

# public agenda

## Regular Meeting of the Board of Trustees

May 21, 2019  
12:00 p.m.

Multipurpose Room,  
Education Centre  
1221 8 Street SW,  
Calgary, AB

### R-1: Mission |

Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

Conflict of Interest reminder: Trustees must disclose any potential pecuniary interest in any matter before the Board of Trustees, as set forth in the agenda as well as any pecuniary interest in any contract before the Board requiring the Board's approval and/or ratification.

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
	<b>3   Awards and Recognitions</b>		GC-3	
	<b>4   Results Focus</b>			
15 mins	4.1 School Presentation - All Boys Program	C. Davies	R-5	
	<b>5   Operational Expectations</b>			
	<b>6   Public Comment [ <a href="#">PDF</a> ]</b>		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	<b>7   Matters Reserved for Board Action</b>	Board	GC-3	
20 mins	7.1 Schools Commissioning	D. Breton		Page 7-1
30 mins	7.2 Proposed Amendments to Governance Policy Results 2: Academic Success	Board		Page 7-5
	<b>8   Consent Agenda</b>	Board	GC-2.6	
	8.1 OE-9: Facilities – Annual Monitoring	Board	OE-9	(May 14/19) Page 5-1-A



Time	Topic	Who	Policy Ref	Attachment
	8.2 Approval of Minutes			Page 8-1 Page 8-8 Page 8-24 Page 8-26 Page 8-36 Page 8-43
	<ul style="list-style-type: none"> <li>▪ Special Meeting held October 30, 2018</li> <li>▪ Regular Meeting held March 12, 2019</li> <li>▪ Regular Meeting held March 19, 2019</li> <li>▪ Regular Meeting held April 9, 2019</li> <li>▪ Regular Meeting held April 16, 2019</li> <li>▪ Regular Meeting held April 30, 2019</li> </ul> <p><i>(THAT the Board approves the minutes of the Special Meeting and Regular Meetings as noted above, as submitted )</i></p>			
	8.3 Items Provided for Board Information		OE-7	
	8.3.1 EducationMatters – Financial Statements as at March 31, 2019			Page 8-47
	8.3.2 Chief Superintendent's Update		B/CSR-5	Page 8-59
	<b>9   In-Camera</b>			
3:00 p.m.	<b>10   Adjournment</b>			
	<b>Debrief</b>			

**Notice |**

This public Board meeting will be recorded & posted online.  
Media may also attend these meetings.  
You may appear in media coverage.

Archives will be available for a period of two years.  
Information is collected under the authority of the School Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public.

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

## report to Board of Trustees

## Schools Commissioning

Date	May 21, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations: OE-2: Learning Environment/Treatment of Students OE-5: Financial Planning OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Ming Tian, Acting Director, Facility Projects Tanya Scanga, Manager, Corporate Planning & Reporting Lonnie Ellis, Senior Project Manager, Project Services Erin Hafichuk, Project Manager, Capital Projects Mike Schellenberg, Supervisor, Grounds and Landscaping

### 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees approves a budget expenditure of up to \$2,579,000 from capital reserves to undertake additional schools

commissioning for recently completed schools and major modernization projects.

## 2 | Issue

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The recently completed new schools and major modernization projects presently underway require funding for school commissioning activities.

## 3 | Background

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The CBE has been providing additional commissioning funding to new schools and major modernization projects to support student success through the personalization of learning and also contribute to a well-planned and organized learning environment for each school.

A breakdown of the funding request with background information is as follows:

### Forest Lawn High School Major Modernization Commissioning

Forest Lawn High School is under a major modernization to provide enhanced learning spaces for teaching and learning. Through the modernization project, various building systems will also be upgraded to the current code requirements and standard. Phase 1 of the project primarily focuses on CTS programs and should be completed in 2019; Phase 2 of the project covers various other areas in the building will be completed in 2020. The Government of Alberta funds Furniture and Equipment (F&E) for eligible items as described in the School Capital Manual. However, additional items such as CTS equipment, technology devices, learning commons resources and staff time to coordinate F&E placement are not covered by the provincial F&E funding. To provide all necessary support for the modernized spaces to be fully operational, **\$789,000** needs to be invested by the CBE in addition to the provincial F&E fund.

### Christine Meikle New School Commissioning

The new Christine Meikle School was opened in January 2017. Christine Meikle School is a unique setting for junior high and high school age students with moderate to severe cognitive disabilities and/or complex learning, medical, emotional, sensory or behavioural needs. The programming helps students develop communication, independence and vocational skills to the best of their ability.

In two years of operation, through collaborative findings and studies amongst educators, learning specialists, service units subject matter experts and community members, it was confirmed additional commissioning needs are essential at this school to ensure a fully integrated and operational school that meets the teaching and learning needs. The additional commissioning work would include student privacy enhancement in washrooms, mechanical ventilation adjustment, grab bars in the pool,

lighting adjustment and other miscellaneous work. The estimated cost of this work is **\$900,000**.

### Landscaping Recommissioning

At nine schools opened in the last three years, the landscaping has presented a challenge for school operations. The sites assigned to the CBE posed huge topographical challenges that have resulted in storm water management concerns and extraordinary maintenance requirements. Poor longevity of plants and grass has additional ramifications, including aesthetics and poor, muddy playing areas for students.

The following schools were identified as priorities when considering the severity of the issues:

- Copperfield School
- Eric Harvie School
- Auburn Bay School
- Kenneth D Taylor School
- Hugh A Bennett School
- McKenzie Highlands School
- New Brighton School
- Dr. Roberta Bondar School
- Buffalo Rubbing Stone School

The total budget request to address these issues is estimated at **\$890,000**.

