

CALGARY ARTS ACADEMY SOCIETY

Calgary, Alberta

Charter School Evaluation Report

Evaluation conducted November 2024
Presented to the charter board March 2025

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I. INTRODUCTION

Background

Calgary Arts Academy Society, based in Calgary, Alberta, operates as a public charter school offering education from Kindergarten through Grade 12. Established in 2003, the school delivers the Alberta curriculum through an Arts Immersion approach, integrating five fine arts disciplines: music, visual art, dance, drama, and literary art.

The Society manages multiple campuses to accommodate its student body:

- Knob Hill Campus: serves Kindergarten to Grade 3 students.
- Rosscarrock Campus: serves Grade 4 to Grade 9 students.
- Erickson Centre at the Calgary Stampede Youth Campus: serves to Grade 10 to 12 students.

The school's educational model aims to engage students and foster confidence through the integration of fine arts into daily learning.

Today, Calgary Arts Academy Society serves 644 students, attracting families seeking an education that combines academic rigor with comprehensive Arts Immersion education. The school's approach is a distinctive unique programming option within Alberta's public education system.

As of January 6, 2025, student enrolment for the 12 years since their last charter renewal is as follows:

	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Total
<i>2013/2014</i>	52	51	49	49	51	50	52	52	49	48				503
<i>2014/2015</i>	54	54	48	52	52	50	54	56	49	49				518
<i>2015/2016</i>	54	55	54	50	48	56	54	55	58	47				531
<i>2016/2017</i>	55	53	52	52	52	52	53	56	54	53				532
<i>2017/2018</i>	55	53	54	48	49	54	49	53	51	43				509
<i>2018/2019</i>	53	51	51	52	44	41	52	47	55	42				488
<i>2019/2020</i>	53	53	49	52	50	52	52	49	44	49				503
<i>2020/2021</i>	44	52	52	46	45	50	48	46	55	39	13			490
<i>2021/2022</i>	35	46	50	47	49	48	46	47	47	50	16	13		494
<i>2022/2023</i>	42	46	54	58	43	52	60	59	62	50	15	19	11	571
<i>2023/2024</i>	24	49	50	52	60	47	67	64	63	53	31	19	20	599
<i>2024/2025</i>	44	34	50	52	54	63	65	69	64	59	41	28	21	644

Facilities

Calgary Arts Academy Society operates three campuses in Calgary, Alberta, serving students from Kindergarten to Grade 12. The elementary school, which accommodates students from Kindergarten to Grade 3, is located at the Knob Hill Campus, a facility

leased from the Calgary Board of Education (CBE). To support its charter programming, Calgary Arts Academy Society has purchased two modular units at this site, which are utilized for arts instruction. The Rosscarrock Campus is also leased from the CBE and houses students from Grades 4 to 9. Initially secured under a two-year lease, the agreement was later extended for an additional three years. The high school program, which began in 2020, operates out of the Erickson Centre, situated on the Youth Campus at Stampede Park.

In March 2023, Calgary Arts Academy Society received government approval for up to \$100,000 in funding to plan a new school building on Lot 18 at the Stampede Park Youth Campus. The proposed facility was intended to accommodate the high school program and provide additional space for middle school students in Grades 4 to 9. However, due to negotiations regarding the Calgary Events Centre, Lot 18 has been reallocated for community programming, halting the initial planning efforts. Calgary Arts Academy Society is currently working with the Calgary Stampede and the City of Calgary to identify alternative land near the Youth Campus to continue its development plans. Negotiations are ongoing, and the timeline for resolution remains uncertain.

Staff

Calgary Arts Academy Society employs 78 staff with a total Full Time Equivalent (F.T.E.) of 70.1. As of October 31, 2024, F.T.E. included:

- Superintendent: 1.0 F.T.E.
- Secretary-Treasurer: 1.0 F.T.E.
- Finance Support and Transportation Coordinator: 1.0 F.T.E.
- IT Director: 1.0 F.T.E.
- Director of Student Services and Communication: 1.0 F.T.E.
- Community Arts Coordinator: 1.0 F.T.E.
- Administrators: 3.8 F.T.E.
- Teaching Staff: of 31.2 F.T.E.
- Artists: 6.7 F.T.E.
- Director of Student Services and Communication: 1.0 F.T.E.
- Educational Assistants: 6.0 F.T.E.
- Reading and Math Support: 3.0 F.T.E.
- Guidance Counsellor: 1.0 F.T.E.
- Administrative Assistants: 3.8 F.T.E.
- Library Assistant: 0.6 F.T.E.
- Student Logistics/ Bus Driver: 1.0 F.T.E.
- CAA hired Custodians: 6.0 F.T.E.

Foundational Statements

Vision

Children and community that value arts and learning!

Mission

Our mission is to provide a collaborative, democratic learning environment, empowering each individual to become self-directed, life-long learners who value community-focused and citizen-based action facilitated through effective communication, collaboration, critical and creative thinking.

Purpose

Our purpose is to transform children into young people who are curious, kind, empathetic and engaged; preparing them like no other school to contribute and lead in their communities.

Beliefs

1. Children come first!
2. Magic happens when you nurture the whole child: body, mind and spirit.
3. We treat each child as an individual, a person with his or her unique way of learning and doing.
4. We believe that a personalized approach enables each child to get the most out of school.
5. We believe that through Arts Immersion Education combined with a culture created using the four pillars including the Circle of Courage, Developmental Assets, Democratic Discipline and Contract Learning, all students will excel.
6. Current Brain Research including actively participating in Mindfulness activities facilitates student academic performance and well-being.

Charter Goals and Outcomes

Goal One:

Students demonstrate superior language and communication skills through Arts Immersion learning.

Goal Two:

Year 9 students' achievement in the standard of excellence in Math, Science and Social Studies will demonstrate growth.

Goal Three:

All artists and teachers participate in Arts Immersion learning.

Goal Four:

Explore the concept of 'Design Thinking' as it relates to Arts Immersion.

Goal Five:

To share successful Arts Immersion teaching and learning with outside organizations.

Goal Six:

Improve teaching and learning opportunities through enhancing technology.

Term of Charter

Calgary Arts Academy Society is currently operating in year 12 of a 15-year term. The term of the current charter is from September 1, 2013, to August 31, 2028.

