2022, Attachment I to this report, are approved by the Board of Trustees.

The motion was

CARRIED UNANIMOUSLY.

Absent: Trustee Bolger

Recessed: 1:49 p.m.

Reconvened: 2:01 p.m.

Trustee Downey provided an overview of the public comments received, stating there were 12 written submissions, with 11 expressing opposition to the relocations. Recurring themes seen throughout the submissions were: the positive nature of the current discreet locations; the small number of students; the flexibility of the programming; the ease of access getting to and from the school; the feeling of safety; students being previously unsuccessful in traditional school settings; integration of the current locations into the community regarding volunteerism and existing community supports and partnerships; student peer relations and decreased behaviour issues and peer conflict resulting from the separate school entity; and concerns of probable anxiety and attendance problems that may occur with the relocation of the program.

MOVED by Trustee Vukadinovic:

THAT the Board of Trustees approves the closure of the Discovering Choices Start Outreach – Bowness program effective June 30, 2023 for the purpose of relocation.

In debate of the motion, trustees made comments on: needing to review all of the evidence available and examine all possible outcomes; Alberta Education having provided more funding for these programs in the past; the engagement session questions regarding the need to house outreach programs at separate sites; the change being a barrier to some students; the commutes to the other locations being a barrier to attendance; many of the Discovering Choices Bowness students having already transitioned out of Robert Thirsk High School; finding cost savings by moving the program into a high school; needing more than two locations with a population of 1.3 million people; flexibility in programming being key to the outreach programs success; Outreach Bowness having steady enrolment; Robert Thirsk High School already having a high utilization rate; sheltered programming only being offered for core courses; the value and success of the program being the community, community support, and partnerships; long term capital needing to be taken into consideration; collaborating with municipalities, other boards and community based service agencies in order to effectively address the needs of all students and manage the use of public resources; hoping all schools can have integrated staff teams in the future; thanking everyone who took part and provided feedback; every factor having been considered by administration; impact to the students has been considered first and



foremost; showing commitment to supporting each and every student to reach success and graduate high school; increasing access to a variety of programs and options courses; providing a commitment to students to have their own spaces; the sheltered approach being taken; the current students in the program typically being driven to school and taking the bus may not be possible at the new locations; the savings in dollars is not significant compared to students not graduating; the outreach program being the reason that every student has the opportunity and tools to graduate high school; wanting to honor the choices students make; hearing the CBE wants to augment the program to provide a continuum of programs; CBE values having an influence; moving the program back into high schools; liking the idea that CBE can accommodate a student that needs to come in for just an hour a day; being convinced that student needs will be met; CBE needing to work with others to support students so the focus can be on learning; change being difficult, but transition plan, site visits and choice in sites still allowing students to choose the location that is the best fit for them; students being able to shape the future vision of the new location; not being able to afford the current location; the possibility for the closure to come back again next year as the existing leases are expiring and likely cannot be renewed; having to make many difficult financial decisions in order to support learning and schools; seeing this as an opportunity; utilization rates that determine funding amounts from the government making decisions harder; the options offered ranking the lowest as a priority on the survey given to students and parents; the concerns of parents and students not being addressed enough for the relocation to be successful; provincial funding changes having an impact on the CBE; the CBE covering the cost difference for these locations for years; every additional staff member the CBE can afford going a long way to supporting students; being in a position where every dollar counts; and not being convinced that the new locations are the best locations for the relocation.

Chair Hack called for a vote on the motion.

The motion was
DEFEATED.

In favour:	Trustee Close Trustee Dennis
Opposed:	Trustee Downey Trustee Hack Trustee May Trustee Vukadinovic
Absent:	Trustee Bolger

MOVED by Trustee Dennis:

THAT the Board of Trustees approves the closure of the Discovering Choices Westbrook Outreach program effective June 30, 2023 for the purpose of relocation.

In debate of the motion, trustees made comments on: appreciating the public input provided; the students being provided flexible timetables, spaces to call their own, and well-being supports at Alternative High School; transportation being a concern; current Alternative High School students successfully traveling from across the city; success for each student and equity being important; outreach programs being very important; dealing with flat funding and growing enrolment; hearing from educators and families from other