## 4 | Analysis

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The following table summarizes the funding request.

Project	Funding Request
Forest Lawn High School Major Modernization Commissioning	\$789,000
Christine Meikle New School Commissioning	\$900,000
Landscaping Recommissioning	\$890,000
Total	\$2,579,000

Through the investments identified above the CBE is aligned with the strategies and actions established in the Three-Year Education Plan 2018-2021.

### Personalize Learning:

Students are provided with new and modernized learning environment and learning tools and technologies for personalized learning.

Conditions for success for students are provided and enhanced for unique learners.

Student well-being is supported by properly and adequately commissioned building systems.

## Steward our Resources:

This pillar of the Three-Year Education Plan establishes the objective of optimizing, commissioning, modernizing and maintaining school facilities to foster enriching learning environments.

The provision of commissioning funds for these projects will ensure that students are provided with equitable learning resources and opportunities.

Schools Commissioning provides opportunities to support student success by addressing identified hindrances that could negatively impact teaching and learning. It also provides additional and upgraded equipment and resources not provided by the Government of Alberta's F&E funding.

## 5 | Financial Impact

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The schools commissioning funding would contribute to the successful creation of learning environments that will support student learning by:

- Providing appropriate funding for learning resources;
- Directing funding to ensure that adequate logistical processes and resources are in place for organized, smooth project completion and program opening; and
- Addressing existing learning hindrances.

If the proposed use of capital reserve on Schools Commissioning approved, the capital reserve balance at August 31, 2019 is anticipated to be \$10,410,000. The balances identified above include the anticipated reserve uses identified in the Fall 2018 Budget Update report provided to the Board of Trustees.

## 6 | Conclusion

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Through the investment in Schools Commissioning, student learning will be supported in a fashion that aligns with the Three-Year Education Plan.

CBE Administration recommends that the Board of Trustees approves the use of up to \$2,579,000 from capital reserves to fund these projects.



**CHRISTOPHER USIH**  
**CHIEF SUPERINTENDENT OF SCHOOLS**

### GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

## report to Board of Trustees

### Proposed Amendment to Governance Policies: Results

Date	May 21, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trina Hurdman, Board Chair
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments

#### 1 | Recommendation

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It is recommended:

- That the Board of Trustees gives first reading to the amendment of Results policy 2: Academic Success, as provided in the Attachment to the report.
- That the Chief Superintendent informs the Board of significant organizational impacts, if any, that would result from these proposed changes.

#### 2 | Background

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Trustees have now had the opportunity to review proposed changes to the Results 2 policy, being the inclusion of French Language Arts, Career & Technology Foundations/Studies and Fine and Performing Arts to the list of disciplines set out in Section 2.1. The proposed changes are not expected to have major organizational impacts.

GC-2: Governing Commitments provides that “the Board, by majority vote, may revise or amend its policies at any time. However, as a customary practice, a proposed policy revision will be discussed at one session of the Board prior to being acted upon at a subsequent Board meeting.” Second reading of these policy changes will be scheduled following confirmation of organizational impacts.

Attachment I: R-2: Academic Success (proposed revisions shown in track changes)



## Board of Trustees' Governance Policy

### RESULTS R-2: Academic Success

**Monitoring Method:** Internal  
**Monitoring Frequency:** Annually

Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

Students will:

2.1 Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines:

- Career & Technology Foundations/Studies
- English Language Arts
- Fine and Performing Arts
- ~~Mathematics~~
- French Language Arts
- Languages
- Mathematics
- Physical Education
- Science
- Social Studies
- ~~Physical Education~~
- ~~Arts~~
- ~~Languages~~

Adopted: ~~June 16, 2015~~



**operational  
expectations  
monitoring report**

## OE-9: Facilities

### BOARD OF TRUSTEES ACTION

Monitoring report for the school  
year 2017-2018

**Report Date**

May 14, 2019

**Resubmitted**

May 21, 2019

With respect to OE-9: Facilities, the Board of Trustees:

- Approves that the Chief Superintendent is in compliance with the provisions of this policy.
- Finds the evidence to be compliant with noted exceptions
- Finds evidence to be not compliant

operational expectations monitoring report

OE-9: Facilities

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 9: Facilities, the Chief Superintendent certifies that the proceeding information is accurate and complete.

- [X] In Compliance.
[] In Compliance with exceptions noted in the evidence.
[] Not in Compliance.

Handwritten signature of Christopher Usih

Signed: Christopher Usih, Chief Superintendent

Date: May 2, 2019

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 9: Facilities, the Board of Trustees:

- [] Finds the evidence to be compliant
>[] Finds the evidence to be compliant with noted exceptions
>[] Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: Chair, Board of Trustees

Date:

**OE-9: Facilities**

## Executive Summary

The Board of Trustees believes that learning is optimized in facilities that are safe, clean and properly maintained. Further, the Board of Trustees believes that in order to meet the needs of the entire organization, the responsible stewardship of resources requires effective and efficient use of funding for real property.

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education to provide physical learning and working environments which are conducive to student learning in support of the achievement of the Board's Results.