Terms of Reference

The Charter Schools Regulation requires that all charter schools in the province be evaluated at least once during the term of their charter. There are a number of purposes for the evaluation of a charter school:

- To provide evidence to the Minister and the board that the charter school is in compliance with provincial requirements and the requirements of the charter, inclusive of charter amendments, approved by the Minister.
- To report to staff, parents, and the community on the success of the charter school and to identify areas of strength and areas that may require additional attention.
- To focus the attention of the board and staff on the goals and objectives of the charter and the need to establish and confirm metrics and measures.
- To facilitate continuous improvement in the charter school consistent with the assurance requirements of the Ministry and with the local direction established by the charter school community and authorized by the board of directors.

The criteria by which the charter school is evaluated are:

1. The school meets the terms and conditions of its charter and has performance measures that show clear evidence of success.
2. The school operates in a manner consistent with all applicable provincial requirements.
3. The charter school is governed effectively.
4. The school is administered effectively.
5. The school is fiscally viable and responsible.
6. The students, parents, staff, school council, and community members consider the school program to be successful.
7. Student success is determined in accordance with Ministerial Order #005/2024.
8. The charter school shares its innovative practices and learning outcomes with the education community.
9. Student achievement is consistently strong or improving.
10. The charter school exhibits, in multiple ways, an ongoing commitment to engaging students, teachers, parents, and community members in a model of continuous improvement.
11. The charter school works collaboratively with stakeholders and demonstrates broad and sustained levels of community engagement.
12. The charter school uses research-informed practices to create innovative learning environments and improve student learning.

2025 Evaluation Processes

The findings of the evaluation were established using the following processes and activities:

1. The charter school authority was asked to develop and submit to Alberta Education, a self-evaluation report based on the 12 criteria listed above (see Part III of this report).
2. Alberta Education established a team of four staff from Field Services, as well as one staff member from Business Operations and Stakeholder Support to review the self-evaluation report submitted by the charter school authority and to determine appropriate school site evaluation processes. A member of the Capital Planning team provided input on the authority's facilities.
3. On November 27 and 28, 2024, Field Services staff conducted focus group sessions to provide opportunities for the board, superintendent, principal, teachers, support staff, students, and parents to share insights about the school's successes and ideas about how the authority might improve. In total, eight focus group sessions were held, as follows:
 - One focus group for each of the following: superintendent, principals, board, secretary-treasurer;
 - Two focus groups for support and teacher staff were held at two different sites with a total of 8 school support staff and 21 certified teaching staff;
 - One focus group with 12 parents; and,
 - Three focus groups with 24 students from Grades 4 to 6, 15 students from grades 7 to 9, and nine students from Grades 10 to 12.
4. K-12 classroom observations to monitor instruction, the design of student learning activities, and student engagement.

Executive Summary

The department's November 2024 Calgary Arts Academy Society evaluation determined that the society has provided evidence of meeting the twelve charter criteria, subject to addressing two required changes:

1. That Calgary Arts Academy Society update their charter to ensure alignment with the 2022 Charter Schools Regulation and that the charter goals are aligned and reflective of the current direction of the board.
2. That Calgary Arts Academy Society revise their practices to meet the standards in the Student Record Regulations.

II. EVALUATION CONCLUSIONS, COMMENDATIONS, RECOMMENDATIONS & REQUIRED CHANGES

1. The school meets the terms and conditions of its charter and has performance measures that show clear evidence of success.

Calgary Arts Academy Society has met the terms and conditions of its charter and has performance measures that show evidence of success. The charter authority delivers the Alberta Curriculum and Programs of Study through a unique planning and delivery model. Arts Immersion is a learner-centered approach that leverages teachers and artists to plan and deliver the curriculum. Interactions with students, families and staff demonstrated that there is a clear understanding of the mission and vision of the charter, and that the charter's approach is the reason stakeholders register, and why staff chose to work, at this school.

Commendations:

- During the evaluation process, stakeholders were able to share their understanding of the charter.

Required change:

- Calgary Arts Academy Society engage with stakeholders in accordance with the school's charter amendment process to review the school's charter and create a stand-alone charter document to confirm alignment with the 2022 Charter Schools Regulation prior to requesting a charter renewal in the 2027/2028 school year. The charter amendment process may be an exercise on its own or may accompany the charter renewal request to be submitted prior to December 1, 2027. This charter document should be posted on the charter authority's website.

The charter amendment process typically includes a review of the following:

- the vision, purpose, charter goals, and foundational statements to ensure alignment throughout;
- the way measurable outcomes are expressed for each charter goal; and,
- all other elements of the charter, ensuring that all requirements in section 4 of the regulation are addressed and align with the school's vision and purpose.

2. The school operates in a manner consistent with all applicable provincial requirements.

Based on the findings and evidence, Calgary Arts Academy Society meets the provincial requirements of the Charter Schools Regulation and the *Education Act*, however there are issues with the updating and maintaining of student records. Current student records practices require a review to meet the Student Record Regulation. Suggestions include immigration and guardianship documentation updates as well as provincial achievement information in the student file. Alberta Programs of Study/Curriculum requirements are met and learning contracts are developed with students to identify areas of focus and to communicate learning progress with parents. Certificated teachers deliver curricular objectives and artist instructors provide enriched

arts programming. Students expressed that teachers know their needs and are accessible to provide additional supports.

The board has established a quality standard for engaging with stakeholders on Alberta Assurance reporting requirements. A process for stakeholder engagement data is a necessary component of the assurance cycle to be included in the school-based education plan and annual education results report. Policies and procedures are implemented and regularly reviewed by the board. The facilities are effectively maintained and plans for modernizations and upgrades to meet educational needs are in progress. The board, staff, and parent groups utilize community networks to create efficiencies in operations. The board should continue to work closely with Capital Planning to address facility solutions for expansion and compliance, acquisition procedures, provincial building codes, and requirements pertaining to any future expansion.

Commendations:

- The board and administration effectively manage resources by seeking partnerships and identifying financial efficiencies.

Recommendations:

- Consider reviewing provincial legislation, regulations, and policies to ensure all requirements are met.

Requirements:

- That the board revise practices for updating and maintaining student records to meet Student Record Regulation and Funding Manual requirements.

3. The charter school is governed effectively.

The Calgary Arts Academy Society board demonstrates effective governance and there is a collaborative working relationship between the administration and school council at monthly meetings. The board designs their three and 10-year school plans annually and assign goals to established committees. These committees are created with a strengths-based focus to ensure tasks match talents. The board members are active in the Arts scene in Calgary and bring that experience to the school community.

