

public agenda

June 16, 2020
12:00 p.m.

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

In light of the Alberta Government's COVID-19 guidelines, and based on direction from the Chief Medical Officer of Health, this public Board meeting will be held online only. The meeting will be viewable by the public through our live stream (<https://www.cbe.ab.ca/about-us/board-of-trustees/Pages/Board-Meetings.aspx>).

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.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	5 Operational Expectations			
	6 Public Comment [pdf]		GC-3.2	
	Scheduled only when public comment request(s) comply with the requirements outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Information			
	8 Matters Reserved for Board Decision	Board	GC-3	
8.1 Results 2: Academic Success - Targets		R-2	Page 8-1	
9 Consent Agenda	Board	GC-2.6		



Time	Topic	Who	Policy Ref	Attachment
	9.1 Items Provided for Board Approval			
	9.1.1 OE-5: Financial Planning – Annual Monitoring <i>(THAT the Board approves the Chief Superintendent is in compliance with the provisions of this policy.)</i>	Board	OE-5,7; B/CSR-5	Page 9-1
	9.1.2 Locally Developed Courses <i>(THAT the Board approves the Locally Developed Courses listed in Appendix I for school use in The Calgary Board of Education, for the authorization periods set by Alberta Education.)</i>		R-2, OE-3	Page 9-10
	9.1.3 Schedule of Regular Meetings and GC-6E: Annual Work Plan 2020-2021 <i>(THAT the Board approves the Meeting Schedule for September through June 2020; and approves GC-6E: Annual Work Plan 2020-2021 in principle, as submitted.)</i>		GC-2,6	Page 9-15
	9.1.4 Proposed Amendments to Board Procedures Committee Terms of Reference: <i>(THAT the Board approves the revised Board Procedures Committee Terms of Reference as submitted.)</i>		GC-5;5E	Page 9-19
	9.2 Items Provided for Board Information		OE-7	
	9.2.1 Correspondence			Page 9-22
	9.2.2 EducationMatters Financial Statements as at March 31, 2020			Page 9-31
	10 In-Camera Session			
4:30 p.m.	11 Adjournment			
	Debrief	Trustees	GC-2.3	

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.

report to Board of Trustees

Results 2: Academic Success – Targets

Date	June 16, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Joanne Pitman Superintendent, School Improvement
Governance Policy Reference	Results 2
Resource Person(s)	Elizabeth Wood, Education Director, Research & Strategy

1 | Recommendations

It is recommended:

- THAT the Board of Trustees approves the Results 2: Academic Success targets as presented in this report; and
- THAT the Board of Trustees directs the Chief Superintendent to review the targets for Results 2: Academic Success, for Board reaffirmation or approval by June 30, 2021.

2 | Issue

The Board of Trustees has directed the Chief Superintendent to review the targets for Results 2: Academic Success.



3 | Background

The Board of Trustees passed the following motion at the October 8, 2019 Board meeting:

THAT the Board of Trustees directs the Chief Superintendent to review the targets for Results 2: Academic Success, for Board reaffirmation or approval by June 30, 2020.

4 | Analysis

Context

On March 15, 2020, as a result of the COVID-19 pandemic, the Minister of Education cancelled in-person classes and set out the expectations regarding at-home learning opportunities. The minister also cancelled all grade 6 and 9 provincial achievement tests (PAT) and grade 12 diploma exams through to the end of June.

In the ongoing learning environment the minister detailed what content was expected to be delivered and the average time for this work by division. Teachers were tasked with determining what content to cover based on remaining curricular outcomes and plan tasks that were reasonable to do from home.

Impact

Due to the cancelling of in-person classes as well as changes to provincial assessment as a result of COVID-19, achievement results for 2019-20 will not be directly comparable to preceding or succeeding years.

This includes: report card results; demographic data (e.g. high school success); and diploma exam results.

While the in-person data collected up to March 15, is directly comparable, given the significant differences in home environments, how students engage in learning and how they are able to demonstrate achievement, the data collected after March 15 is not. The variance in student experiences since March 15 is expected to be reflected in the data collected. We are curious about what the data will surface regarding remote learning experiences and student achievement.

At this point we do not know the impact on the provincial monitoring of results through the Accountability Pillar.

Baseline

The 2018-19 results set the baseline for Results 2 monitoring. The targets in this report, determined from these baseline data, set a structure for future data analysis. They will serve as an important benchmark by which to look at future achievement as students return to school.

Proposed Targets

Targets will be considered annually and finalized based on the identified areas of concern. Currently targets are for one year. Once data sets are build out, trends can be considered and then long-term targets can be set. In the interim, under a model of continuous improvement, over time the target is for results to improve.

What follows are the proposed targets for the 2019-20 annual monitoring of Results 2: Academic Success based on the 2018-19 results.

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Provincial Accountability Pillar.
 - Targets for 2019-20
 - 4-year rate: Is at or above 80 percentage for All Students
 - 5-year rate: Is at or above 83 percentage for All Students
 - 3-year rate: The Achievement Measure increases one level to *Low* for Students who Self-Identify as Indigenous
 - 3-year rate: The Achievement Measure is *Intermediate* for Students with Identified Special Education Needs
 - 3-year rate: The Achievement Measure is *High* for All Students
 - 3-year rate: The Improvement Measure is *Improved* for All Students
2. Student results in English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.
 - Targets for 2019-20
 - English Language Arts:
 - Division 1 results for Students who Self-Identify as Indigenous will improve.
 - Division 1, 2, 3 and 4 results for English Language Learners will improve.
 - Mathematics:
 - Division 2 and 3 results for Students who Self-Identify as Indigenous will improve.
3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Student Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.
 - Targets for 2019-20

Note | for the Provincial Achievement Tests, the targets will be based on Writer data.

- For All Students
 - English Language Arts 30-1: The Acceptable Standard Achievement Measure will increase a level to *High*.
 - English Language Arts 30-2: The Acceptable Standard Achievement Measure will increase a level to *Intermediate*.
 - Mathematics 9: The Acceptable Standard Improvement Measure will increase a level to *Maintained*.
 - Mathematics 9: Percentage of students achieving the Acceptable Standard will be above 72.0%.
 - Mathematics 30-2: Percentage of students achieving the Acceptable Standard will be above 78.5%.