The Chief Superintendent's reasonable interpretation for OE 9: Facilities (formerly OE 12) was approved on April 3, 2012 and revised on October 10, 2017. The Board of Trustees last monitored OE 9 on May 15, 2018. This report includes data available from the 2017-2018 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
9.1	9.1.1	Compliant
9.1	9.1.2	Compliant
9.1	9.1.3	Compliant
9.1	9.1.4	Compliant
9.2	9.2.1	Compliant
9.2	9.2.2	Compliant
9.2	9.2.3	Compliant
9.3	9.3.1	Compliant
9.3	9.3.2	Compliant
9.3	9.3.3	Compliant
9.4	9.4.1	Compliant
9.5	9.5.1	Compliant
9.5	9.5.2	Compliant



**OE-9: Facilities**

The Board of Trustees believes that learning is optimized in facilities that are safe, clean and properly maintained. Further, the Board of Trustees believes that in order to meet the needs of the entire organization, the responsible stewardship of resources requires effective and efficient use of funding for real property.

**Board-approved Interpretation |**

The CBE recognizes the direct connection between facilities that are conducive to student learning and the achievement of the Results.

The Chief Superintendent interprets:

- *safe* to mean that the physical learning environment is free from potential harm to students, and that the work environment is compliant with all legal requirements.
- *clean* to mean that CBE schools and facilities are cleaned to a standard which supports occupant health and wellness.
- *properly maintained* to mean that CBE schools and facilities are taken care of in a manner that supports the functionality of the learning and work environment.
- *responsible stewardship* to mean the sustainable management of facilities in support of student learning.
- *effective and efficient use of funding* to mean the fiscally responsible allocation of financial resources on real property that supports student learning.
- *real property* to mean and land buildings.



**OE-9: Facilities**

The Chief Superintendent shall:

9.1	Ensure that facilities are safe, clean and properly maintained.	
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**Board-approved Interpretation**

It is critical that learning and work environments are in a condition that optimizes the utility of the school.

The Chief Superintendent interprets:

- *safe* to mean that the physical learning environment is free from potential harm to students, and that the work environment is compliant with all legal requirements.
- *clean* to mean that CBE schools and facilities are cleaned to a standard which supports occupant health and wellness.
- *properly maintained* to mean that CBE schools and facilities are taken care of in a manner that supports the functionality of the learning and work environment.

**Board-approved Indicators and *Evidence of Compliance* |**

1. 100 percent of formally advanced safety related concerns (i.e., Indoor Environmental Quality Concern Registration and Hazard Reports) are responded to within the established timelines.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

The timelines consist of two days for Indoor Environmental Quality Concern Registration and five days for Hazard Reports. 100 percent of formally advanced safety related concerns have been responded to within the established timelines.



**OE-9: Facilities**

<p>2. 90 percent of maintenance work orders, requiring adherence to a provincial code, are inspected for conformance with the applicable technical provincial codes.</p>	<p>Compliance</p>
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*The organization is compliant with this indicator.*

*Evidence statement*

100 percent of maintenance work orders requiring permits adhered to provincial codes. A total of 6085 work orders required the CBE to request permits, and all of these were subsequently inspected and closed by the City as part of the permitting process.

<p>3. 95 percent of CBE schools and facilities are assessed annually at the Level 2 “Ordinary Tidiness” standard of caretaking and cleanliness.</p>	<p>Compliant</p>
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*The organization is compliant with this indicator.*

*Evidence statement*

98 percent of CBE schools and facilities are assessed annually at least the Level 2 “Ordinary Tidiness” standard of caretaking and cleanliness.

<p>4. 100 percent of emergency maintenance and repair work requests are acted upon within 24 hours.</p>	<p>Compliant</p>
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*The organization is compliant with this indicator.*

*Evidence statement*

6702 out of 6704 emergency maintenance and repair work requests were responded to within 24 hours. This is a 99.9% response rate.

Evidence demonstrates all indicators in sub-section 1 are in compliance.

## OE-9: Facilities

9.2	Ensure that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability.	
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### Board-approved Interpretation

In creating new or updating learning and work environments, it is important to include attributes that result in minimizing the negative effect on the environment while being easily maintained in the long term.

The Chief Superintendent interprets:

- *environmental impacts* to mean those aspects that include effects on the air, water use and energy use, which ensure that facilities and infrastructure are constructed and operated in an ecologically responsible manner.
- *eco-efficiency* to mean an environmentally friendly building design as outlined in the Leadership in Energy and Environmental Design (LEED) Silver level of certification or equivalent standard.
- *sustainability* to mean the ability to maintain a component or facility within our financial capabilities while balancing cost effectiveness and environmental impact.

### Board-approved Indicators and *Evidence of Compliance* |

1. 100 percent of new schools, constructed for the Calgary Board of Education are completed to the LEED Silver level of certification or higher.	Compliance
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*The organization is compliant with this indicator.*

#### *Evidence statement*

100 percent of new schools are completed to the LEED Silver standard and achieve at least a LEED Silver rating. In the reporting year, 2017-2018, four schools were designed to the LEED Silver level of certification.



**OE-9: Facilities**

2. 100 percent of major modernizations will be assessed using the LEED score card.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

100 percent of major modernizations are assessed using the LEED score card. In the reporting year, three major modernizations were assessed for James Fowler, Lord Beaverbrook, and Forest Lawn.

3. 100 percent of the CBE portion of all site naturalization and school garden requests approved through the applicable process are completed.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

100 percent of school naturalization or garden development requests were completed. In the reporting year, 2017-2018, fifteen schools made requests and completed the approval process to establish their naturalization or garden areas.

Evidence demonstrates all indicators in sub-section 2 are in compliance.

9.3	Utilize Board-approved prioritization criteria to ensure the effective and efficient use of capital funding and demonstrate responsible stewardship of resources.	
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**Board-approved Interpretation**

Making decisions regarding maximizing capital funding requests on known and agreed upon criteria ensures consistency and fairness.