Commendations:

- The board roles and responsibilities are clearly defined and divided into specific committees with the flexibility to adjust positions as needed.

4. The school is administered effectively.

Calgary Arts Academy Society administration demonstrate a commitment to ensuring the effective operational procedures that promote their charter. The administration models ethical leadership practices that foster optimal learning environments for students and staff. Professional learning is responsive to teacher and student need. The

superintendent and administration adhere to the Leadership Quality Standard and Superintendent Leadership Quality Standard. The leadership team is reflective in their roles, evaluations, and professional development to enhance their effectiveness and abilities as leaders in accordance with these standards. An intentional succession plan has been developed to ensure the public charter authority's mission and vision are continued.

The school leadership team is committed to effective communication and engagement with students, staff, and parents in the pursuit of continuous improvement. Staff and parents were complimentary about their ability to impact decision making. All stakeholder groups expressed respect for the role leadership has played in establishing a safe and caring environment. Students did suggest that they would appreciate more of a voice in the decision making and expressed interest in a student council. Parents also mentioned that the student code of conduct and student discipline policies are not always easy to find. School administration attends a professional learning community of practice with other charter school principals to enhance leadership skills. Teachers expressed that they feel encouraged and supported by the administration in their classroom roles and in accessing professional learning opportunities to meet the demands of their role.

Commendations:

- Stakeholders expressed confidence in and respect for the superintendent and administrative team. In addition, there is consistent satisfaction from all stakeholders with the inclusive culture and welcoming environment.

Recommendations:

- Consider opportunities provide alternate methods of sharing discipline policies and procedures to students and parents.
- Enhance student voice by establishing a student council and explore other opportunities to include student voices in the education plan and annual education results report process.

5. The school is fiscally viable and responsible.

Financial reporting and on-site meetings demonstrated Calgary Arts Academy Society's fiscal viability and responsibility. Their responsible approach to fiscal management includes strategic planning, incorporating the expertise of their board trustees, continual quarterly and monthly reviews of budgets, and financial statements with the board. The administration expressed that strong working relationships between the directors and administrative staff have been vital to the school's operational success. The board has implemented policies that stipulate financial oversight for its members and staff, providing clear direction on who has the authority to make financial decisions.

Calgary Arts Academy Society is an established charter school with many years of operations that show a positive presence and demand in its community. The authority

has cultivated beneficial relationships in which have allowed the school to maintain consistent enrolment and registration waitlist. Successful expansion of their programming to accommodate increasing demand includes a third location in the Calgary region.

The secretary treasurer identified fiscal pressures attributable to being a smaller school in a large metropolitan area, including the deferred facility maintenance, increased transportation costs, and staffing costs.

Calgary Arts Academy Society is planning effectively to address the costs of replacing components of their facility. Despite operations and maintenance funding creating the largest deficit in their budget, the charter has maintained healthy surpluses and sustained a healthy reserve balance.

The authority indicated transportation costs have increased by over 30 per cent since the expiry of its transportation contract with Southland Transportation Ltd. during the 2023/24 school year. This increased cost pressure has required locating money in the budget to cover the increase and resulted in increased transportation fees for students. Transportation is a key driver for sustained enrolment as students reside throughout the greater Calgary area.

Calgary Arts Academy Society indicated staffing costs comprise approximately 80 per cent of its expenses, while its compensation plan pays 15 per cent below the local salary grid to allow artists to come into classrooms as a part of program enrichment. The administration is aware of staff turnover issues and are in the midst of reviewing their pay grids and compensation policies.

The last three years of financial audits demonstrate effective financial management, with positive accumulated operational surpluses in each year. In addition, Calgary Arts Academy Society has made steady increases to its certificated F.T.E.s to keep a consistent ratio of students to certificated staff.

Calgary Arts Academy Society Budget Surplus (Deficit) Summary (as of December 2024)

	2020-2021	2021-2022	2022-2023	2023-2024
Actual Expenses	\$5,321,683	\$5,739,282	\$6,650,742	\$7,134,515
Budgeted Expenses	\$5,392,439	\$5,624,222	\$7,006,150	\$7,807,091
Accumulated Surplus (Deficit) From Operations (total unrestricted surplus + total operating reserves - the school generated funds)	\$177,135	\$97,163	\$108,570	\$332,715

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Commendations:

- Responsible stewardship of finances, with a clear set of policies in place to guide financial decisions.
- Innovative and creative acquisition of additional learning space.

Recommendations:

- Continue to work closely with Alberta Education Capital Planning and School Finance staff to address facility planning, lease costs, and desired expansion.

6. The students, parents, staff, school council, and community members consider the school program to be successful.

All focus groups expressed high levels of satisfaction with the school and many participants commented favourably on the culture of support and belonging the school creates among students, staff, and the community. As focus group meetings were held shortly before the “Jubilee” Christmas/Winter performance, the whole school was preparing for this event, which was referred to several times by participants as a highlight of the success of the school and its programming. Parents noted students feel included, can think and express themselves in different ways, and several parents enrolled their child(ren) specifically to have a safe and creative environment for them to flourish. In the words of one parent, “kids feel it, teachers care”. To them, it is not just a building, it is a place where students are understood, safe while learning, and able to explore the arts.

Students described their experiences of success as being respected, supported, and feeling a sense of belonging and freedom to be creative and express themselves. Students also spoke about being able to demonstrate their learning in multiple ways, and several commented on their marks improving since attending. Students like the way teachers teach, including using arts for learning concepts. Parents spoke to the report card and noted that the school understands their child(ren) as a learner. One parent spoke about how the school challenges their daughter to succeed academically, while another described how their child is better prepared for life after school. Staff spoke about how well they know students and personalize their school experience. Staff feel supported, know that administration’s doors are always open, and enjoy being able to have “fireside chats” with them.

Commendations:

- All focus groups commented positively about the school culture and environment. Students feel cared for and supported, parents appreciate the individual attention given to their children's learning needs, and staff commented on the focus of educating the “whole child”.

7. Student Success: Student success is determined in accordance with Ministerial Order #004/2024.

Calgary Arts Academy Society's charter aligns with the Ministerial Order on Student Learning, focusing on building strong foundational skills for students in literacy and numeracy. The Core Pillars (Circle of Courage, Developmental Assets, Democratic Discipline and Contract Learning) all variously contribute to aspects of the Ministerial Order. Contract learning reinforces critical thinking skills when students pursue cumulative learning projects using their creativity skills. Character development is demonstrated by the Circle of Courage program, which emphasizes belonging, mastery, independence, and generosity. The public charter authority prepares students for the future through its Developmental Assets pillar, which includes 40 factors that contribute to child success.

