



**CALGARY  
GIRLS  
CHARTER  
SCHOOL**



# **Calgary Girls Charter School**

## **2020-2021 ANNUAL EDUCATION RESULTS REPORT**

### **November 2021**

CGCS welcomes questions or feedback on the AERR. Contact the Superintendent via email or call the Board Office at (403)220-0745.

## MESSAGE FROM THE BOARD CHAIR



The Calgary Girls Charter School Board of Directors is honored to serve a growing community dedicated to all-girls education. We are privileged to partner with inspirational staff and teachers who are passionate about their craft and keen students who embrace learning every day.

While we had hoped to turn the corner and move on from the pandemic, we have continued to witness an immense demonstration of resilience, agility, and perseverance through another year of unknowns. However, the challenges faced have been outweighed by a flurry of opportunities to teach students the importance of nimbleness, care for one another, and that they can overcome anything.

Alongside other jurisdictions in the province, we have embraced the move from an accountability model to assurance-driven focus and have used this as an occasion to encourage increased stakeholder involvement. Throughout the past year, we have listened to students, parents, teachers, staff, and community partners and have prioritized incorporating these insights into our planning. The data collected continues to be analyzed and leveraged to inform goals and decisions related to student learning and school sustainability.

As demonstrated in the positive results enclosed, learning and development at the Calgary Girls Charter School is influenced not just through robust curriculum and programming but through experiential activities and unique culture-building opportunities. Many of these are structured in ways that allow students to grow in parallel to giving back to the community. An exemplary example of this in the 2020-2021 school year was the student-led creation of a tailored land acknowledgment that is now on display on the front doors of the Lakeview campus. Working with artists in residence, over 100 student contributions were woven together to derive a piece that is both meaningful and relevant to our student population. This, along with countless other examples, is evidence that our school provides a rich environment for students to prosper.

Our goal to create generations of strong, confident young women is supported by a committed community that reaches far beyond the walls of our schools. On behalf of the Board of Directors, thank you to everyone who advocates for, believes in, and supports our school. As an alumna myself, I'm unbelievably proud of the growth in the Calgary Girls Charter School over the past 18 years. We have so much that unites us and so much to celebrate.

On behalf of the Board of Directors,

A handwritten signature in black ink, appearing to read 'Christine Jackson', with a long horizontal flourish extending to the right.

Christine Jackson  
Board Chair and CGS Society President

## Accountability Statement

The Annual Education Results Report for Calgary Girls Charter School for the 2020/2021 **school year** was prepared under the direction of the Board/Board of directors in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2020/2021 was approved by the Board on November 24, 2021.

On behalf of the Board of Directors,



November 24, 2021

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Christine Jackson  
Board Chair and CGS Society President

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Date

Board of Directors: Gary Care, Sheri Doell\*, Sharon Fleming\*, Carmen Jeam\*, Ashley Jensen (Vice Chair), Kerri Savage, Bronwhyn Simmons

\*Parent Members of the Charter Board

## REPORT SURVEY HIGHLIGHTS

- All CGCS current overall result assurance measures exceeded the provincial average
- In the midst of the pandemic, our school was viewed as a welcoming, caring, respectful, safe learning environment
- Despite the multiple shifts between in person and online learning, there was high satisfaction with respect to students being engaged in their learning
- In a year of intensive stress and subsequent need, there was great satisfaction with access to supports and services

# SCHOOL PROFILE

**School Name:** Calgary Girls Charter School  
**Principal:** Dani Sever  
**Vice Principals:** Cathy Johnson and Marlene Vazquez  
**Address** Bel Aire Campus 1011 Beverley Blvd. SW., Calgary AB T2V 2C4  
Lakeview Campus 6304 Larkspur Way SW, Calgary, AB. T3E 5P7  
**Phone:** 403-220-0745  
**Email:** [office@calgarygirlsschool.com](mailto:office@calgarygirlsschool.com)  
**Website:** calgarygirlsschool.com

**Grade Configuration:** Grades 4 to 9  
Grade 4 – 5 Bel Aire Campus  
Grade 6 – 9 Lakeview Campus

**Student Population:** 508  
**Number of Teachers** 29.4  
**Support Staff** 8.4

## Unique Features of Our School Include:

- Girls Only Learning
- Collaborative learning culture for students and staff
- Go Girls Curriculum
  - Self-Advocacy, Leadership, Community, Women’s History

## Charter School Goals

- Girls’ academic achievement is enhanced in an all-girls learning environment.
- Girls’ social development and awareness are enhanced in an all-girls learning environment.
- The school community is supported through teamwork and collaboration.
- Staff is supported in pursuing excellence.