schools that they need more supports; no longer being able to afford the leases; preferred location question in the survey not being an open ended question or if CBE should move the program; outreach students getting triple the space as regular program students; Alternative High School students being glad to have their school remain open; the move to the high school having significant yearly cost savings; no LRT access being a concern; being successful not meaning barrier free; the Grant Thornton review struggling to find areas to increase efficiencies; students leaving traditional settings for a reason; the Westbrook location being different from the Bowness location; the majority of students attending Westbrook self identifying as Indigenous; equity as a system also being about funding; asking how much is a students' education worth; savings being marginal; students can currently access options at schools nearby; being offered a sheltered site that is safe for students; focus being on student success; the need to provide a continuum of programs; the tough decision having to be made; change being a barrier for at risk youth; outreach programming in other jurisdictions that moved into traditional High School settings not being successful; the funding provided for outreach programs by Alberta Education; meeting students where they are; the decision made previously not to close a school and ultimately closing it two years later; putting money into schools and buildings that are almost empty is taking that money from schools and other students; providing equity and dollars to students; needing to consider the entire system; the ability to share space in CBE schools with the CBE's own programs that have the same values; and being responsible stewards of the CBE's resources and investing money wisely.

Chair Hack called for a vote on the motion.

The motion was
DEFEATED.

In favour:	Trustee Close Trustee Dennis
Opposed:	Trustee Downey Trustee Hack Trustee May Trustee Vukadinovic
Absent:	Trustee Bolger

9 | CONSENT AGENDA

9.1 Items Provided for Board Decision

9.1.1 Proposed Amendments to GC-5E: Audit and Risk Committee Terms of Reference

THAT the Board of Trustees approves the amendments to GC-5E: Board Committees – Audit and Risk Committee Terms of Reference, Attachment I to this report.



- 9.1.2 Meeting Minutes:
- Regular Meeting held April 26, 2022
 - Regular Meeting held May 17, 2022
 - Regular Meeting held May 24, 2022

THAT the Board of Trustees approves the minutes of the Regular Meetings held April 26, 2022, May 17, 2022, and May 24, 2022, as submitted.

9.2 Items Provided for Board Information

9.2.1 Third Quarter Budget Variance Report

9.2.2 Board Correspondence

9.2.3 Construction Project Status Report

Chair Hack noted that the Board would meet in-camera following the public portion of the meeting to discuss one legal, two labour, six land, and five strategic planning matters. She noted the next public Board meeting is scheduled for Tuesday, September 27, 2022.

Recessed: 3:14 p.m.

Reconvened: 3:46 p.m.

10 | **IN-CAMERA SESSION**

Trustee Bolger, General Counsel Fenney, and Superintendent Armstrong confirmed they were alone and in locations that no other person could hear them or any part of this meeting.

Motion to Move In-Camera

MOVED by Trustee Vukadinovic:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the private agenda for the Regular Meeting of the Board of Trustees, June 21, 2022 be considered at an in-camera session; therefore, be it

Resolved, **THAT the Regular Meeting of the Board of Trustees moves in-camera.**

The motion was
CARRIED UNANIMOUSLY.

Motion to Revert to Public Meeting

MOVED by Trustee May:

THAT the Regular Meeting of the Board of Trustees moves out of in-camera.

The motion was
CARRIED UNANIMOUSLY.



Motions to Action In-Camera Recommendations

MOVED by Trustee Dennis:

THAT the Board of Trustees approves the re-appointment of Ashley Poscente to the Calgary Board of Education Audit and Risk Committee for a 3-year term commencing January 1, 2022 to January 1, 2025.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Dennis:

THAT the Board of Trustees approves the recommendations regarding the recruitment of one external member for the Audit and Risk Committee as outlined in this report.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Downey:

THAT the Board of Trustees approves disposition of the Viscount Bennett property, subject to Ministerial approval; and

THAT the Board of Trustees authorize the Chair to correspond with the Minister of Education pertaining to sale of this property.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Downey:

THAT the Board of Trustees authorize the Chair to communicate with the Minister of Education as discussed in-camera.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Vukadinovic:

THAT the Board of Trustees authorize the Chair to communicate with the Minister of Education and the Minister of Infrastructure as discussed in-camera.

The motion was
CARRIED UNANIMOUSLY.



MOVED by Trustee Dennis:

THAT the Board of Trustees requests that management provides an update to the Board and to the Audit & Risk Committee on all actions recommended by the external auditors in the KPMG Specified Audit Report with respect to Payroll and the progress of actions taken by management. Such report is to be provided by January 31, 2023.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee May:

THAT the Board of Trustees requests that management provides an update to the Board and to the Audit & Risk Committee on all actions recommended by the external auditors in the Facilities and Environmental Services Internal Audit Report and the progress of actions taken by management. Such report is to be provided by December 31, 2022.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Downey:

THAT the Board of Trustees approves the appointment of Ms. Tarjinder Bhullar as Governor of EducationMatters for a three-year term effective June 21, 2022, ending June 21, 2025.

The motion was
CARRIED UNANIMOUSLY.