- For English Language Learners
 - English Language Arts 9: The Acceptable Standard Improvement Measure is *Improved*.
 - English Language Arts 30-1: The Acceptable Standard Achievement Measure increases by one level to *Low*.
 - English Language Arts 30-2: The Acceptable Standard Achievement Measure increases by one level to *Low*.
 - Mathematics 9: Percentage of students achieving the Acceptable Standard will be above 65.5%.
 - Mathematics 30-2: Percentage of students achieving the Acceptable Standard will be above 72.5%.

- For Students who Self-Identify as Indigenous
 - English Language Arts 9: Percentage of students achieving the Acceptable Standard will be above 80.0%.
 - English Language Arts 9: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - English Language Arts 30-1: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - English Language Arts 30-2: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Mathematics 6: The Acceptable Standard Achievement Measure increases by one level to *Low*.
 - Mathematics 9: The Acceptable Standard Achievement Measure increases by one level to *Low*.
 - Mathematics 30-1: Percentage of students achieving the Acceptable Standard will be above 69.5%.

- For Students with Identified Special Education Needs
 - English Language Arts 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.

- English Language Arts 9: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - English Language Arts 9: Percentage of students achieving the Acceptable Standard will be above 71.5%.
 - English Language Arts 30-1: The Acceptable Standard Improvement Measure increases by one level to *Declined*.
 - English Language Arts 30-2: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Mathematics 6: The Acceptable Standard Achievement Measure increases by one level to *Intermediate*.
 - Mathematics 6: Percentage of students achieving the Acceptable Standard will be above 69.0%.
 - Mathematics 9: The Acceptable Standard Achievement Measure increases by one level to *Low*.
 - Mathematics 9: Percentage of students achieving the Acceptable Standard will be above 50.0%.
4. Student results in each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.
- Targets for 2019-20
 - Career & Technology Foundations: Division 3 results for Students who Self-Identify as Indigenous and for Students will Identified Special Education Needs will improve.
 - Science: Division 1, 2 and 4 results for Students who Self-Identify as Indigenous will improve.
 - Social Studies: Division 1, 2 and 4 results for Students who Self-Identify as Indigenous will improve.
5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Provincial Accountability Pillar.
- Targets for 2019-20
- Note** | for the Provincial Achievement Tests, the targets will be based on Writer data.
- For All Students
 - French Language Arts 9: The Acceptable Standard Improvement Measure is *Maintained*.

- French Language Arts 30-1: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
- Science 6: The Acceptable Standard Improvement Measure is *Maintained*.
- Social Studies 30-1: The Acceptable Standard Improvement Measure is *Maintained*.

- For English Language Learners
 - French Language Arts 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - French Language Arts 9: The Acceptable Standard Improvement Measure is *Maintained*.
 - French Language Arts 30-1: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Science 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Biology 30: The Acceptable Standard Improvement Measure is *Maintained*.
 - Science 30: The Acceptable Standard Improvement Measure is *Maintained*.
 - Social Studies 9: The Acceptable Standard Improvement Measure is *Improved*.
 - Social Studies 30-1: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Social Studies 30-2: The Acceptable Standard Improvement Measure is *Maintained*.

- For Students who Self-Identify as Indigenous
 - French Language Arts 6: The Acceptable Standard Improvement Measure is *Maintained*.
 - French Language Arts 9: The Acceptable Standard Achievement Measure increases a level to *Low*.
 - Science 6: The Acceptable Standard Achievement Measure increases a level to *Low*.
 - Science 9: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Biology 30: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Social Studies 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.

- Social Studies 9: The Acceptable Standard Achievement Measure increases a level to *Low*.
- Social Studies 30-2: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
- For the Students with Identified Special Education Needs cohort
 - French Language Arts 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - French Language Arts 9: The Acceptable Standard Achievement Measure increases a level to *Low*.
 - French Language Arts 30-1: The Acceptable Standard Achievement Measure is *Intermediate*.
 - Science 6: The Acceptable Standard Achievement Measure is *Intermediate*.
 - Science 9: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Biology 30: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Science 30: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Social Studies 6: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.
 - Social Studies 9: The Acceptable Standard Improvement Measure is *Maintained*.
 - Social Studies 30-2: The Acceptable Standard Improvement Measure is *Maintained* and there is evidence of chi-square value increase within the range.

5 | Implementation Consequences

The setting of targets is not anticipated to have any impact on the operations of the CBE.

6 | Conclusion

The proposed targets will assist Trustees with the annual monitoring of the success of our students with respect to the Results 2: Academic Success Policy.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

APPENDIX

Appendix I: Glossary of Terms

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.

appendix | I. Glossary of Terms

- All Students: the entire set of students included in the data set for a specific indicator.
- AS: Acceptable Standard - With respect to the Diploma Examination standards, the Acceptable Standard is a mark of 50% or higher. For Provincial Achievement Tests (PATs) the exact scores for the standard varies from year to year and from test to test, but is close to 50%.
- Board: Board of Trustees
- Dip: Diploma Examination – Students in grade 12 in Alberta who are registered in any of Biology 30, Chemistry 30, English Language Arts 30-1 or 30-2, French Language Arts 30-1, Mathematics 30-1 or 30-2, Physics 30, Science 30, or Social Studies 30-1 or 30-2, write a Diploma Examination that is worth 30% of their final mark in the course.
- Division: group of grades (e.g., Division 1 is comprised of grades 1, 2 and 3).
- English Language Learner: This group includes only those students who have been assessed as needing English language learning support and assigned the corresponding Alberta Education code.
- Mean: the sum of the values in a set of numbers divided by the number of values in the set.
- Measure Evaluations
 - Achievement Measure Evaluation - this is a Provincial Accountability Pillar evaluation, which consists of comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation. The categories for achievement are *Very High*, *High*, *Intermediate*, *Low* and *Very Low*.