## Foundation Statements

- **Vision:** Generations of strong, confident, empowered women
- **Mission:** Delivering exceptional learning in a safe environment
- **Values:** Achievement, Integrity, Respect, Courage and Community



# INTRODUCTION

2020-21 was a year of transition on many fronts. Coping with the changes necessitated by the COVID pandemic as well as the planned and anticipated changes to Alberta Education reporting structures made for an eventful year of learning and growth. What has been steadfast in our learning community through the upheaval of the global pandemic, has been the commitment to the health, safety and wellness of students, staff, families and partners of the Calgary Girls Charter School (CGCS). It is a testament to the resiliency of our students, the professionalism and dedication of our staff and the support of our families that the overall results from the first Alberta Education Assurance Measures' (AEAMs) survey were very positive. Despite the legion challenges that were confronted in the 2020-2021 school year, quality teaching and learning occurred. Additionally, with the enhanced comfort and facility of learning and working in the virtual realm, CGCS was able to actively and conveniently engage stakeholders not accessible in the past. The results garnered from the AEAMs provide data that will inform our practice as we look ahead to another year of teaching, learning and community building. This Annual Education Results Report is based upon the November 2020 Three-Year Education Plan, inclusive of our [Charter](#) goals.

<b>Spring 2021 Required Alberta Education Assurance Measures - Overall Summary*</b>										
(*measures not applicable to the CGCS context have been removed)										
Assurance Domain	Measure	Calgary Girls Charter School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.0	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	90.4	91.6	89.5	83.2	83.3	83.0	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	90.7	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	34.5	n/a	n/a	20.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.9	94.0	91.3	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.4	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	84.1	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	82.9	84.1	81.5	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

## ASSURANCE DOMAIN – Student Growth and Achievement

*Student Growth and Achievement refers to the ongoing progress students make in their learning relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations. (p. 20 Funding Manual for School Authorities 2021/22 School Year)*

### **Student Learning - Supplementary Results (from 2019-2020 APORI Report)**

Performance Measures The percentage of <i>girls</i> in Grades 6 and 9 who achieve Acceptable Standard or Standard of Excellence on the Provincial Achievement Tests exceeds the provincial averages for <i>girls</i> in grades 6 and 9.	Girls' Results (in percentages)					Girls' Provincial Results (in percentages)				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Acceptable Standard %	92.1	89.6	91.8	n/a	n/a	75.5	75.6	75.7	n/a	n/a
Standard of Excellence %	32.2	28.3	40.7	n/a	n/a	20.6	21.1	21.6	n/a	n/a

### **Interpretation of Results**

As the provincial achievement tests were not administered again this year due to the ongoing pandemic, our measure for this outcome is founded on school-based assessments and anecdotal evidence. Of note, the number of our First Nation, Metis and Inuit students is such that any quantitative data would be suppressed in reporting.

To provide us with information, analysis and monitoring of achievement and progress included three formal report cards and virtual student conferences. Administrators reviewed all reporting and noted that overall, students were achieving at the acceptable standard. Where there were identifiable issues, interventions were applied. After three months of online learning at the end of 2019-2020, we anticipated some additional review and support would be necessary to start the 2020-2021 year.

Following classroom reviews, very intentional response to intervention (RTI) strategies were used in classes to support learning. These strategies aligned with *Universal Design for Learning*. To assist with programming, diagnostic assessments for learning were also administered. These included standardized math assessments (MIPI) grades 4 - 9 for all students, to identify students who were at, above and below grade level. These, alongside student achievement in class and teacher observation assisted with effective programming for student success.

In order to ensure continuous learning during transitions between at-home and in-school learning for the 2020-2021 school year, CGCS employed a number of strategies. First, we repurposed our “*Week in Review*” communications (which reflected *on* learning) and repurposed it to be a “*Weekly Overview*” communication, in which grade groups would share learning outcomes, assignments and assessments with family at the beginning of the week. This promoted smooth transitions in learning between home and school, and allowed for greater familial involvement when students were learning from home. Secondly, we used one Learning Management System (Google Classroom), and unified classrooms for both at-home and in-school learners, so that the pace of the learning was aligned to allow for movement between home and school, if necessary. Lastly, we did not group students into homerooms by creating a separate class of “at-home learners”. We kept at-home learners ‘in class’ with the at-school learners (same teachers) and the teachers supported both simultaneously, with the goal that learning would not be fragmented,

minimizing any gaps or overlap. Although it took enormous effort, the seamlessness of the multitude of transitions, and the continuity of learning for the students, and their ultimate success, was well worth it.