**OE-9: Facilities**

The Chief Superintendent interprets:

- *Board-approved priority* to mean the list of parameters endorsed by the Board of Trustees and utilized by administration to rank each of new school, modernization and modular project requests for provincial funding consideration.
- *effective and efficient use of funding* to mean the fiscally responsible allocation of financial resources on real property that supports student learning.
- *responsible stewardship* to mean the sustainable management of facilities in support of student learning.

**Board-approved Indicators and Evidence of Compliance |**

1. Annual submission to the Board of Trustees for approval, within the provincial time frames, of a Three Year Capital School Capital Plan.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

The Three Year Capital School Capital Plan 2019-2022 was presented to the Board of Trustees March 13, 2018 identifying new school construction and major modernization requests for submission to Alberta Education on April 1, 2018.

2. Annual submission to the Board of Trustees for approval, within the provincial time frames, of the Modular Classroom Plan.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

The 2018-2019 Modular Classroom Plan was presented to the Board of Trustees in October 31, 2017. This is within the provincial time frames set out by Alberta Education and was submitted to Alberta Education November 1, 2017.



**OE-9: Facilities**

3. Triennial submission to the Board of Trustees for approval of a 10 Year Student Accommodation and Facilities Strategy.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

The triennial submission of the 10 Year Student Accommodation and Facilities Strategy was completed in 2016 and presented to the Board of Trustees June 20, 2017. The next triennial submission will occur in June 2019.

Evidence demonstrates all indicators in sub-section 3 are in compliance.

9.4	Maximize the public’s use of facilities as long as student safety, student activities and the instructional program are not compromised.	
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**Board-approved Interpretation**

Making CBE spaces available for the broader public to access is important to our relationships with the community.

The Chief Superintendent interprets:

- *public use* to mean access for general public users to specific, identified spaces through the rental process administered by the City of Calgary.
- *As long as student safety, student activities, and the instructional program are not compromised* to mean appropriate guidelines and processes are in place that reflect these values and the public use of CBE school spaces will not adversely impact the delivery of the program of studies and/or extracurricular student events.

**Board-approved Indicators and Evidence of Compliance |**

**OE-9: Facilities**

1. No less than 80% of schools are made available for public use.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

90 percent of schools were made available for public use rental.

Evidence demonstrates all indicators in sub-section 4 are in compliance.

9.5	Ensure that financially significant improvements, acquisition, disposal or encumbrance or real property are in support of student learning.	
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**Board-approved Interpretation**

It is important that decisions pertaining to CBE land and buildings attend to the impact on student learning.

The Chief Superintendent interprets:

- *financially significant improvements* to mean major modernization projects funded by the provincial government.
- *acquisitions* to mean CBE becoming the owner of and responsible for the maintenance and operation of land or building.
- *disposal* to mean the removal of land or buildings from CBE ownership.
- *encumbrance* to mean burden with financial claim or other registrations affecting transferability of property (excluding standard property encumbrances such as utility right of way and temporary construction liens).
- *real property* to mean land and buildings.
- *in support of student learning* to mean providing resources that are directed to positively impact student learning.

**Board-approved Indicators and Evidence of Compliance |**

**OE-9: Facilities**

1. 100% of all real property acquisitions, disposals and encumbrances will be approved by the Board of Trustees.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

No property acquisitions occurred in 2017-2018. Board and Ministerial approvals were received in regards to the disposition of a small portion of the Nelson Mandela High School site to the City of Calgary to correct the City/CBE boundary areas. Board and Ministerial approval were also received to process Utility Right of Way Agreements in 2017-2018, which were registered as encumbrances on the property's land title.

2. 100% of new school construction and major modernization projects will be approved by the Board of Trustees.	Compliance
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*The organization is compliant with this indicator.*

*Evidence statement*

100 percent of new school construction and major modernization projects were approved by the Board of Trustees. In the reporting year, 2017-2018, one project was approved by the Chief Superintendent, in July 2018, under the delegation of authority provided to him by the Board when they are recessed for 30 days or more.

Evidence demonstrates all indicators in sub-section 5 are in compliance.



## OE-9: Facilities

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to “interpret” policy values, saying back to the Board, “here is what the Board’s value means to me.” The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent “get it?” This reasonable interpretation is the first step required in monitoring compliance on Operational Expectations and monitoring reasonable progress on Results.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be “non-compliant.” The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.



**report to  
Board of Trustees**

**EducationMatters Financial Statements as at March 31, 2019**

Date	May 21, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trish Minor, Associate Corporate Secretary
Purpose	Information
Originator	Monica Bryan, Director, Finance and Administration, EducationMatters
Governance Policy Reference	Governance Culture GC-3: Board Job Description

**1 | Recommendation**

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- The financial report for EducationMatters is provided for Board information.

**2 | Background**

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The Board of Trustees has requested quarterly reporting from EducationMatters. The attached report is provided in response to this request.

Appendix I: Education Matters Financial Statements as at March 31, 2019

May 14 2019

To the Calgary Board of Education Trustees

EducationMatters is pleased to share its March 31, 2019 unaudited internal financial report (the “Report”) with you.

During the report period, EducationMatters provided almost \$65,000 in enhancement grants to more than eight recipients including schools and departments. Examples of the initiatives funded include:

- Dual Credit and Exploratory programs;
- Fuel for School program;
- Niitsitapi Learning Centre Onsite Clinic
- Young Masters Program;

In addition to the distributed grants, EducationMatters distributed seventy-five student award payments totalling \$148,000, which help students experience success in their further educational pursuits.