11 | **ADJOURNMENT**

The meeting adjourned at 5:30 p.m.

Chair

Corporate Secretary
Adopted:



CALGARY BOARD OF EDUCATION

Minutes of the Special Meeting of the Board of Trustees (the "Board") held on Tuesday, August 23, 2022 at 12:00 p.m. through Microsoft Teams

MEETING ATTENDANCE (Virtual)

Board of Trustees:

Trustee L. Hack, Chair
Trustee Bolger
Trustee Close
Trustee Dennis
Trustee Downey
Trustee May
Trustee Vukadinovic

Administration:

C. Usih, Chief Superintendent of Schools
D. Breton, Superintendent, Facilities and Environmental Services
K. Fenney, General Counsel
B. Grundy, Superintendent, Finance/Technology Services
A. Holowka, Superintendent, School Improvement
M. Martin-Esposito, Chief Communications Officer
J. Pitman, Superintendent, School Improvement
T. Minor, Corporate Secretary

CALL TO ORDER

Chair Hack called the meeting to order at 12:03 p.m. Chair Hack noted for the record that each trustee waived the right of notice and agreed to hold this Special Meeting (signed Waiver of Notice attached to the official copy of these minutes). Trustees and Superintendents confirmed they were alone and in a location that no other person could hear them or any part of this meeting.

MOTION TO MOVE IN CAMERA

MOVED by Trustee Downey:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the Private Agenda for the Special Meeting of the Board of Trustees, August 23, 2022, be considered at an in-camera session; therefore, be it

Resolved, THAT the Special Meeting of the Board of Trustees moves in-camera.

The motion was
CARRIED UNANIMOUSLY.



**Calgary Board
of Education**

MOTION TO REVERT TO PUBLIC MEETING

MOVED by Trustee Vukadinovic:

THAT the Special Meeting of the Board of Trustees moves out of in-camera.

The motion was
CARRIED UNANIMOUSLY.

MOTION TO ACTION IN-CAMERA RECOMMENDATION

MOVED by Trustee Bolger:

THAT the Board of Trustees authorizes the Chair to communicate with the Minister of Education as discussed in camera.

The motion was
CARRIED UNANIMOUSLY.

ADJOURNMENT

The meeting adjourned at 2:00 p.m.

Chair

Corporate Secretary
Adopted:



report to Board of Trustees

Chief Superintendent's Update

Date	September 27, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-4: Treatment of Employees 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-4: Treatment of Employees states that “student success and wellbeing depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive.” With other reports submitted to the Board of Trustees, this update meets the requirement of OE-4 by establishing and implementing standards and practices for the recruitment, fair compensation, and retention of highly qualified employees while administering clear personnel rules and procedures for employees in a respectful organizational culture.

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 | Timely information

People Excellence | Facilities Management Program

In supporting the Education Plan goal of ensuring “all leaders and staff demonstrate excellence in advancing student success”, significant work and effort was invested by the CBE over the past year to develop and offer an in-house Facility Management Program (FMP). Intended for custodial and trades staff, this new course offers valuable information and industry best practices intended to enhance employee expertise in supporting students. The first serial of the FMP course was conducted between March and June 2022. A total of 40 custodial and trades employees successfully completed the program, with 19 of these employees finishing with distinction.

Congratulations to the staff who participated in this first course and to the leaders who delivered the course content. The next FMP course is planned to be delivered in the fall of 2022 as we look to continue supporting “people excellence” within the CBE.

Achievement, Equity & Well-Being and Developing our Employees | Curriculum

The Government of Alberta announced that the new K-3 English Language Arts and Literature, K-3 Mathematics as well as the K-6 Physical Education and Wellness curricula would be implemented in the fall of the 2022-2023 school year. The optional fall implementation of the grade 4-6 English Language Arts and Literature and 4-6 Mathematics was also announced.

In support of the implementation of the new curricula, CBE offered summer professional learning sessions for those teachers and leaders directly involved in the required new curriculum implementation of the K-3 English Language Arts and Literature, K-3 Mathematics and K-6 Physical Education and Wellness, as well as the small-scale optional implementation of 4-6 English Language Arts and Literature and 4-6 Mathematics.

The core curriculum and physical education and wellness specialists, in collaboration with early learning and languages specialists, under the pillars of Achievement, Equity & Well-Being, and Developing our Employees, provided 36 online half-day sessions as well as eight in-person supported working sessions. There were 5000 session participants with some participants attending multiple sessions.

These professional learning sessions provided teachers and leaders the opportunity to gain a deeper understanding of the new curricula as well as plan and design rich tasks and assessments for students.



CHRISTOPHER USIH
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.