- Improvement Measure Evaluation - this is a Provincial Accountability Pillar evaluation which consists of comparing the Current Year result with the Previous 3-year Average. A chi-square statistical test is used to determine the significance of the improvement. The categories for improvement and the chi-square range for each category are as follows:
 - *Improved Significantly*, chi-square result ≥ 3.84 (current result > previous 3-year average)
 - *Improved*, $1.00 \leq$ chi-square result < 3.84 (current result > previous 3-year average)
 - *Maintained*, chi-square result < 1.00
 - *Declined*, $1.00 \leq$ chi-square result < 3.84 (current result < previous 3-year average)
 - *Declined Significantly*, chi-square result ≥ 3.84 (current result < previous 3-year average)
 - Overall Measure Evaluation - this is a Provincial Accountability Pillar evaluation that combines the Achievement Evaluation and the Improvement Evaluation. The categories for overall evaluation are *Excellent*, *Good*, *Acceptable*, *Issue* and *Concern*.
- PAT: Provincial Achievement Test - Students in grade 6 or 9 in Alberta write a provincial test in English/French Language Arts, Mathematics, Science and Social Studies.
- Prov: Province
- Provincial Accountability Pillar: The Alberta government has a system for school authorities to consistently measure success and progress, called the Accountability Pillar. The Provincial Accountability Pillar uses 16 measures that show communities how schools and school authorities are performing each year.
- 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.
- SE: Standard of Excellence - With respect to the Diploma Examination standards, the Standard of Excellence is a mark of 80% or higher. For PATs, the exact scores for the standard varies from year to year and from test to test, but is close to 80%. Students meeting the Standard of Excellence are also captured in the Acceptable Standard.

- **Self-Identify as Indigenous:** Legal guardians have the choice of identifying their child as Indigenous on the Student Registration Form (new students) or yearly Demographic Information Form (current students). Not every Indigenous student is identified as such by their legal guardian. In the following report, only students who have been identified are included in the data for “Students who Self-Identify as Indigenous”.
- **Students with Identified Special Education Needs:** This group includes only those students who have been assessed and identified with a special education need then assigned the corresponding Alberta Education special education code, with the exception of those identified as gifted and talented. There is one exception to the latter and that is, when a student is double coded where one of the codes is gifted and talented. In this case the student is included in this group.

operational
expectations
monitoring report

OE-5: Financial Planning

BOARD OF TRUSTEES ACTION

Monitoring report for the school
year 2018-2019

Report Date

June, 16, 2020

With respect to OE-5: Financial Planning, 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-5: Financial Planning

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 5: Financial Planning, the Chief Superintendent certifies that the proceeding information is accurate and complete.

- In Compliance.
- In Compliance with exceptions noted in the evidence.
- Not in Compliance.



Signed: _____
Christopher Usih, Chief Superintendent

Date: June 4, 2020

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 5: Financial Planning, 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-5: Financial Planning

Executive Summary

The Board of Trustees believes that prudent financial planning and management are essential for student success and public confidence.

This Operational Expectation establishes expectations of the Board of Trustees for the Calgary Board of Education regarding financial planning for student success public confidence.

The Chief Superintendent's reasonable interpretation and indicators for OE 5: Financial Planning were approved on October 10, 2017. The Board of Trustees last monitored OE - 5 on January 8, 2019. This report includes data available from the 2018-2019 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
5.1	5.1.1	Compliant
5.2	5.2.1	Compliant
5.3	5.3.1	Compliant
5.4	5.4.1	Compliant
5.4	5.4.2	Compliant
5.4	5.4.3	Compliant

The Board of Trustees believes that prudent financial planning and management are essential for student success and public confidence.

Board-approved Interpretation |



OE-5: Financial Planning

As stewards of public funds, careful and intentional planning for use of available funding that is aligned with CBE missions, vision and values is essential to support student learning and provide assurance to the community.

The Chief Superintendent interprets:

- *prudent financial planning* to mean the allocation of resources to achieve the objectives as outlined in the Three year Education plan.
- *financial management* to mean having the process and controls in place to balance the cost and benefit for budget decisions with available funding.
- *public confidence* to mean the ability for members of the community to understand the rationale for budget decisions through transparent financial reporting.

The Chief Superintendent shall:

5.1	Present the budget-planning assumptions.	Compliant
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Identifying key principles and variables that will drive budget decisions is an important component of the budget process and is critical to consistency and transparency.

The Chief Superintendent interprets:

- *budget-planning assumptions* to mean the identification of a range of controllable and non-controllable factors that impact the budget.

Board-approved Indicators and *Evidence of Compliance* |

<p>1. A Budget Assumptions Report that reflects the Board’s values and identifies the critical and relevant factors impacting the development and balancing of the budget.</p>	Compliant
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OE-5: Financial Planning

The organization is compliant with this indicator.

Evidence statement

The Budget Assumptions Report was presented to the Board of Trustees on May 14, 2019.

Evidence demonstrates all indicators in subsection 1 are in compliance.

5.2	<p>Develop a budget that:</p> <ul style="list-style-type: none"> a) is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year as set out in the Annual Summative Evaluation; and b) avoids fiscal jeopardy 	Compliant
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The budget reflects the focus on student learning, incorporates key assumptions and presents information that furthers understanding of the use of resources.

The Chief Superintendent interprets:

- *summary format understandable to the Board* to mean the format required by Alberta Education with supplemental information as required to enhance public understanding.
- *the relationship between the budget and Results priorities and any Operational Expectations goals for the year* to mean that the budget reflects the priorities of the Three Year Education Plan and the goals as set out in the Annual Summative Evaluation.
- *avoid fiscal jeopardy* to mean to take steps to mitigate the risks associated with the inability of the organization on an ongoing basis to continue to operate and meet statutory obligations.

Board-approved Indicators and *Evidence of Compliance* |



OE-5: Financial Planning

1. A Budget Document that reflects this interpretation is presented to the Board.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The *Students Come First | Budget Report for 2019-2022* was presented on June 18, 2019 and June 25, 2019.

Evidence demonstrates all indicators in subsection 2 are in compliance.

5.3	Ensure prudent financial management that does not materially deviate from the budget.	Compliant
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The same expectations should exist for ongoing administration and operationalization of the budget as were made in the planning process.