EducationMatters’ management (“Management”) has prepared the Report to the Trustees based on its internal reports and accounting records. While Management has used its best estimates in preparing the Report, please be advised that the Report has not been audited or reviewed nor have notes to the statements been prepared. Other readers may require additional information in order to rely on the Report for their own purposes.

The Report contains the following special purpose financial statements and other information:

- Unaudited Statement of Financial Position as at March 31, 2019 and audited December 31, 2018
- Unaudited Statement of Operations for the period ended March 31, 2019 and audited comparative for the year ended December 31, 2018
- Unaudited Operating Budget Comparison to March 31, 2019
- Statement of EducationMatters Funds Established as at March 31, 2019
- Statement of Grants Awarded for the year to date March 31, 2019
- A discussion of some of the amounts and transactions summarized in the statements

Respectfully submitted,

Monica Bryan - Director, Finance & Administration, EducationMatters  
Marilyn Field - Executive Director, EducationMatters  
Steve Aubin - Treasurer, Board of Governors, EducationMatters

**EducationMatters**  
**Statement of Financial Position**

As at Mar 31, 2019

\$'000

(unaudited)

	<b>As At Mar 31/19</b>	<b>As At Dec 31/18</b>
<b>ASSETS</b>	<u>(unaudited)</u>	<u>(audited)</u>
Cash and cash equivalents	190	223
Investments	7,573	7,252
Accounts receivable	2	2
Prepaid expenses	-	-
Capital assets	7	10
<b>Total assets</b>	<u><u>7,772</u></u>	<u><u>7,487</u></u>
<b>LIABILITIES</b>		
Accounts payable	48	36
Deferred Contributions	1	441
<b>Total liabilities</b>	<u>49</u>	<u>477</u>
<b>FUND BALANCES</b>		
Endowment funds	5,757	5,396
Flow through funds	884	836
Operating funds	<u>1,082</u>	<u>778</u>
<b>Total fund balances</b>	<u>7,723</u>	<u>7,010</u>
<b>Total liabilities and fund balances</b>	<u><u>7,772</u></u>	<u><u>7,487</u></u>



# EducationMatters Statement of Operations

Year to Date to Mar 31 2019

\$'000

(unaudited)

(audited)

	<u>Endowment</u>	<u>Flow-Thru</u>	<u>Operating</u>	<u>Total</u>	<u>Dec 31/18</u>
	\$	\$	\$	\$	\$
<b>REVENUES</b>					
Contributions	9	237	10	256	1,618
CBE grants			440	440	660
Gains/losses on investments	395		38	433	45
Interest & fees			19	19	77
Total revenue	404	237	507	1,148	2,400
<b>GRANTS</b>					
Grants issued	24	188		212	1,517
<b>EXPENSES</b>					
Salaries & benefits			133	133	541
Consulting & professional fees			13	13	44
Administrative expenses	20		57	77	265
Advertising & communications					12
Total expenses	20		203	223	862
<b>FUND BALANCES</b>					
Change during the period	360	49	304	713	21
Beginning balance	5,396	836	778	7,010	6,989
Balance, end of period	5,756	885	1,082	7,723	7,010

Total contributions since inception (\$'000):

2019 YTD	256
2018	1,618
2017	1,847
2016	1,662
2015	1,266
2014	1,903
2013	1,244
2012	2,279
2011	1,288
2010	862
2009	733
2008	1,197
2007	641
2006	865
2005	786
2004	612
2003	356
	<u>19,415</u>

**EducationMatters**  
**Operating Budget Comparison**  
**Year-to-Date March 31, 2019**  
**\$'000**

	<b>2019 BUDGET</b>	<b>31 Mar Actual</b> (unaudited)
	\$	\$
Operating Expenses by function:		
Salaries and Employee Benefits	573	133
Events	25	-
Fund Development & Communications	53	5
Organizational Administration	215	51
	<hr/>	<hr/>
Total Expenses	<u>866</u>	<u>189</u>

**EducationMatters  
Funds Established  
as at March 31, 2019**

	<b>Fund Balance \$</b>
<b>Flow Thru Funds (Grants):</b>	
Calgary Flames Ambassadors Supports for Kids with the Gift of Dyslexia Fund	10
Civil Society & Citizenship Flow Thru Fund	127
Cornerstone Flow Thru Fund, Enhancing Education for Economically Disadvantaged Students	69
Fuel for School Program Flow Thru Fund	6,012
Integro Legacy Fund	141,464
Louise Dean School Fund	950
Mawer Investment Management Literacy Flow Thru Fund	3,620
Public Education Enhancement Flow Thru Fund (Designated)	12,341
Public Education Enhancement Flow Thru Fund	11,553
Willow Park School Program Enhancement Fund	33
<b>Total Flow Through Funds (Grants)</b>	<b>\$176,179</b>