Commendations:

- Circle of Courage model emphasizes the character development of the school community, and it is well understood by stakeholders.

8. The charter school shares its innovative practices and learning outcomes with others in the educational community.

Calgary Arts Academy Society engages in a variety of research partnerships that positively impact student success, actively seeks partnerships with post-secondary institutions, industry and businesses, and continues to explore ways to share its research within and beyond the school. The school shares research every two years at the Charter Schools Conference and is developing a collaborative instructional relationship with Alberta University of the Arts and previously have collaborated with SAIT, where students had the opportunity to engage in video production. The public charter authority hosts pre-service teachers in partnership with the University of Calgary.

Calgary Arts Academy Society has established several community partnerships that support arts programming in Calgary. The school also has a partnership and attends the British Columbia Art Teachers Association Conference and the Charter School Conference. The staff acknowledges that their parents and community members have gifts and talents, inviting parents and guest art instructors to the school. Additionally, the school has had research partnerships with the University of Calgary, University of Alberta, University of Victoria, University of Oregon, University of Newfoundland, and Suzuki Charter School.

The school integrates community resources and support from local agencies including the Calgary Stampede, Vertigo Theatre, and Trans Alta Performance Arts Studio. Collaboration with Contemporary Calgary provided three field trip opportunities for students to experience animatronics and shape painting. A connection with the public library book deposit program provides new books to the school every month. A

partnership with Connect Charter School to access the THRIVE program led to field trips to Sibbald Lake and a partnership with psychologist-led courses for parents.

Commendations:

- Positive collaborations and partnerships with post-secondary institutions, e.g., Alberta University of the Arts and the network of community arts connections.

Recommendations:

- Continue to conduct and share research regarding the innovative practices with the wider community.

9. Student achievement at the charter school is consistently strong or improving.

The administration believes the care the staff show the students contributes to their high school completion rates. It is evident that Calgary Arts Academy Society promotes a culture of belonging and success for all students, with strong parental engagement. Teachers and administration are creating strategies to prioritize performance at the middle and high school programs in their assurance cycle Education Plan and Results Reports with the goal of affect the results in provincial achievement and diploma results. Increases in student support funding has enabled additional professional development to address complex needs in the classroom

Parents stated they value and appreciate the exemplary communication from the school. This includes regular and ongoing reporting and feedback on student achievement through formal and informal processes. Teachers referenced the use of a variety of assessments to allow students to show their learning in different ways, including both formative and summative assessment tools.

Commendations:

- High results for safe, caring and welcoming schools and parental engagement assurance measures.

10. The charter school exhibits in multiple ways ongoing commitment to engaging students, teachers, parents, and community members in a model of continuous improvement.

Calgary Arts Academy Society employs various communication methods, from Instagram to school council meetings, to sharing information with parents. Teachers, principals, and the superintendent send emails to parents regarding upcoming events, notifying them of student progress, and responding to parent concerns in a timely manner. Parents shared that they are welcome to attend board meetings and that they feel comfortable suggesting ideas for continuous improvement to the superintendent, administrators, and teachers. One parent commented that, “we feel like a partner; it’s collaborative; conversations and ideas are welcomed and encouraged”.

Calgary Arts Academy Society hired early years literacy and numeracy coaches, educational assistants, and a guidance counsellor to support student learning and well-being.

Recommendations:

- Additional strategies to enhance student orientation, such as a ‘buddy system’, to ensure students fully understand the charter and the school’s mission and vision.

11. The charter school works collaboratively with stakeholders and demonstrates broad and sustained levels of community engagement.

Calgary Arts Academy Society has established several community partnerships that supports Arts Immersion programming in Calgary. The school has a partnership and attends the British Columbia Art Teachers Association Conference and the Charter School Conference.

The authority acknowledges that their parents and community members have gifts and talents, with parents and guest art instructors invited to the school.

Commendations:

- Calgary Arts Academy Society has developed and maintained meaningful relationships with community members, built on mutual respect and collaboration.

12. The charter school uses research-informed practices to create innovative learning environments and improve student learning.

The school’s unique learning environment incorporates six-week learning contracts, (approximately five per school year) for each student that focuses on one of the five areas of Arts: music, drama, visual art, dance or creative writing. Learning contracts are developed in collaboration with the student and are supported by teachers, resident artists, and parents.

The school has embraced trauma informed practices, inspired by Jennifer Katz’s research in *Ensouling Our Schools: A Universally Designed Framework for Mental Health, Well-Being, and Reconciliation*. This allows the school to foster a more supportive and inclusive environment that addresses both academic and emotional needs. Calgary Arts Academy Society implemented the Open Parachute curriculum, designed by clinical psychologists, educators, and filmmakers to teach mental health and resilience skills to students, while supporting teachers and parents.

Commendations:

- There is a willingness to engage in partnerships with various post-secondary institutions to further investigate theory and practice to improve student learning.

Recommendations:

- As stated in Calgary Arts Academy Society’s previous charter, action research should be further explored to record observations, data, and evidence of the

successes of implementing promising practices that lead to student growth and success.

Conclusion

As a result of our evaluation processes, the Alberta Education Evaluation Team is satisfied that the Calgary Arts Academy Society is meeting the requirements of legislation and regulations for charter schools. In the spirit of continuous improvement, the Calgary Arts Academy Society is encouraged to celebrate its successes while considering the recommendations offered by the Alberta Education Evaluation team. There is an expectation that all required changes will be addressed prior to the charter renewal request.

The Alberta Education Evaluation Team extends its sincere thanks to the board, administration, staff, students, and parents for their time, perspectives, insights, and hospitality.

APPENDIX

Self-Evaluation Report

October 31, 2024

APPENDIX

CALGARY ARTS ACADEMY'S CHARTER SCHOOL'S SELF-EVALUATION

October 31, 2024



Calgary Arts Academy's

Charter Authority Self-Evaluation

October 31, 2024

The Art of Learning

Charter Duration: 2013 - 2028

In the spirit of reconciliation, Calgary Arts Academy acknowledges that our campuses are located on the traditional territories of the Blackfoot Confederacy (Siksika, Kainai, Piikani), the Tsuut'ina, the Îyâxe Nakoda Nations, the Métis Nation (Region 3), and all people who work, play and make their homes in the Treaty 7 region of Southern Alberta.