The Chief Superintendent interprets:

- *materially deviates from the budget* to mean quantitative variances from the approved budget including:
 - any change in approved use of reserves;
 - creation of a deficit in any amount; or
 - an annual negative variance from planned net operating surplus of \$5 million or more;
 - Any line item in the quarterly variance reports that varies by greater than 1% and \$500,000.



OE-5: Financial Planning

Board-approved Indicators and *Evidence of Compliance* |

1. Quarterly variance reports will be presented reflecting the materiality interpretation.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The following quarterly variance reports were presented to the Board of Trustees in the 2018-2019 school year:

- November 27, 2019 – Fourth Quarter Budget Variance Report for the 2017-2018 Budget
- November 27, 2019 – Fall 2018 Update to the 2018-2019 Budget and First Quarter Budget Variance Report
- March 12, 2019 – Second Quarter Budget Variance Report
- June 11, 2019 - Third Quarter Budget Variance Report

Evidence demonstrates all indicators in subsection 3 are in compliance.

5.4	Ensure that prior board approval is received for all expenditures from reserve funds and for all transfers between operating reserves, capital reserves or committed operating surplus.	Compliant/Non-compliant
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The Board of Trustees must authorize use of or transactions between reserve funds of any kind.

Board-approved Indicators and *Evidence of Compliance* |



OE-5: Financial Planning

1. All use of reserve funds will occur with the prior approval of the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The *Financial Status of Reserves and Designated Funds at August 31, 2018* was presented to the Board of Trustees on November 6, 2018.

2. All transfers between reserve funds will occur with prior approval of the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The *Financial Status of Reserves and Designated Funds at August 31, 2018* was presented to the Board of Trustees on November 6, 2018 as evidence of Board of Trustee approval for transfers between reserve funds.

3. All debt arrangements will occur with the prior approval of the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

There was no new debt acquired for 2018-2019 school year.

Evidence demonstrates all indicators in subsection 4 are in compliance.



OE-5: Financial Planning

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

Locally Developed Courses

Date	June 16, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Decision
Originator	Joanne Pitman, Superintendent, School Improvement
Governance Policy Reference	Locally Developed Courses R-2: Academic Success OE- 3: Instructional Program
Resource Person(s)	David Dyck, Director, School Improvement Stephanie Chan, Specialist, School Improvement Ankush Garg, Specialist, School Improvement

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the Locally Developed Courses listed in Appendix I for school use in The Calgary Board of Education, for the authorization periods set by Alberta Education.

2 | Issue

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

In order to offer the courses for students, Board of Trustee approval is required.



3 | Analysis

Appendix II outlines the rationale for the approval requested for developed and acquired Locally Developed Courses for students in The Calgary Board of Education.

4 | Implementation Consequences

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

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

The Chief Superintendent shall:

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

3.2 Ensure that the instructional program is regularly evaluated and modified as necessary.”

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

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

Procedures for authorizing a Locally Developed Course outlined in the Guide to Education include the expectation that all school authorities have a board motion approving developed, acquired; and withdrawing of Locally Developed Courses for the specified time reflected in Appendix I. Notice of authorization of the recommendations in this report is provided to Alberta Education’s Curriculum Branch, when requested, and The Calgary Board of Education staff.

Locally Developed Courses (LDC) are authorized by Alberta Education for a maximum period of four years. When a course is expiring, it is reviewed in the context of local student need. A decision is made by the originating district to continue developing or seek approval to remove from the Board of Trustees’ approved course listing.

The Calgary Board of Education’s intention is to facilitate seamless access for students by seeking approval for the recommendations outlined in Appendix I and the rationale outlined in Appendix II. Copies of the new course outlines are available to all staff in The Calgary Board of Education through the “Insite”.

5 | Conclusion

Board of Trustee’s approval of all locally developed courses will ensure that The Calgary Board of Education is compliant with the *Guide to Education* requirements. Approval of these courses will enable The Calgary Board of Education to be responsive to the learning needs of our students.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

APPENDICES

- Appendix I: Locally Developed Courses Recommendations
- Appendix II: Rationale for approval needed for Locally Developed Courses

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.

Appendix I | Locally Developed Courses Recommendations

Acquired | September 1, 2020

From The Edmonton School Division - expiring:
August 31, 2024

- Improvisational Theatre (2020) (15-3/5; 25-3/5; 35-3/5)

From The Sunchild First Nation Band – expiring:
August 31, 2023

- Smudging (Elder Chronicles) (2019) (15-3)
- Tipi Making: Elder Chronicles (2019) (15-3)
- Beading (Elder Chronicles) (2019) (15-3)

Appendix II | Locally Developed Courses Rationale

Improvisational Theatre (15-3/5; 25-3/5; 35-3/5) (new)

Improvisational Theatre 15-25-35 provides opportunities for students to develop their skills in improvisational theatre beyond the foundational skills offered through the Drama 10-20-30 Program of Studies. This course sequence develops the performer's ability to observe, create, interpret and respond artistically as they communicate thoughts and ideas and discover their personal voice as an improviser. Students in *Improvisational Theatre* 15-25-35 have opportunities to examine multiple perspectives and gain an appreciation of the importance of accepting others' ideas and building upon them to create meaningful theatrical performances..

Indigenous Elder Chronicles (15-3) (new)

Beading fosters sound principles of design and practical skills of sewing. Traditional and contemporary technologies help the student create works of art. Beading is found throughout the world and fosters appreciation for other cultures.

Smudging is regarded by Indigenous people as a cleansing process of the mind and body as a way to sharpen focus and to move forward with good intentions for good outcomes. While Indigenous peoples follow the traditional method of smudging practiced for thousands of years, other cultures have evolved their own techniques over varying times. This course examines an array of cultural practices of smudging and burning incense.

Tipi Making teaches the skills for assembling the materials, making and erecting a tipi. As a focused activity that employs balanced design strategies, students are likely to develop a natural curiosity of and appreciate for other forms of tipis or nomadic "tents" in diverse cultures.

report to Board of Trustees

Schedule of Regular Meetings and GC-6E: Annual Work Plan 2020-2021

Date	June 16, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trish Minor Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments GC-6E: Annual Work Plan

1 | Recommendation

- THAT the Board of Trustees approves the Schedule of Regular Board Meetings, including the date, time and place, for September 2020 through June 2021, as provided in Attachment I of the report; and
- THAT the Board of Trustees approves GC-6E: Annual Work Plan 2020-2021 in principle, as provided in Attachment II of the report, recognizing that the work of the Board and agenda planning for specific Board Meetings is subject to ongoing review and update by the Board's Agenda Planning Committee.