**Fund  
Balance  
\$**

**Endowment Funds (Grants):**

Athletics Endowment Fund, Helping Students in Need	45,980
Bob Bannerman Memorial Fund	14,812
Beverly Hubert Global Citizenship Fund	23,737
Beyond Your Backyard Opportunities Fund	10,543
Career Pathways Field of Interest Endowment Fund	80,640
Christine M. Fielding Memorial Endowment Fund	62,098
Civil Society & Citizenship Education Endowment Fund	22,555
ConocoPhillips World Schools Debate Development Endowment Fund	49,456
Cornerstone Endowment Fund, Enhancing Education for Economically Disadvantaged	77,367
Creagh Family Fund	31,350
Dr. Brendan Croskery Aboriginal Culture Fund	40,336
EducationMatters Admin Endowment Fund	44,847
Enhancing Education for Students with Special Needs Endowment Fund	35,852
Enhancing ESL Education Endowment Fund	54,320
Future Leaders Endowment Fund	43,387
Georgie C Higgins Junior High Memorial School Fund	14,685
Georgie C Higgins Investment Fund for Lester B Pearson High School	15,415
Governors' Endowment Fund	9,838
Jason and Jane Louie Memorial Fund	8,237
Kaiti Perras Love of Dance Memorial Fund	122,444
Lehew-Wyman Family Endowment Fund	54,809
M.P. Hess Fund	10,183
Margaret and Bill Whelan Endowment Fund	72,140
Mary Nelson Memorial Fund	63,966
Mawer Investment Management Literacy Fund	54,765
McGill University Faculty of Agricultural and Environmental Sciences Fund	7,130
Public Education Enhancement Endowment Fund	326,110
Public Education Enhancement Endowment Fund (Designated)	43
Schools Helping Schools Fund	41,549
Southland Transportation Career Pathways Endowment Fund	7,676
Sunnyside School Endowment Fund	27,965
Supports for Students Born with Fetal Alcohol Spectrum Disorder Fund	37,044
TEAM Leadership Lord Beaverbrook HS Endowment Fund	7,012
Terry Wright Endowment Fund	7,785
Tiberious Publishing Program Fund	15,025
Tyler Zeer Endowment Fund	33,770
William Reid School Endowment Fund	20,973
Youth Mentorship Endowment Fund	9,885

**Total Endowment Funds (grant availability capped @ 4.5% per annum) \$1,605,729**

**EducationMatters  
Funds Established  
as at March 31, 2019**

	<b>Fund Balance</b>
	<b>\$</b>
<b>Flow Thru Funds (Student Awards)</b>	
Aboriginal Students Award Fund	3,986
Big Brothers Big Sisters Society of Calgary and Area Award Fund	1,300
Calgary Bridge Foundation for Youth Student Awards Fund	2,500
Calgary Entrepreneur Organization (CEO)	625
City of Calgary Degree Granting Scholarship Fund	35,702
City of Calgary Post Secondary Scholarships	51,000
ConocoPhillips Canada Awards	7,695
David James Anderson Memorial Award Fund	894
EducationMatters Scholarship Flow Thru Fund	106,513
EllisDon Student Award Fund	6,634
Emmalee Cherweniuk Award Fund	800
ENMAX Scholarship Fund	39,469
Everett and Mitchell Code Scholarship	9,388
Fogolar Furlan di Calgary Italian Award	18,215
Forest Lawn Resiliency Scholarship Fund	4,080
Future Leaders Flow Thru Scholarship Fund	958
Green & Gold Flow Thru Scholarship Fund	4,310
Haworth & Heritage Bus Interiors Architecture/Interior Design Scholarship Fund	4,157
Henry Wise Wood Warriors Legacy Flow Thru Fund	781
Henry Wise Wood Class of 1970 Scholarship Fund	95
Hopewell Scholarship Fund	167
Integro Legacy Scholarship Fund	16,121
Ivy & Len Freeston Student Award Flow Thru Fund	238
Jim Hoepfner Award	20
Job's Daughters International Scholarship	2,769
Kermet Archibald & Jacoba Van Den Brink Memorial Scholarship at the Cgy Found	38,849
Lauber Student Award	6,740
Laurie Sommerville Scholarship Award Fund	35,838
Louise Dean High School Awards	9,668
The Marguerite Patricia P. Bannister Scholarship Fund at the Calgary Foundation	239,772
Maureen Langston Memorial Fund	4,900
Nickolas Paswisty Memorial Bursary	2,906
Pay It Forward Fund	7,585
Queen Elizabeth Deaf and Hard of Hearing Scholarship and Program Enhancement Fund	14,176
R.M. (Mac) Dobson Creative Writing Scholarship	872
Richard Dunn Music Scholarship Fund	2,035
Southland Transportation Scholarship Flow Thru Fund	12,903
Tenaris Merit Awards	2,000
Thorner/Johnston/DiMarzo Family Bursary	12,000
Tom Inkster Memorial Scholarship Fund	1,424
Verna Hart Toole Legacy Award Fund	435
<b>Total Flow Thru Funds (Student Awards)</b>	<b>\$710,520</b>