Calgary Arts Academy Foundations

Calgary Arts Academy is an innovative charter school that engages children through Arts immersion to become confident learners and spirited citizens.

Vision

Children and community that value arts and learning!

Mission

Our mission is to provide a collaborative, democratic learning environment, empowering each individual to become self-directed, life-long learners who value community-focused and citizen-based action facilitated through effective communication, collaboration, critical and creative thinking.

Beliefs

1. Children come first!
2. Magic happens when you nurture the whole child: body, mind and spirit.
3. We treat each child as an individual, a person with his or her unique way of learning and doing.
4. We believe that a personalized approach enables each child to get the most out of school.
5. We believe that through Arts Immersion Education combined with a culture created using the four pillars including the Circle of Courage, Developmental Assets, Democratic Discipline and Contract Learning, all students will excel.
6. Current Brain Research including actively participating in Mindfulness activities facilitates student academic performance and well-being.

Calgary Arts Academy Staff 2024/2025

- 31.5 full-time equivalent teaching staff
- 7.5 full-time equivalent artists
- 5.0 full-time equivalent education assistants
- 1.0 full-time equivalent guidance counsellor
- 0.4 full-time equivalent early reading intervention coach
- 0.5 full-time equivalent early mathematics intervention coach
- 3.5 full-time equivalent administrators

Student Numbers 2024/2025

Grade	Count	Grade	Count
Kindergarten	44	Year 8	64
Year 1	34	Year 9	59
Year 2	50	Year 10	41
Year 3	52	Year 11	28
Year 4	55	Year 12	21
Year 5	62		
Year 6	65		
Year 7	69		
		Total	622 FTE

Contextual Overview

Calgary Arts Academy is a publicly funded charter school that began in 2003. It is now operating in three campus sites: (K-3) Elementary is at Knob Hill campus. Years (4-9) Middle School is located at Rosscarrock

and our high school, which began in 2020, is located at the Erickson Centre on Stampede Park Youth Campus, Calgary, Alberta. Calgary Arts Academy enrolment is currently 622 FTE.

In March 2023, Calgary Arts Academy received approval for funding of up to \$100,000 for the planning of a new school on Lot 18 at Stampede Park's Youth Campus. This plan allowed full implementation of our high school program and provided space for Year 4 to 9 students. The Calgary Events Centre negotiation stopped all our planning for building on Lot 18, which is now required to provide space for community programming.

Calgary Arts Academy is moving forward with efforts to find land near the Youth Campus. We continue to work with the Calgary Stampede to facilitate negotiation for land replacement with the City of Calgary. We expect that this process will take time.

1. The authority meets the terms and conditions of its charter and has performance measures that show clear evidence of success.

Calgary Arts Academy serves students and families who are passionate about the arts and choose to have education delivered through Arts Immersion, a unique planning and delivery model that begins with five art forms (music, drama, visual art, dance and literary arts) and infuses core curriculum. In order to accomplish this, Calgary Arts Academy hires teachers who are artists in their own right and, in addition, hires artists who work collaboratively with teachers to plan and deliver the Alberta Curriculum. Calgary Arts Academy hires short-term contract artists as required.

Calgary Arts Academy is performance based. Performances are original and based on the program of studies. All students participate.

Calgary Arts Academy exemplifies a strong commitment to its charter by ensuring the vision, mission, and beliefs are not only maintained but actively brought to life each year. Through three dedicated days of professional development at the beginning of the school year, along with ongoing reflection, Calgary Arts Academy consistently aligns its goals and practices with its foundational principles and charter goals. This approach keeps the charter at the heart of all decision-making and school activities, fostering a cohesive and purposeful educational environment.

Charter Goals

1. Students demonstrate superior language and communication skills through Arts Immersion learning.

Our students learn superior language and communication skills through the arts by engaging in creative expression that encourages storytelling, interpretation, and collaboration. Artistic activities such as drama, music, visual arts, and creative writing provide them with diverse avenues to explore language in context, enhance their ability to convey complex ideas, and develop empathy by interpreting different perspectives.

Through performances, presentations, and projects, students refine their verbal and nonverbal communication skills, building confidence in public speaking and the ability to articulate thoughts clearly and persuasively. Calgary Arts Academy's excellent provincial achievement test results, exceeding provincial standards, as well as local measures, highlight the effectiveness of Arts Immersion.

2. Year 9 students' achievement in the Standard of Excellence in Math, Science and Social Studies will demonstrate growth.

Arts Immersion and contract learning help students develop a deep understanding and make personal connections to the knowledge and skills they are learning. This approach ensures that learning is meaningful and relevant. Learning contracts allow students to develop autonomy and, through cross-curricular connections, help them understand skills and knowledge in multiple contexts. These contracts offer opportunities for extension, are open-ended, and individualize learning, providing students with voice and choice. Before the pandemic, Students excelled in Science and Social Studies. We are beginning to see our Year 6s return to pre-covid Standard of Excellence results. Calgary Arts Academy will continue to improve Math, Social Studies and Science Standard of Excellence in Social Studies and Science Year 9.

3. All artists and teachers participate in Arts Immersion learning.

Artists and teachers work together in teams to teach the Alberta Curriculum through cross-curricular, Arts Immersion teaching and learning. The team of teachers oversee and ensure curriculum is taught and assessed. Teachers and artists have weekly planning meetings using the Arts Immersion planning template to ensure the creation and delivery of student Learning Contracts. Arts Immersion is a focus on professional development every year with reflections throughout. There is a celebration of learning with community at the end of each the learning contract.

4. Explore the concept of 'Design' as it relates to Arts Immersion.

Students are continuously engaged in the design process, using formative assessment as an approach rooted in design thinking. The creative process is aligned with design thinking, encouraging students to iterate and innovate. Arts Immersion incorporates guiding questions within Learning Contracts, promoting design thinking. Professional development opportunities, such as learning directly from Dr. Robert Kelly as well as a book study of Dr. Robert Kelly's book *Educating for Creativity* support creativity and design thinking in education. In the year end survey, 74% of students and 95% of teachers believe student knowledge in Design Thinking has improved during the year.