2 | Background

Section 2 of the *Board Procedures Regulation* requires a resolution of the Board to establish the regular meetings of the Board. The resolution must state the date, time and place of the regular meeting.

Board Meeting Procedures contain guidelines to determine the schedule of the Board of Trustees' meetings, as follows:

- Regular meetings, including public and private agendas, will be held on Tuesdays, commencing at noon.



The proposed schedule accommodates the traditional school calendar dates and the work plan of the Board of Trustees.

The Board Procedures also require that, “To the extent possible, the Board of Trustees shall determine the agenda for meetings of the Board of Trustees for the forthcoming year.” GC-6E: Annual Work Plan determines, to a large extent, the Board’s meeting agendas for the remainder of year. Regular and ongoing review of the upcoming Board meeting agendas will be fine-tuned and amended, as circumstances arise, by the Board’s Agenda Planning Committee.

Attachment I: Schedule of Regular Meetings
Attachment II: GC-6E: Annual Work Plan 2020-2021





**BOARD OF TRUSTEES
SCHEDULE OF REGULAR MEETINGS
SEPTEMBER 2020 TO JUNE 2021**

held at the Education Centre, 1221 – 8 Street SW, Calgary, Alberta

PUBLIC AGENDAS 12:00 p.m. to 4:30 p.m. Multipurpose Room	PRIVATE AGENDAS 12:00 p.m. to 4:30 p.m. Room T224
September 15, 2020	
September 29, 2020	
October 13, 2020	
October 27, 2020	
November 10, 2020	November 19, 2020
November 24, 2020	
December 8, 2020	December 15, 2020
January 12, 2021	
January 26, 2021	
February 9, 2021	
February 23, 2021	
March 9, 2021	
March 23, 2021	
April 13, 2021	
April 27, 2021	
May 11, 2021	
May 25, 2021	
June 15, 2021	
June 22, 2021	

(Organizational Meeting of the Board of Trustees – Tentatively October 27, 2020)

Board of Trustees'
Governance Policy

MONTH	GC/ B/CSR	OE	RESULTS	STRATEGIC DIALOGUE/ ENGAGEMENT	BOARD DEVELOPMENT/ GENERATIVE DISCUSSION	OTHER BUSINESS
2020 SEPT 15, 29	GC 1-9 B/CSR 1-5					<ul style="list-style-type: none"> • EducationMatters • Chief Sup't Summa- tive Evaluation
OCT 13, 27		OE-1 (M)	DIPS & PATs Results	COSC – Oct 22	Strategies to ad- dress learning gaps and student mental health due to COVID-19	<ul style="list-style-type: none"> • Modular Classroom Plan • Ward Boundaries By- law (3 readings)
NOV 10, 19, 24		OE-4(M)				<ul style="list-style-type: none"> • EducationMatters • ASBA FGM Nov 15-17 • Audited Financials • Annual Education Results Report & 3- Yr. Education Plan • School Enrolment Report
DEC 8, 15		OE-8 (M)				
2021 JAN 12, 26		OE-3 (M)	R-2 (M)	COSC – Jan 20		<ul style="list-style-type: none"> • Board of Trustees 2020-21 Operating Budget
FEB 9, 23			R-2 (M con't)			
MAR 9, 23		OE-7 (M)	R-3 (M)			<ul style="list-style-type: none"> • Edwin Parr Nominee • 3-Yr. School Capital Plan
APR 13, 27		OE-2 (M)	R-4 (M)	COSC – Apr 22	Equity Framework	<ul style="list-style-type: none"> • Trustee Remunera- tion Report • Budget Assumptions Report • EducationMatters (presentation)
MAY 11, 25		OE-6 (M)	R-5 (M)			<ul style="list-style-type: none"> • Operating & Capital Budget • Locally Developed Courses
JUNE 15, 22		OE-5 (M) OE-9 (M)				<ul style="list-style-type: none"> • 3 Yr. Student Accom- modation Plan • ASBA SGM June 6-9 • EducationMatters

RI Reasonable Interpretation

I Indicators

Dates of Private Meetings in Red

M Monitoring of compliance or reasonable progress

RM Re-monitoring

B/T Baseline and Targets

Approved:

report to Board of Trustees

Proposed Amendments to Board Procedures Committee Terms of Reference

Date	June 16, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor, Corporate Secretary
Purpose	Decision
Governance Policy Reference	GC-5: Board Committees GC-5E: Board Committees Terms of Reference

1 | Recommendation

It is recommended:

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

2 | Background

The Board of Trustees formed the Board Procedures Committee and approved the Terms of Reference on June 25, 2019. The Terms of Reference indicated the work of the Committee is anticipated to be completed by June 30, 2020.

The Board of Trustees believes there is additional work for the Committee to undertake on behalf of the Board and therefore the existence of the Committee will need to extend passed June 30, 2020.



3 | Consideration

The Board of Trustees consider the amendment to the Board Procedures Committee Terms of Reference.

Attachment I: Proposed Amendments to the Terms of Reference for the Board Procedures Committee

GOVERNANCE CULTURE
GC-5E: Board Committees

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annually

7. Board Procedures Committee

a. Purpose/Charge:

- To review Board of Trustees' *Board Meeting Procedures* in light of best practices and the principles of openness and transparency. Areas to examine would include but not be limited to:
 - Compliance with the *Education Act*
 - Trustee Agenda Requests
 - Trustee Inquiries
 - Board Bylaws
- To provide recommendations to the Board of Trustees related to how the *Board Meeting Procedures* can be improved.

b. Membership:

- Three trustees. The Committee Chair shall be a trustee appointed by the Board of Trustees; and
- Corporate Secretary, or delegate

c. Reporting Schedule:

The Committee will provide a full report and recommendations to the Board of Trustees by ~~December 31~~[June 30](#), 2020. Prior to presentation, the Committee will work with the Corporate Secretary to ensure that the recommendations are in compliance with the *Education Act* and Board Policies.

d. Term:

This is an ad hoc Committee, with an anticipated expiry date of ~~December 31~~[June 30](#), 2020. The appointment of the Committee members will expire upon completion of the Committee's final report to the Board of Trustees.

e. Authority Over District Resources:

None.