## AEAMs Results

### Citizenship – Measure Details

	Authority										Province									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	761	90.6	701	88.7	632	88.2	647	91.6	590	91.1	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	145	89.0	136	88.0	118	88.1	137	93.0	110	93.1	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	579	83.5	531	81.7	483	79.1	484	85.0	451	81.6	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	37	99.5	34	96.5	31	97.4	26	96.9	29	98.6	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

### Interpretation of Results

At CGCS, students model the characteristics of active citizenship, students follow the rules, try their best, and respect each other. Parents recognized the intentional work done by CGCS to develop citizenship skills, as evidenced by their consistently high satisfaction rate, which also exceeded the provincial rate by nearly 10%. More importantly, parents remained very supportive of student-initiated activities, organized and sponsored by the students and their classes.

Although it was challenging to do so, at CGCS we still offered opportunities to practice active citizenship with student leadership activities such as ‘Stuff a Bus’, through collection of money as opposed to food donations and shoveling snow from neighbours’ driveways and sidewalks throughout the winter. We were able to combine safe learning activities with creation of community within the school and beyond.

Although the response from students exceeded the provincial average, it was slightly lower than our previous year’s result. That may indicate that the student perception could be based on their reality of having fewer authentic citizenship and leadership opportunities compared to previous years, due to COVID restrictions, disruptions to learning because of provincial mandates, isolation requirements and/or parents choosing at-home learning as the primary learning method.

Despite the multitude of challenges in 2020-2021, students and staff worked collaboratively to be responsible citizens in our school community events, and especially, with the significant changes to education resulting from the COVID safety protocols. The staff response, at 98.6%, higher than the provincial average, and higher than our previous year’s result, indicates an appreciation for the hard work that went into designing meaningful learning for our students.

## AEAMs Results

### Student Learning Engagement – Measure Details

	Authority										Province										
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	590	87.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	110	91.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	451	76.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29	94.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

### Interpretation of Results

On average throughout the 2020-2021 school year, we had approximately 85% of our population learning in-school, with the remaining 15% learning from home. In working to engage students in the learning process during the pandemic year, staff found creative ways to promote collaboration and inquiry, in spite

of the provincial health measures that could potentially interfere with such programming. Staff accessed professional learning on how to use technology to engage students learning from home, as well as different strategies that would be in compliance with provincial regulations but allow for students to collaborate with one another. As well, the foundational design of the programming on a single platform at CGCS during 2020-2021 allowed for continuity of learning through transitions between at-home learning and in-school learning; this promoted student engagement throughout the year.

Additionally, staff were very intentional in monitoring learners with frequent check-in's, both with at-home and in-school students, in order to promote a safe and caring environment. With mental health being a very real issue, active connection and engagement with learners was essential. Working within the safety protocols, staff brought diverse learning opportunities to students, in the absence of some regular field studies. For example, Grades 4 and 5 had an Indigenous Artist in Residence come for 6 weeks, to share traditional knowledge about the Indigenous Arts. As well, many teachers took advantage of the accessibility provided by technology to host virtual guest speakers to connect with students. Staff was much more deliberate, for the in-school learners, utilizing community spaces and the outdoors, as instructional spaces. It would be important to acknowledge that in spite of the continuity to programming and connectedness to schools, students may have been relatively less engaged in school than in previous school years because of the pandemic, impacting their social, emotional and academic lives, regardless of the very specific efforts of the staff. It was a difficult year for many people, students, families and staff included. That said, the quantitative results of the AEAMS indicate that we managed to navigate the year with reasonable success.