	<b>Fund Balance \$</b>
<b>Endowment Funds (Student Awards):</b>	
Aaron, Harben Vocal Music Prize Fund	12,963
Aaron Family Scholarship Fund	14,508
Aberhart Alumni Scholarship Fund	81,988
Accomplished Angels Student Award Fund	1,024,341
Ann Strand Memorial Awards Fund	8,320
Anthony Ward Memorial Fund	4,170
Archie McKillop Student Award Endowment Fund	103,440
Arrata Family Award for New Canadians	49,931
Avis Hibbard Bursary	1,800
Benjamin (Ben) Albert Legacy Fund	297,427
Bennett Jones Scholarship Fund	10,642
Big Brothers Big Sisters Society of Calgary and Area Award Fund	18,997
Bob Clarke Memorial Scholarship	2,354
Bruce Leidl Composition Award Fund	14,850
Carolyn Baxter Memorial Award Fund	9,352
CNIB Memorial Scholarship Fund	4,375
Claire Poppit Award	7,227
Colonel Walker Community School 1950 to 1965 Alumni Award	14,929
David E. Mitchell Award	55,702
David James Anderson Memorial Award Fund	15,179
Doris Donald Memorial Bursary in Fine Arts	1,093
Douglas Norton Scholarship	2,465
Dr. Gordon Higgins Student Award Fund	27,745
Drs. Harry & Martha Cohen Prize Fund	10,700
Dustin Peers Memorial Visual Arts Award	220,576
Edith Berger Memorial Scholarship Fund	23,163
EducationMatters Endowed Scholarship Fund	2,788
E.F. Coste Scholarship	5,025
E. George Brigden Memorial Scholarship	4,004
Emily Sharpe Memorial Scholarship Fund	283,056
Emmalee Cherweniuk Award Fund	14,756
Ena Paul Memorial Award	4,227
Everett and Mitchell Code Scholarship	13,988
F. Margaret Milligan Scholarship	733
Frank L. Woodman Scholarship	2,184
Frank Whipple Memorial Bursary	6,751
Future Leaders Scholarship Endowment Fund	27,801
Gary Weimann Award for Community Service	24,746
George Morley Memorial Scholarship	11,580
Green & Gold Endowment Scholarship Fund	192,322
Hal Winlaw Health & Nutrition Legacy Award Fund	23,578
Haworth & Heritage Business Interiors Architecture/Interior Design Scholarship Fund	35,072
H.D. Cartwright Memorial Award	11,353
Henry Wise Wood Warriors Legacy Endowment Scholarship Fund	59,099
Hugh Robertson Science Award Fund	24,462
Ivy & Len Freeston Student Award Endowment Fund	19,707
James Fowler School Award Fund	16,649
Jennifer Ellen Shepherd Memorial Award Endowment Fund	80,716
Jennifer Eyton Memorial Trust Fund	2,947
Joan Ethier Women in Science Scholarship	410,494
Joanne Mugford Memorial Art Award	8,792
Job's Daughters International Scholarship	5,276

	<b>Fund Balance</b>
	<b>\$</b>
<b>Endowment Funds (Student Awards) cont'd:</b>	
John Bancroft Memorial Award	13,740
Keith Carswell Memorial Scholarship	10,060
Keith Yu Memorial Scholarship Fund	32,026
Laine McLeod Memorial Scholarship	6,720
Langevin School Bursary	27,001
Lawrence Parker Memorial Scholarship	8,574
Marjorie Taylor Memorial Scholarship Fund	68,742
Marnie Whitehead Memorial Scholarship	2,217
Marofke Family Aberhart Music Scholarship	58,924
Mary Belkin Memorial Scholarship Fund	29,975
Maurice A Spring (Vocational) Scholarship	3,510
MW & JR Tebo Memorial Journalism Fund	20,069
Pamela Jane Hardy Memorial Award Fund	60,172
Queen Elizabeth Deaf and Hard of Hearing Scholarship and Program Enhancement Fund	76,765
Richard D. Tingle Student Award Fund	36,000
Rick Theriault Outstanding Athletic Contribution Award Fund	21,339
Ross Glen Scholarship Fund	47,265
Ruth Ursula Leipziger Scholarship Fund	34,935
Shawn Whitney Memorial Award Fund	14,920
Sir Winston Churchill Enterprise & Innovation Scholarship	7,474
Southland Transportation Scholarship Endowment Fund	7,817
Steven Irving Memorial Music Scholarship	39,431
Susy Devlin Memorial Award Fund	32,050
Teens Against Drunk Drivers (TADD) Scholarship	6,728
Thomas Moore Memorial Bursary Fund	17,651
Thomas Walter Morrish Memorial Scholarship	8,868
Trades Related Career Pathways Student Award	86,362
Viscount Bennett Band Parents Association Award Fund	12,235
William Keir MacGougan Memorial Bursary	28,971
<b>Total Endowment Funds (scholarship availability capped @ 4.5% per annum)</b>	<b>\$4,150,884</b>

**EducationMatters**  
**Statement of Grants & Scholarships Awarded**  
**Year-to-Date March 31, 2019**

	\$
CBE - Dual Credit and Exploratory Programs	14,250
CBE - Fuel for School Program	4,269
Cecil Swanson School - Young Masters Program	405
Keeler School - Young Masters Program	416
Niitsitapi Learning Centre - Onsite Clinic for Indigenous Children & their Families	41,519
Patrick Airlie School - Young Masters Program	405
Thomas B. Riley School - Program Fees for Students	3,114
Valley View School - Young Masters Program	202
West View School - Forklift Training	184
<b>Total 2019 YTD Program Grants</b>	<b>\$ 64,764</b>
<b>Total 2019 YTD Scholarships</b>	<b>\$ 148,016</b>
<b>Total 2019 YTD Grants &amp; Scholarships</b>	<b>\$ 212,780</b>
<b>Total Grants since Inception</b>	<b>\$10,480,000</b>
<b>Total Scholarships since Inception</b>	<b>\$ 3,550,000</b>



## **EducationMatters**

### **Discussion of Financial Position and Results of Operations**

#### ***Statement of Financial Position***

As a result of CBE and EducationMatters having different fiscal years, a portion of our operating grant contributions are deferred each year end to reflect the fiscal year for which we have received operating funds.

In September, 2018 we deferred \$440,000 of CBE operating contributions received in 2018 that relate to our fiscal year 2019. This amount is reflected in the financial statements at March 31, 2019, as provided in this report.

Capital assets consist primarily of office equipment.

#### ***Statement of Operations***

Fundraising initiatives for 2019 are proceeding as planned and anticipated.

In accordance with best practices for not-for-profit or charitable organizations, donations are recognized only when they are received and not accrued as promises receivable.

#### ***Operating Budget Comparison***

Expenditures reported include only cash expenses for budget comparison purposes.