Adopted:



report to Board of Trustees

Correspondence

Date	June 16, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor, Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

1 | Recommendation

This report is being provided for the information of the Board.

2 | Background

The following is a summary of the correspondence provided to the Board:

- Letter dated December 3, 2019 to The Hon. A. LaGrange, Education Minister, re: requesting approval for the sale of the Erlton Centre property to The City of Calgary.
- Letter dated February 18, 2020 from The Hon. A. Corbould, Deputy Minister, approving the sale of the Erlton Centre property to The City of Calgary.
- Letter dated January 30, 2020 from The Hon. A. LaGrange, Education Minister, and The Hon. P. Panda, Infrastructure Minister, approving construction funding for Auburn Bay Middle School and North Calgary High School and Auburn Bay Elementary School (P3 project).
- Letter dated May 27, 2020 to The Hon. A. LaGrange, Education Minister, re: opening of Dr. Freda Miller School, Sibylla Kiddle School and Northern Lights School.





Board Chair

Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Lisa Davis Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

December 3, 2019

Honourable Adriana LaGrange
Minister of Education
10800 - 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister LaGrange:

Re: Sale of Erlton Centre Property to the City of Calgary

Further to your Ministry’s letter dated October 15, 2018, which confirmed approval for disposition of Calgary Board of Education (CBE) lands, the CBE is requesting approval to sell the Erlton Centre property to the City of Calgary for the amount of \$1,127,697.00 plus GST.

In accordance with the Joint Use Agreement, the CBE provided the City of Calgary with a Right of First Refusal to purchase the Erlton Centre property, and the City of Calgary has submitted a purchase offer to acquire the lands.

On November 12, 2019, the CBE Board of Trustees approved this land transfer by passing the following motion:

“THAT the Board of Trustees approves the sale of the Erlton Centre property to the City of Calgary.”

Both the CBE and City of Calgary have obtained independent property appraisals and agreed to a land sales price based on an average of the two appraisal values (copy of both appraisals is enclosed for your reference). The final purchase price also takes into account that portions of property were historically purchased from the City of Calgary for \$1.00, and per the terms of the Joint Use Agreement, these land parcels must be returned to the City for \$1.00. A detailed calculation of the purchase price is provided below:

Sale of Erlton Centre Property

Total Site Area	36,441.21 square feet
(Less) \$1.00 parcel(s) size	<u>(27,328.51 square feet)</u>
Site Area Used for Compensation:	9,112.7 square feet
Multiply By: Appraised Value:	\$ 123.75 per square foot
Final Purchase Price:	<u>\$1,127,697.00 plus GST</u>

The CBE is hereby requesting Ministerial approval to sell the Erlton Centre property to the City of Calgary for the amount of \$1,127,697.00 plus GST, as based on appraisal value.

The Erlton Centre property is located at 24- 28 Avenue SW, Calgary, Alberta, described legally as Plan 2865AC; Block 2; Lots 29 through 40.

Sincerely,



Marilyn Dennis, Chair
Board of Trustees

cc Christopher Usih, Chief Superintendent
Dany Breton, Superintendent, Facilities and Environmental Services

Encl: Avison Young Property Appraisal
Cushman & Wakefield Property Appraisal



AR108892

FEB 18 2020

Mr. Christopher Usih
Superintendent
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Mr. Usih:

I am pleased to respond to the December 3, 2019 letter from Calgary Board of Education Chair Marilyn Dennis requesting approval to sell the property commonly known as the Erlton Centre to the City of Calgary.

In accordance with Section 192 of the *Education Act*, I hereby approve the sale of the property legally described as:

- 1) Plan 2865AC, Block 2, Lots 29 and 30
- 2) Plan 2865AC, Block 2, Lots 31, 32 and 34 to 40 inclusive
- 3) Plan 2865AC, Block 2, Lot 33

to the City of Calgary for the agreed upon price of \$1,127,697 plus GST, as applicable.

Based on historical records, the Government of Alberta contributed 18.42 per cent of the historical cost of the Erlton Centre. In compliance with Section 10(3) of *Disposition of Property Regulation, A.R. 86/2019*, 18.42 per cent of the sales proceeds from the sale of the Erlton Centre and interest earned can only be used for (a) the cost of a school building project approved by the Minister; or (b) the current operations and maintenance of existing buildings, with the prior approval of the Minister. The remaining 81.58 per cent of the sales proceeds can only be used for (a) capital expenditures; or (b) the current operations and maintenance of existing buildings, with the prior approval of the Minister.

.../2

Mr. Christopher Usih
Page Two

Your board is responsible for ensuring that the final agreement, at a minimum, releases the school board from any obligation or liability regarding the property after the sale and indemnifies the school board from any future liabilities related to the environmental condition of the property.

If you have any questions, please contact Roman Sus, Manager, Capital Planning South, at roman.sus@gov.ab.ca or 780-638-9599.

I wish you success in completing this transaction.

Sincerely,

A handwritten signature in black ink, appearing to read 'Andre Corbould', with a stylized flourish at the end.

Andre Corbould
Deputy Minister

cc: Dany Breton, Superintendent, Facilities and Environmental Services



Office of the Minister



AR108186

JAN 30 2020

Ms. Marilyn Dennis
Board Chair
The Calgary School Division
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Dennis:

On behalf of the Government of Alberta, we are pleased to advise you that the following projects for the Calgary School Division are approved for construction funding as part of the November 1, 2019 capital announcement:

Project Name	Delivery Type	Grade Configuration	Opening Capacity
Auburn Bay Middle School	Infrastructure	5-9	900
North Calgary High School	Infrastructure	10-12	1,800

Please continue to work with Alberta Infrastructure on the design and construction of these two projects.