## ASSURANCE DOMAIN – Teaching and Leading

*Teaching and Leading refers to teachers and leaders analyzing the learning context: attending to local and societal consideration; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching leading and optimum learning for all. (p. 20 Funding Manual for School Authorities 2021/22 School Year)*

### Education Quality – Measure Details

	Authority										Province									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	761	92.4	701	88.6	632	91.4	647	94.0	589	92.3	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	145	87.2	136	84.9	118	88.7	137	93.2	110	90.7	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	579	90.4	531	88.9	483	89.2	484	92.7	450	90.2	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	37	99.5	34	92.1	31	96.2	26	96.2	29	96.0	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

*(Supplementary Results)*

### Program of Studies – Measure Details

	Authority										Province									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	501	91.9	461	86.4	408	87.5	429	88.6	388	86.7	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	145	89.8	136	82.8	118	86.9	137	87.2	109	88.6	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	319	86.9	291	82.6	259	80.9	266	85.8	250	78.9	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9
Teacher	37	99.0	34	93.7	31	94.7	26	92.8	29	92.6	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2



### ***Interpretation of Results***

Within the domain of teaching and leading, our teacher growth, supervision and evaluation practices contributed to high quality teaching and delivery of effective educational programmes. A regular cadence of reflection, discussion and revision of practice is part of our annual work. All staff engaged in professional growth planning, identifying goals to move their practice forward, in the service of students. Thrice annual conversations between administration and individual staff members allowed the leadership team to tailor professional learning to address and support learning and leading goals.

The overall results, which exceeded provincial average, were a result of staff commitment to excellence in education. This was demonstrated by regular communication with students and parents about learning outcomes, assignments and forms of assessment from each grade team, using Google Classroom and/or weekly communication newsletters and whole school communication to families.

The utilization of a common learning management system, Google Classroom, for in-person and at-home learners provided continuity of learning for all students. One area that was not as robust as in previous years, was the opportunity for students and teachers with regard to previously offered enrichment opportunities. We also scaled back our complementary classes to enable provision of support of at-home learners. Students all received music, French, art and drama as complementary courses at Lakeview within their respective homeroom cohort; this was done to accommodate COVID safety protocols. Students at Bel Aire received French and Music as complementary course offerings. At home learners were provided monthly overviews and resources, but had limited access to complementary course work compared to in-person learners. This restriction on activities due to COVID protocols, was reflected in the student satisfaction rate, compared to the previous year. That said, the student result was still above provincial average, despite this.

Finally, there were a number of mechanisms implemented during the year to support staff excellence. First, a strategic professional learning plan that was aligned with the School Education Plan (SEP) goals was created. Each staff member received a professional learning allocation to support their professional goals as aligned with the SEP goals. Staff organized into Communities of Practice that met frequently throughout the year and which aligned with shared professional growth plans. School wide professional learning centered on Universal Design for Learning, Class Reviews, and Class Support Plans. As a staff, we also centered learning in Response to Intervention, and required all staff to be certified in Non-Suicidal Self Injury assessment. Additionally, CGCS coordinated and provided threaded professional learning for those interested, which focused on literacy (Faye Browlie), Mathematical Mindsets (Jo Boaler), and Understanding Complex Learners (Brent MacDonald). Lastly, we had a number of workshops for other topics of import which included Indigenous Drumming (Chantal Chagnon), Charter School Leadership Network (CGCS facilitated with Calgary Regional Consortium), ASIST training (Centre for Suicide Prevention) and Creating Cultures of Belonging (National Coalition of Girls School). The focus on educator learning in service of student learning was incredibly important to the overall student and organizational sustainability and success during 2020-2021.

## **ASSURANCE DOMAIN – Learning Supports**

*Learning Supports refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and*

*students, and the application of these resources to ensure quality teaching and leading and learning for all. (pp.20-21 Funding Manual for School Authorities 2021/22 School Year)*

## AEAMs Results

### Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

	Authority										Province										
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	590	92.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	110	96.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	451	84.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29	98.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3

## Supplementary Measure

### Safe and Caring – Measure Details

	Authority										Province									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	761	93.3	701	92.6	632	92.2	647	94.5	590	93.6	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	145	94.3	136	92.8	118	93.7	137	95.9	110	96.6	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	579	86.2	531	88.0	483	84.9	484	89.1	451	87.1	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	37	99.5	34	97.1	31	98.1	26	98.5	29	97.2	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

## Interpretation of Results

This year “safe” at school also included creating a safe environment for our staff and students by implementing COVID protocols. Due to the flexibility of the learning offered at CGCS some parents chose for their child to learn from home. Some families made this decision based on the fact that they did not want their student to have a higher risk of being exposed to COVID. The flexibility to opt into or out of at-home learning met the needs of many of our families depending on their comfort level or need throughout the school year.