5. To share successful Arts Immersion teaching and learning with outside organizations.

Calgary Arts Academy has been active and engaged in sharing Arts Immersion with outside organizations, especially through our partnerships. One example is with Contemporary Calgary, in which Calgary Arts Academy staff have partnered with Contemporary Calgary staff, helping to create Arts Immersion education programming connecting rotating art exhibits with the Alberta Curriculum, which is then shared with all schools who attend the gallery. Calgary Arts Academy Board meets with and tours interested community partners, bringing to life the concept of Arts Immersion. We hire a Community Arts Coordinator position, to connect Calgary Arts Academy with the arts community and artists, as well as the development of ongoing meaningful community partnerships. Other opportunities include: Jubilee Theatre winter performances, Vertigo theatre performances, student Showcases, British Columbia Art Teachers Association Conference, and Charter School Conference.

6. Improved teaching and learning opportunities through enhanced technology.

Calgary Arts Academy equips students with cutting-edge technology, providing a 1:2 iPad ratio for Year K-3, a 1:1 iPad ratio for Year 4-9, and 1:1 MacBooks for Year 10-12. Students gain hands-on experience with industry standard software including, iWork suite, Adobe Creative Suite, Google Suite, and Sora, while also working with digital cameras, green screens, 3D printers, and a range of design software for film, photography, and other creative projects. The school integrates technology using the SAMR model. Similar to Bloom's Taxonomy, by progressing through the SAMR stages—Substitution, Augmentation, Modification, and Redefinition- learning facilitators can enhance student engagement, foster deeper learning, and create innovative learning experiences that wouldn't be possible without technology. This model ensures students have an enhanced experience with technology that goes beyond, reading, writing and researching.

AMBITIONS

1. Acquire a new facility to accommodate Calgary Arts Academy's high school.
2. Continue to share our programming and acquire meaningful community partnerships.
3. Continue to promote growth and success in our mathematics programming.
4. Continue to grow in providing an optimal learning experience for all students within an inclusive environment.

2. The Authority operates in a manner consistent with all Provincial requirements.

Calgary Arts Academy adheres to the provincial mandates established by the Education Act, Charter Schools Regulations, and ministerial directives while delivering the Alberta Curriculum and Program of Studies with integrity. All teaching staff are certified, and their professional development is aligned with both charter goals and the Teaching and Leadership Quality Standards. Each year, individualized teacher growth plans are created to target specific learning areas.

The school promotes a welcoming, respectful, and safe environment. Calgary Arts Academy prioritizes ongoing professional learning focused on provincial mandates, charter goals, inclusion, and Indigenous Knowledge and Ways of Being, all in response to societal changes and the evolving needs of students. Students report in the school's local measure at 99.9 % as having the opportunity to learn about First Nations, Métis and Inuit peoples. Further, Calgary Arts Academy received the assignment of a Legacy School through the Downie-WenJack Foundation for our ReconciliACTion, that included a special visit from Mike Downie.

The school also values collaboration and shares best practices through partnerships with post-secondary institutions, such as Alberta University of the Arts, University of Calgary, other charter schools. One example is its Mental Health in School pilot project with Connect Charter school.

Annual reports, including the Annual Education Results Report and Education Plan, serve to monitor progress and celebrate successes. All such reports, along with educational and capital plans, are collaboratively developed, Board-approved, and publicly accessible, meeting provincial and ministerial requirements. Compliance with Employment Standards and Occupational Health and Safety (OHS) is also ensured through a designated OHS officer, a Workplace Safety Committee, and staff training modules via PublicSchoolWORKS.

Additionally, Calgary Arts Academy meets the Freedom of Information and Privacy Protection (FOIPP) requirements, with all requests handled in compliance with legislation. Teachers, administrators, and central office staff are certified in line with the TQS, LQS, SLQS, and CASS Act requirements. Furthermore, the school adheres to Alberta Human Rights legislation.

AMBITIONS

1. Continue to support the provincial government with the implication of the new curriculum, supporting staff through the Calgary Regional Consortium, and supporting resources.
2. Moving the high school forward with Dual Credit programming and other future pathways to career development.

3. The students, parents, staff, School Council and community members consider the program to be successful.

Annual surveys gather comprehensive feedback on school programming, student experiences, and parent satisfaction, highlighting high levels of community satisfaction, expressing confidence in the quality of education, academic performance, and the nurturing environment of the school community. Recent data reveals an increase in active citizenship among students, reflecting success in the mission of Calgary Arts Academy. Over the past five years, there has been a notable upward trend in satisfaction regarding students' acquisition of the knowledge, skills, and attitudes essential for lifelong learning. Additionally, teachers report high levels of satisfaction with professional development opportunities that align with both charter and provincial goals.

Calgary Arts Academy has experienced significant growth over the past two years, with waitlists indicating strong interest from families. A notable number of applications come through referrals from past or current families, highlighting the school's positive reputation. The engagement of families is evident through their participation in Learning Contracts and attendance at mandatory performances, with 82% of families contributing their time as volunteers.

AMBITIONS

1. As our high school continues to grow, ensuring a diversity of arts programming and artistic career pathways will continue to be our a goal.

4. The school is financially viable and responsible.

Calgary Arts Academy's annual budget undergoes a thorough review by the administration and the Audit Committee before being finalized by the Board of Directors. The Board receives detailed monthly financial reports that include accurate financial forecasts, allowing for proactive financial management. This approach has enabled the academy to consistently maintain operational reserves within the ministry's acceptable range of 4.95%. Furthermore, the Board Audit Committee has historically provided effective oversight throughout the audit process, ensuring transparency and accountability.

Throughout the review period, Calgary Arts Academy has consistently demonstrated exemplary financial management, receiving clean audit reports from an independent auditing firm. These reports highlight the absence of significant internal control weaknesses and confirm full compliance with all financial regulations, showcasing the academy's robust and resilient fiscal management practices.

5. Student success is determined in accordance with Ministerial Order (#028/2020).

Calgary Arts Academy's vision is closely aligned with the Ministerial Order, focusing on academic excellence, Arts Immersion, community engagement, and social responsibility. Our goal is to cultivate spirited citizens who value the arts and actively participate in both local and global communities. By emphasizing collaboration, empathy, critical thinking, and practical problem-solving, the school equips students with the skills to work together and make positive contributions to society.

Calgary Arts Academy's Pillars are in direct alignment with the Ministerial Order.

- Arts Immersion ensures that students grow academically while becoming compassionate and responsible citizens.
- The Circle of Courage model enhances this experience by emphasizing the pillars of Belonging, Mastery, Independence, and Generosity, which support emotional and social development while building resilience.
- The creation and implementation of Learning Contracts foster partnerships among students, teachers, artists and parents. These agreements clearly define objectives and expectations, empowering students to take responsibility for their learning and promoting independence and self-directed exploration.
- Developmental Assets nurtures positive values, social skills, and a strong sense of identity.
- Democratic Discipline further develops practical problem-solving and critical thinking skills, encouraging students to approach challenges with confidence.