The following project is also approved as part of the November 1, 2019 announcement:

Project Name	Delivery Type	Grade Configuration	Opening Capacity
Auburn Bay Elementary	P3	K-4	600

.../2

Ms. Marilyn Dennis
Page Two

As announced on November 5, 2019, our government is developing a business case to move forward with a public-private partnership (P3) approach for the delivery of new schools, and the new Auburn Bay Elementary project is anticipated to be delivered through the P3 methodology. We anticipate that the business case will demonstrate that the proposed P3 bundle is suitable for P3 delivery. The next step will be issuing a Request for Qualifications in spring 2020.

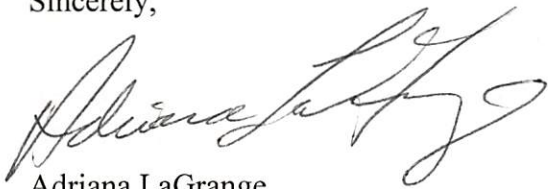
We encourage you to explore innovative partnerships that will result in improvements to program quality and the more efficient use of resources. We encourage your division staff to continue working with Infrastructure and Education staff, who are available to provide assistance and guidance as needed.

The Infrastructure contact for this project is Sean Siegers, Director, South, Learning Facilities Branch, who can be contacted at sean.siegers@gov.ab.ca or 403-476-4847. The Education project contact is Roman Sus, Manager, Capital Planning South, who can be contacted at roman.sus@gov.ab.ca or 780-638-9599. Dial 310-0000 first for toll-free access.

All newly announced projects may require a project sign to be erected to government specification in conjunction with construction start. Please reach out to your Infrastructure contact for the status of site sign requirements.

We look forward to the successful and timely completion of these projects.

Sincerely,



Adriana LaGrange
Minister of Education



Prasad Panda
Minister of Infrastructure



Board Chair

Marilyn Dennis Wards 5 & 10

Vice-Chair

Althea Adams Wards 3 & 4

Trustees

Trina Hurdman Wards 1 & 2

Board of Trustees Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

May 27, 2020

Honourable Adriana LaGrange
Minister, Education
228 Legislature Building
10800 – 97 Avenue
Edmonton AB T5K 2B6

Dear Minister LaGrange:

RE: Opening of Dr. Freda Miller School, Sibylla Kiddle School and Northern Lights School

Opening new schools is a high priority for the Calgary Board of Education (CBE) and we are working closely with Alberta Infrastructure, in their capacity delivering the construction of these schools on our behalf, to ensure these new learning environments will be ready for students as rapidly as possible.

The purpose of this letter is to advise you that regrettably, the ongoing pandemic and the impact this has had upon equipment manufacturing, supply chains and ultimately construction progress has affected the opening of the three new CBE schools originally scheduled to open September 1, 2020.

All three impacted schools are 600 student capacity K-5 elementary schools. They are Dr. Freda Miller School intended to serve the communities of Evergreen and Walden, Sibylla Kiddle School intended to serve the community of Cranston and overflow students from Copperfield School in the community of Copperfield, and Northern Lights School intended to serve students in the communities of Coventry Hills, Country Hills Village and Harvest Hills.

Contingency plans for all three schools have been developed and will be shared with parents in June 2020. To minimize transitions for students, they will be organized in classes with their teachers under a school-within-a-school model until their new school is ready to open. This will allow students to immediately attend classes with the classmates and teachers they will have at the new school.

The CBE continues its close collaboration with Alberta Infrastructure along with furniture and equipment suppliers to identify opportunities to accelerate these new school openings where possible. The revised opening dates for all three

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

schools will be announced early in the 2020-2021 school year once the full impact of the pandemic disruptions are known.

Sincerely,



Marilynn Dennis
Chair, Board of Trustees
Calgary Board of Education

cc: Honourable Prasad Panda, Minister of Infrastructure
Christopher Usih, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities and Environmental Services



**report to
Board of Trustees**

EducationMatters Financial Statements as at March 31, 2020

Date	June 16, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Information
Originator	Monica Bryan, Director, Finance and Administration, EducationMatters
Governance Policy Reference	Governance Culture GC-3: Board Job Description

1 | Recommendation

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

2 | Background

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, 2020



To the Calgary Board of Education Trustees

EducationMatters is pleased to share its March 31, 2020 unaudited internal financial report (the “Report”) with you.

During the report period, EducationMatters provided almost \$50,000 in enhancement grants to sixteen recipients including schools and departments. Examples of the initiatives funded include:

- Discovering Choices Graduation Support;
- Lord Beaverbrook High School ALP Construction class;
- Off-Campus Educational Opportunities;
- Young Masters program

In addition to the distributed grants, EducationMatters distributed 65 student award payments totalling \$123,000, 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, 2020 and audited December 31, 2019
- Unaudited Statement of Operations for the period ended March 31, 2020 and audited comparative for the year ended December 31, 2019
- Unaudited Operating Budget Comparison to March 31, 2020
- Statement of EducationMatters Funds Established as at March 31, 2020
- Statement of Grants Awarded for the year to date March 31, 2020
- 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 March 31, 2020

\$'000

(unaudited)

	As At Mar 31/20 <u>(unaudited)</u>	As At Dec 31/19 <u>(audited)</u>
ASSETS		
Cash and cash equivalents	141	230
Investments	7,470	7,939
Accounts receivable	4	5
Prepaid expenses	-	-
Capital assets	1	4
Total assets	<u>7,616</u>	<u>8,178</u>
LIABILITIES		
Accounts payable	41	35
Deferred Contributions	1	401
Total liabilities	<u>42</u>	<u>436</u>
FUND BALANCES		
Endowment funds	5,642	6,117
Flow through funds	876	779
Operating funds	1,056	846
Total fund balances	<u>7,574</u>	<u>7,742</u>
Total liabilities and fund balances	<u>7,616</u>	<u>8,178</u>

EducationMatters
Statement of Operations
Year to Date to March 31, 2020
\$'000

(unaudited)

(audited)