Students that remained at school were cohorted and did not mix homeroom groups, therefore, students had lots of opportunities to develop a strong relationship with their homeroom teachers. Whether students learned at-home or at-school they were offered frequent check-ins and support sessions by their homeroom teacher. Continued teaching of the Go Girls curriculum helped foster a community of belonging. Other opportunities to develop community were still continued such as hosting virtual assemblies (ex. Remembrance Day) and clubs that promote belonging (ex. GSA hosted in outdoor spaces).

Several virtual guest teacher orientations were held so that substitute teachers were also knowledgeable about all safety protocols at CGCS. A guest teacher handbook was also developed and shared with all substitute teachers. Most CGCS students are bussed to and from the school so it was important to create relationships with all our bus drivers therefore an annual meeting hosted by Admin, the transportation coordinator and all bus drivers was developed into the yearly school plan. Bus seating plans were implemented for students to ensure increased adherence to COVID protocols and student safety.

These strong survey results demonstrate that students, teachers and parents feel CGCS is a safe, welcoming and respectful place for children to learn.

## AEAMs Results

### Access to Supports & Services – Measure Details

	Authority										Province											
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	590	85.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	110	83.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	451	83.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29	89.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7

### Interpretation of Results

Our small learning community, although of modest means, is rich with care, compassion and professionalism. Students identified as requiring additional supports or programs are collected and assisted in a multitude of ways. This includes academic, social-emotional, behavioral and physical supports. Overall results for students, parents and staff exceeded provincial averages with respect to being able to access appropriate supports and services in a timely fashion.

With respect to academics, for those students who were identified as being significantly below grade level or with significant learning gaps/difficulties, a referral process was in place for additional assistance, which gave access to tailored diagnostic assessments and supports.

Individual Program Plans, as living documents, were formally generated and reviewed three times a year for students with identified mild/moderate/severe learning needs. These were developed, shared and communicated with parents, alongside the early meetings with parents of students with mild/moderate and severe learning needs.

There was coordinated support harnessing the expertise of educational assistants and our Child Development Advisor (CDA). Further, as we looked ahead, we developed transition plans at the end of the school year to help students take their next steps more effectively.

Lessons were delivered in the classroom by our Child Development Advisor, tackling different social-emotional topics. Through our Go Girls curriculum, identified topics relating to behavioral, social-emotional and physical supports were addressed. Although our CDA did much work in the social-emotional realm, there was significant focus on capacity building for all staff and our parents. This entailed resource development as well as training. We created parent/staff handbooks that outlined different student supports that were available internally, along with creating a systematic referral process. We also designed a Student Support Handbook for staff use. *Other resources that were created included a 'reset' / CDA room, a physical 'safe space' for students who needed emotional regulation support, including regulation tools i.e. exercise bikes, wobble stools, fidget toys*

Weekly Learning Support meetings were held to strategize ways to assist and program for identified high-needs' students. These strategies included supports for students and ways to partner with parents/guardians to support their learners, as necessary. For parents, a list of recommended local external resources, related to social/emotional support was also developed.

We hosted a professional learning and parent education series dealing specifically with students' social-emotional needs; experts shaping the sessions included Tasha Belix, Victoria Purcell and Brent MacDonald. Partnering with our School Council to offer this learning was a fruitful endeavor.

Building capacity for students, staff and families with respect to indigenous ways of knowing, including learning about First Nations, Metis, and Inuit perspectives was a major focus in 2020-2021. Very specifically, with a grant from the City of Calgary, a CGCS land acknowledgment was co-created by our students, Chantal Chagnon, Kaylin Kodiak and Harry Horsefall across five months. The land acknowledgment articulates our commitment to truth and reconciliation, and is a first step into operationalizing the calls to action from the Truth and Reconciliation Commission Report. We also invited Chantal Chagnon and Shirley Hill to teach Grade 4 and 5 students about the diverse Indigenous Arts including Dance, Music, and Beadwork over a span of 6 weeks. Last, we honoured National and Local Indigenous days as a school community, with unified activities happening throughout Grades 4 - 9.

The work in this realm was (and remains) continuous. Development of a more formal annual plan for student services for 2021-2022 was initiated to guide learning support work in a comprehensive and robust way. It was a testament to the dedication and hard work of all members of our community throughout the incredibly challenging time of the pandemic, that all of the results in this measure for students, parents and staff, exceeded the provincial average.