#### ***Funds Established and Grants Awarded***

Our report on Funds Established and their balances to March 31, 2019 reflect both realized and unrealized gains on funds. For the long term EducationMatters expects steady growth of its investments.

Grants and scholarships at over \$200,000 issued year-to-date, continue to provide a significant contribution, supporting Calgary Board of Education students.

**report to  
Board of Trustees**

**Chief Superintendent's Update**

Date	May 21, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-3: Instructional Program OE-8: Communicating and Engaging With the Public OE-9: Facilities

## 1 | Recommendation

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

## 2 | Issue

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As the Board of Trustees' chief executive officer, the Chief Superintendent is accountable for meeting the expectations set by the Board. These expectations are stated in Results and Operational Expectations policies.

OE-3: Instructional Program states that "providing high quality programming for all students is essential for student success, as defined in the Results". With other reports submitted to the Board of Trustees, this update meets the requirement of OE-3 in planning for and providing challenging, relevant and high quality programming opportunities that consider the educational needs of



students, the choices of families, and the fiscal and operational capacity of the organization.

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

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

### 3 | Timely Information

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#### **Engage our Stakeholders | Dialogue | High School Engagement**

The High School Engagement will launch in May 2019 with an online survey for staff, parents, students and community members. The focus of the High School Engagement is to identify how the Calgary Board of Education (CBE) can balance enrolment in 20 of our high schools. Within the next five years, 10 high schools will be operating between 100 to 150 per cent of their capacity while seven will be operating with capacity between 50 to 85 per cent. Only three schools will be operating in the capacity range that best supports student learning over the next five years, which is 85 to 100 per cent.

Through the engagement, we hope to identify key factors that will contribute to the creation of a sustainable system-wide plan for high schools. This long-term plan will detail how the CBE can continue to provide students with access, flexibility and choice in programming while making the best use of available space and resources into the future. The plan will be communicated by October 2021 and implemented beginning in the 2022-2023 school year.

#### **Steward our Resources | Public Access to CBE Schools and Fields**

Schools play a central role in communities across this city. One way the CBE recognizes this fact is by ensuring that the public has the opportunity to access space within CBE schools. CBE provides rental space after 6 pm weekdays and on weekends.

As a matter of perspective, demonstrating the important role schools play in the life of a community, not-for-profit user groups rent an average of 61,000 hours of space annually which is the equivalent of almost seven years of 24/7 rentals.

Through our partnership with the City of Calgary, over 70 percent of these rental bookings are managed through the City's centralized booking service. Groups that book through City of Calgary Recreation include Calgary minor and adult sports associations, religious groups, Scouts and Girl Guides. The remaining 30 percent of rental bookings are managed directly by the CBE in support of not-for-profit groups that provide programs and support services considered integral to educational outcomes. Examples include the Calgary Bridge Foundation for Youth, City of Calgary Neighbourhood Services, and Southern Alberta Heritage Language (SAHLA).

Public user groups also access and rent CBE fields and grounds. In recognition of the wear-and-tear that public use of CBE school fields has upon them, the City of Calgary maintains many of these fields. Additionally, to maintain fields in optimum condition, rest periods are scheduled during which time school fields are taken off the City field rental inventory.

The CBE believes strongly that public education serves the common good. This example highlights yet one more example of how the common good benefits from public education, in this case through evening and weekend access to schools and associated fields by the public.

### **Build Professional Capital | Engage Our Stakeholders | Language Professional Learning Symposium**

On April 22, over 375 teachers and administrators from French Immersion, Spanish, Mandarin, and German Bilingual Programs participated in the CBE Languages Professional Learning Symposium at the New Central Library. This common professional learning day aimed to bring educators together to build their professional capital by exchanging classroom innovations in second language contexts. Participants engaged in developing a common understanding of research-informed bilingual pedagogy.

Keynote speakers included Steven Crowchild from Tsuut'ina Nation speaking about Indigenous language revitalization and Dr. Bonny Norton from the University of British Columbia speaking about multi-literacies in a digital age. Teachers were able to self-select sessions on themes including multimodal technologies, bilingual environments, content integrated learning and inclusive practices for global competence.

The success of the event was derived from strong collaboration between educators, principals, researchers, and CBE staff, together with our partners and stakeholders including the Calgary Public Library, the University of Calgary and Loft 112 Literary Arts Centre.

### **Engage Our Stakeholders | Personalize Learning | Dual Credit Information Evenings**

The Calgary Board of Education partners with post-secondary institutions, businesses, and organizations to offer a wide-range of off-campus courses and

work-experience opportunities for students. These programs allow students to follow their interests and passions and to explore career pathways. They offer practical, hands-on learning experiences that can set students up for future success in post-secondary programs or the workplace.

During the month of April over 600 students, parents and teachers attended one of three Dual Credit Information Evenings to learn about upcoming program opportunities available to all CBE students. Sessions were hosted with post-secondary partners at Bow Valley College, Olds College and SAIT. Over 20 programs are currently offered to students within the Career and Technology Studies (CTS) Clusters: Business, Administration, Finance & Information Technology; Health, Recreation & Human Services; Pre-Engineering, Robotics & Building Trades; Natural Resources; Media, Design & Communication Arts; and Trades, Manufacturing & Transportation.

By engaging with our stakeholders, the Calgary Board of Education provides unique learning opportunities which supports personalized learning and allows high school students to earn post-secondary and high school credits simultaneously. Everyone contributes to the success of public education.



CHRISTOPHER USIH  
CHIEF SUPERINTENDENT OF SCHOOLS

#### GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.