To enhance our communication of student progress, Calgary Arts Academy has redesigned its student reporting documents, focusing on narrative comments that reflect our charter values, highlight academic strengths, and outline next steps. Learning Contracts have also been updated to optimize learning, support, and accountability for all students in an inclusive environment.

Calgary Arts Academy, is adept at being flexible and adaptable to the changing needs of our students, society and provincial mandates.

6. Student achievement at the charter school is consistently strong and improving.

Calgary Arts Academy assesses student achievement through both local measures and provincial standardized assessments, and consistently demonstrate strong performance in Science, Social Studies, and English Language Arts. Since the pandemic, the school has prioritized whole-school improvement in Mathematics, integrating mathematics consultants and ongoing professional development until the school sees measurable results.

To support this, Calgary Arts Academy has invested significant resources in professional learning, building our teachers' capacity to address the needs of complex learners. Over recent years, the school has embraced a more inclusive learning environment, evident in the increasing number of students with Individualized Learning Contracts, requiring tailored supports and varied teaching approaches for success.

Despite welcoming a highly diverse cohort of learners as the school has grown, the school has maintained high performance on overall measures, including the Provincial Achievement Tests, demonstrating the strength of our inclusive educational community. This success reaffirms our commitment to creating a space where every student thrives.

Calgary Arts Academy high school began four years ago at the beginning of the pandemic, welcoming 10 students. We currently have nearly one hundred students. Our student population is very diverse and 51% have self-identified as belonging to the self-identified 2SLGBTQ+ community. Many of our students have had previous negative experiences at school and are at-risk learners. Despite this, last year 100% of students qualified for the Rutherford Scholarship and the minimal drop-out rate is excellent in comparison to the province. We are thrilled that 100% of students feel safe and belonging most of the time.

AMBITIONS

1. Ensure students achieve consistently strong achievement in Mathematics.
2. Ensure students achieve acceptable standards on Diploma Exams

7. The charter school uses research-informed practices to create innovate learning environments and improve student learning.

At Calgary Arts Academy, the teaching and learning team is actively engaged in research-informed practices to continuously enhance our innovative, inspiring, and motivational teaching dynamics for all students. The Numeracy program used to teacher the curriculum is based on the work of Dr. John Mighton's JUMP Math. The early literacy program is based on the work of

Arts in Education research has informed our charter. A key pillar of our approach is the Circle of Courage pillar, which draws from the research of Dr. Larry Brentro, Dr. Martin Broken Leg, and Dr. Steven Van Brocken, integrating holistic Indigenous model and Western psychology. The Circle of Courage is a model of positive youth development, centred on the universal emotional needs of youth: belonging, mastery, independence, and generosity.

Building on this foundation, Calgary Arts Academy has taken a deeper approach by integrating trauma-informed practices, informed by Jennifer Katz's research in *Ensouling Our Schools: A Universally Designed Framework for Mental Health, Well-Being, and Reconciliation*. This allows the school to foster a more supportive and inclusive environment that addresses both academic and emotional needs.

Additionally, the Developmental Assets Framework provides another pillar to our approach. This framework identifies 40 research-based positive experiences and qualities that influence youth development, helping students grow into caring, responsible, and productive adults.

Our commitment to evidence-based practices is further reflected in collaborative research projects conducted in partnership with academic colleagues. These projects have had a direct impact on our charter, teacher professional development, and student learning outcomes, ensuring our educational practices remain at the cutting edge

Research projects involving Calgary Arts Academy:

Calgary Arts Academy Research Projects	
University of Calgary	<i>Design for learning through a complexity perspective.</i> R. Bastani
	<i>Literacy in the Green Room: A Phenomenological Inquiry into what it is like to Experience literacy within a Theatrical Space.</i> Harrison M. Campbell
	<i>Social Justice as Citizenship: Understanding Youth Participation in School-Sponsored Student Groups.</i> Rae Ann Van Beers
University of Alberta (In collaboration with Suzuki Charter School)	<i>Identifying Formative Instructional and Assessment Strategies for Academic and Personal Excellence: Application of the LEAFF Model in K-6.</i> Dr. Jaqueline P. Leighton
University of Victoria	<i>Using the Arts as a Vehicle for Interdisciplinary Learning.</i> Alyson Moore
University of Oregon	<i>Transformational Leadership and New Directions.</i> Michelle Stonehouse
Memorial University of Newfoundland	<i>From Balanced to Structured Literacy : Leading and Learning Through Change.</i> Kimberly Hoey
Memorial University of Newfoundland	<i>A Critical Review of Teacher Burnout Mitigation in Beginning Teachers.</i> Jessica Maye

8. The charter school shares its innovative practices and learning outcomes with others in the educational community.

Sharing innovative practices and learning outcomes within the educational community is a charter goal of Calgary Arts Academy. Calgary Arts Academy enthusiastically participates in pre-service teacher partnerships with University of Calgary, Mount Royal University as well as other educational practicums from SAIT and Bow Valley College.

The school has actively engaged with the Charter School Network, participating in every Charter School Conference and hosting the event multiple times. Through these initiatives, the school has built strong relationships with other charter schools and organizations. One notable collaboration was with Mother Earth Charter School, which served First Nations students, fostering a meaningful cultural exchange for students. Maxine Hildebrandt from Mother Earth, shared her Indigenous knowledge not only with students, but also with staff in formal professional development. Additionally, the school has become a partner with Connect Charter School to enhance both student mental wellness and teacher capacity through the Alberta Education Mental Health and Wellness Grant. Further, Calgary Arts Academy is a partner with Connect's Field Experience Camp at Sibbald Lake. Calgary Arts Academy students are able to foster environmental awareness and connection and be inspired with overnight and day trips.