## ASSURANCE DOMAIN – Governance

*Governance refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all. (p. 21)*

### AEAMs Results

#### Parental Involvement – Measure Details

	Authority										Province									
	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	182	84.7	169	75.9	149	84.5	160	84.1	138	84.1	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	145	73.2	135	70.1	118	73.5	134	77.7	109	73.1	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	37	96.2	34	81.8	31	95.5	26	90.6	29	95.2	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

#### Interpretation of Results

Despite the fact that there were severely limited opportunities for parents to actively participate in school activities, compared to previous years, parents and staff both had above provincial average results with respect to satisfaction with parents' involvement in the life of the school. It was very unfortunate that due to COVID safety measures, we were unable to maximize the strengths of parents as partners in our community. Unlike in the past, there were no family barbecues nor parent volunteers for field studies. The School Council was far less active than usual because of the restrictions around in-school activities. Additionally, there were no extra-curricular activities to engage parent coaches and even our student-led conferences being done virtually limited parent interactivity compared to the past.

To discern specific feedback from parents regarding their learners, we administered a survey early in the year to gather information about each child, as a learner and what families would like to see in the upcoming year. This was very individualized and comprehensive and our alternative to offering our usual family orientation.

An organized, informal means of connecting with parents, to garner their insights and attain a 'temperature check' of parental concerns and insights, was Coffee Talks with the Principal. Because the incidental and

informal means by which we build community in non-pandemic times was not possible, we structured a new way to meet with parents and stay apprised of their ideas and concerns. Although regular School Council meetings were still ongoing, this was a more flexible way to engage different parents in the school. The virtual realm, as it worked for students, was also a valuable tool in working with parents. We witnessed increased attendance at School Council meetings and at our parent education sessions.

As people gained comfort and familiarity with Zoom meetings and Google meets, we utilized other tools such as Google Forms to solicit input from parents regarding our operations. Specifically, we worked with parents and staff, to determine spending priorities for the school. This was an interactive process that provided much opportunity for stakeholder engagement. We also sought information from parents and staff as it related to use of technology.

Even though we feel that we maintained positive engagement and sought feedback during the pandemic, we look forward to enhanced parental involvement in the upcoming year. Parents as partners are an integral and valued aspect of our CGCS community.

## ENGAGEMENT

The engagement process at Calgary Girls Charter School is iterative. Throughout the year, the teachers, school-based administrators, senior administration and Board of Directors connect regularly with stakeholders. In addition to seeking students' authentic input, parents and guardians are invited to provide feedback on all aspects of our operation through a variety of mechanisms which include but are not limited to:

- Open-Door Policy
- Surveys
  - Transportation
  - School-Based Priorities
  - Early Exit
  - Alumnae
- Weekly Communiques – School Based
- School Council Meetings
  - Executive Meetings with the Principal
- Annual General Meeting of the Society
- Public Board Meetings
- Board Public Engagement Sessions
  - Technology
  - Teaching and Learning
  - Transportation
  - School Education Plan Development
- Coffee with the Principal – Open House (quarterly)
- Social Media Profiles
- School-Council-School-Based Administration – priority spending discussions

Over the past two years, there has been increased fluidity in conversation between the parent/guardian community and the school staff. With the ability to utilize a virtual platform for meetings, which arose out of necessity from COVID, greater numbers of people have been actively engaged in providing insights and learning about the operations of the school. This is an area on which we will continue to focus in the future

## BUDGET HIGHLIGHTS FOR 2020-2021

Summary Financial Results for 2020-2021 support the priority areas for Calgary Girls Charter School. The budget can be retrieved at <https://calgarygirlsschool.com/wp-content/uploads/2021/11/2021-AFS-Final.pdf>

## Whistleblower Protection

Calgary Girls Charter School provides a caring, respectful environment in which staff are safe to disclose wrongdoing without fear of reprisal, consistent with the Public Interest Disclosure (Whistleblower Protection) Act and related Regulations of the Province of Alberta.

CGCS values courage, integrity and community among its enduring values and expects all staff to demonstrate high ethical standards in their work. In return, staff should expect a positive, trusting and accountable workplace. An Administrative Procedure entitled *Whistleblower Protection* supports employees in making good faith reports of unlawful or improper conduct.

During the 2020-2021 school year, the Designated Officer received no disclosures of wrong-doing under the Whistleblower Protection legislation.