Some other opportunities for sharing our practices and learning outcomes include:

Education Partners	Role
Alberta University of the Arts	<ul style="list-style-type: none"> • Student partnership initiatives
Southern Alberta Institute of Technology	<ul style="list-style-type: none"> • Film Program collaboration with faculty and students
	<ul style="list-style-type: none"> • Library and Information Technician Program engagement
University of Calgary	<ul style="list-style-type: none"> • Pre-service teacher partnerships
	<ul style="list-style-type: none"> • Fine Arts Education Program with pre-service teachers
	<ul style="list-style-type: none"> • Collaboration with pre-service teachers in Fine Arts courses
	<ul style="list-style-type: none"> • Presentation about Charter Schools to preservice teachers
Mount Royal University	<ul style="list-style-type: none"> • Pre-service teacher partnerships
Bow Valley College	<ul style="list-style-type: none"> • Student partnership initiatives
Contemporary Calgary	<ul style="list-style-type: none"> • Education Program partnership
Calgary Stampede- Sam Centre	<ul style="list-style-type: none"> • Education Program partnership

These partnerships not only enhance our educational offerings but also contribute to a collaborative, synergistic community that values shared learning and growth.

9. The charter school reaches out beyond its walls to demonstrate broad and sustained levels of community engagement.

Calgary Arts Academy’s charter vision is the understanding that learning does not happen within the walls of its schools. It is community and connections that makes learning become real and engaging. In addition to the advocacy committee, each member on the Board has a mandate for advocacy. Calgary Arts Academy Board and administration hosted 23 tours last year. Calgary Arts Academy hires full time artists from the community to work together with teachers to deliver the Alberta Curriculum. There are also many guest artists and members of the arts community that share their knowledge and skills with students and staff. Calgary Arts Academy has many active partnerships in Calgary. Some examples include, the Calgary Stampede, Contemporary Calgary, Arts Commons, Calgary Public Library, Southern Jubilee Auditorium, Vertigo theatre, National Music Centre, Werklund Foundation, University of the Arts, SAIT, Bow Valley College, Connect Charter School Field Experience Centre.

Calgary Arts Academy celebrates K-12 Arts Immersion learning at our Winter Celebration at the Southern Alberta Jubilee Auditorium. This celebration invites local municipal and community leaders, including MLAs, MPs, education colleagues, and community partners and community leaders.

Calgary Arts Academy forges partnerships with post-secondary institutions, particularly to welcome preservice teachers and engage in research-based partnerships, reinforcing dedication to engaging with a diverse range of stakeholders within the community.

Calgary Arts Academy has a very active School Council. School Council host two large K-12 community events every year, inviting all families, friends and community partners. The Pancake Breakfast and student showcase happens in September and the Spring Arts Festival usually takes place in May. Upwards of 1500 people attend each of these events.

10. The charter school is governed effectively.

Calgary Arts Academy Society Board of Directors are chosen by society members during the Annual General Meeting, held each fall. This dedicated, active and volunteer Board is expressly composed of diverse community members. Each Board member participates in a Board committee. There are currently a total of six Board committees. These committees develop and adapt when the need arises. Calgary Arts Academy Board convenes a public meeting monthly, generally on the third Tuesday of each month. These meetings are well-organized, with agendas crafted by the Board Chair, distributed in advance to Board members and attending guests. Prior meeting minutes are shared, followed by adaptation, approval, and publication on the school's website. The Board operates under a structured format following approved agendas, ensuring orderly proceedings.

The Annual Education Results Report is distributed to all Board members and undergoes examination during Board meetings. Subsequently, the Board provides input and recommendations regarding the three-year education plan, supporting a continuous cycle of improvement.

Additionally, Calgary Arts Academy Board has developed comprehensive policies and procedures for certificated staff, non-certificated staff, and students, establishing clear guidelines for behaviour and responsibilities.

To enhance inclusivity, the School Council has the opportunity to be represented on the Board of Directors as a non-voting member. Additionally, a Board Director meets together monthly with the Principal, Superintendent and School Council Chair to share information.

Calgary Arts Academy Society Board of Directors are currently moving through the planning process for an additional facility for high school.

AMBITIONS

1. To undertake a complete review of the Policies and Procedures.

11. The charter school is administered effectively.

The Calgary Arts Academy demonstrates excellence in educational quality through local and provincial measures, fostering a welcoming, caring, respectful, and safe learning environment as well as strong academic results. Access to support services has improved, and the school has shown consistent growth across key areas over the last three years. Led by an onsite superintendent, the administrative team—comprised of two principals, an assistant principal, and a vice principal—upholds high standards aligned with the Leadership Quality Standards through a foundation of ethical leadership, integrity, and objectivity.

To ensure cohesive and collaborative leadership, the superintendent, secretary-treasurer, and principals hold weekly meetings, while team learning leaders meet regularly with principals. This leadership team embodies the school's core values, prioritizing individual strengths, constructive feedback, and reflective practices.

Calgary Arts Academy cultivates positive relationships with students, parents, School Council, and staff, creating an optimal environment for learning and growth.

Calgary Arts Academy hires certificated teachers and community artists. The school's visionary leadership framework empowers teachers to excel in their practice and supports students in reaching their full potential. Professional development is responsive to provincial standards, teacher input, school initiatives, and the evolving needs of students.

12. The charter school is committed to engaging students, teachers, parents, community members in a model of continuous improvement.

Calgary Arts Academy's local and provincial surveys highlight excellence in engagement and involvement in educational decision-making within its learning community. Dedicated to continuous improvement, the school collaborates closely with various stakeholders to enhance educational experiences.

Students actively shape their learning journey through individualized Learning Contracts, student/guardian conferences, student council, and local surveys. A high school student representative also participates in School Council, ensuring student perspectives are heard. Teachers, artists, and administration facilitate student goal-setting and reflection, incorporating feedback to set new objectives and foster growth.

Staff engagement is robust, with weekly staff meetings, team planning sessions, and frequent professional development opportunities that promote dialogue, feedback, and reflection. Calgary Arts Academy supports individualized professional development, tapping into each staff member's unique artistic and skill-based expertise within teaching and Learning Contracts. Staff collaborate in analyzing the Annual Education Results Report and play an active role in developing the Education Plan.

Survey results indicate a high level of parent satisfaction with informed involvement in school decision-making. Notably, 92% of parents/guardians actively support and enrich their children's learning through the Learning Contracts, with opportunities to provide feedback. Parents and guardians are invited to teacher conferences three times a year, with communication that is transparent, proactive, and responsive. Embracing social technology, the school enables greater parental involvement, including online School Council participation, which parents appreciate for its accessibility.

AMBITIONS

1. With the recent introduction of full inclusion funding, Calgary Arts Academy is rising to meet high expectations amid increasing learning complexity and a growing number of at-risk students. Remaining dedicated to Arts Immersion and academic excellence, the school is focused on expanding professional development, hiring specialized staff, and refining targeted programming to address these evolving needs.