	<u>Endowment</u>	<u>Flow-Thru</u>	<u>Operating</u>	<u>Total</u>	<u>Dec 31/19</u>
	\$	\$	\$	\$	\$
REVENUES					
Contributions	3	242	11	256	1,547
CBE grants			400	400	640
Gains/losses on investments	(431)		(26)	(457)	912
Interest & fees			21	21	82
Total revenue	(428)	242	406	220	3,181
GRANTS					
Grants issued	25	146		171	1,597
EXPENSES					
Salaries & benefits			131	131	553
Consulting & professional fees			11	11	45
Administrative expenses	21		54	75	244
Advertising & communications					10
Total expenses	21		196	217	852
FUND BALANCES					
Change during the period	(474)	96	210	(168)	732
Beginning balance	6,116	779	847	7,742	7,010
Balance, end of period	5,642	875	1,057	7,574	7,742

Total contributions since inception (\$'000):

2020 YTD	256
2019	1,547
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
	20,962

EducationMatters
Operating Budget Comparison
Year-to-Date March 31, 2020
\$'000

	2020 BUDGET	31 Mar Actual <small>(unaudited)</small>
	\$	\$
Operating Expenses by function:		
Salaries and Employee Benefits	574	131
Events	-	-
Fund Development & Communications	26	2
Organizational Administration	193	63
Total Expenses	793	196

**EducationMatters
Funds Established
as at March 31, 2020**

	Fund Balance \$
Flow Thru Funds (Grants):	
Beverley Hubert Global Citizenship Fund	48
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	1,020
Educational Enhancement Supports for Financial Need Students Fund	50,244
Fuel for School Program Flow Thru Fund	9,605
Integro Legacy Fund	91,464
Mawer Investment Management Literacy Flow Thru Fund	1,903
Public Education Enhancement Flow Thru Fund (Designated)	16,260
Public Education Enhancement Flow Thru Fund	18,171
Willow Park School Program Enhancement Fund	33
Total Flow Through Funds (Grants)	\$188,885

**Fund
Balance
\$**

Endowment Funds (Grants):

Athletics Endowment Fund, Helping Students in Need	44,013
Bob Bannerman Memorial Fund	14,038
Beverly Hubert Global Citizenship Fund	21,580
Beyond Your Backyard Opportunities Fund	9,985
Career Pathways Field of Interest Endowment Fund	76,367
Christine M. Fielding Memorial Endowment Fund	62,148
Civil Society & Citizenship Education Endowment Fund	21,598
ConocoPhillips World Schools Debate Development Endowment Fund	52,839
Cornerstone Endowment Fund, Enhancing Education for Economically Disadvantaged	73,517
Creagh Family Fund	30,153
Dr. Brendan Croskery Aboriginal Culture Fund	38,299
EducationMatters Admin Endowment Fund	45,206
Enhancing Education for Students with Special Needs Endowment Fund	33,961
Enhancing ESL Education Endowment Fund	51,439
Future Leaders Endowment Fund	41,091
Georgie C Higgins Junior High Memorial School Fund	15,442
Georgie C Higgins Investment Fund for Lester B Pearson High School	15,564
Governors' Endowment Fund	9,695
Jason and Jane Louie Memorial Fund	7,486
Kaiti Perras Love of Dance Memorial Fund	119,446
Lehew-Wyman Family Endowment Fund	56,567
M.P. Hess Fund	9,646
Margaret and Bill Whelan Endowment Fund	68,563
Mary Nelson Memorial Fund	60,572
Mawer Investment Management Literacy Fund	53,862
McGill University Faculty of Agricultural and Environmental Sciences Fund	6,727
Public Education Enhancement Endowment Fund	308,755
Public Education Enhancement Endowment Fund (Designated)	42
Schools Helping Schools Fund	40,936
Southland Transportation Career Pathways Endowment Fund	7,271
Sunnyside School Endowment Fund	26,490
Supports for Students Born with Fetal Alcohol Spectrum Disorder Fund	36,530
TEAM Leadership Lord Beaverbrook HS Endowment Fund	6,635
Terry Wright Endowment Fund	7,375
Tiberious Publishing Program Fund	14,232
Tyler Zeer Endowment Fund	31,662
William Reid School Endowment Fund	19,050
Youth Mentorship Endowment Fund	9,362

Total Endowment Funds (grant availability capped @ 4.5% per annum) \$1,548,144

**EducationMatters
Funds Established
as at March 31, 2020**

	Fund Balance \$
Flow Thru Funds (Student Awards)	
Aberhart Alumni Scholarship Flow Thru Fund	1,500
Aboriginal Students Award Fund	2,986
Big Brothers Big Sisters Society of Calgary and Area Award Fund	1,900
Breakthrough Opportunity Bursary Fund	12,000
Calgary Bridge Foundation for Youth Student Awards Fund	2,501
Calgary Entrepreneur Organization (CEO)	625
CBE Staff Association Scholarship Fund	15,000
City of Calgary Degree Granting Scholarship Fund	32,300
City of Calgary Post Secondary Scholarships	30,603
David James Anderson Memorial Award Fund	356
EducationMatters Scholarship Flow Thru Fund	73,102
EllisDon Student Award Fund	6,634
ENMAX Scholarship Fund	34,469
Everett and Mitchell Code Scholarship	5,567
Fogolar Furlan di Calgary Italian Award	14,215
Forest Lawn Resiliency Scholarship Fund	4,080
Future Leaders Flow Thru Scholarship Fund	958
Green & Gold Flow Thru Scholarship Fund	8,311
Haworth & Heritage Bus Interiors Architecture/Interior Design Scholarship Fund	4,157
Henry Wise Wood Warriors Legacy Flow Thru Fund	281
Henry Wise Wood Class of 1970 Scholarship Fund	95
Hopewell Scholarship Fund	9
Integro Legacy Scholarship Fund	3,455
Ivy & Len Freeston Student Award Flow Thru Fund	547
Jim Hoepfner Award	20
Job's Daughters International Scholarship	2,746
Juno Beach Parents' Society Scholarship	14,701
Kermet Archibald & Jacoba Van Den Brink Memorial Scholarship at the Cgy Found	56,573
Lauber Student Award	6,740
Laurie Sommerville Scholarship Award Fund	39,126
Louise Dean High School Awards	12,668
The Marguerite Patricia P. Bannister Scholarship Fund at the Calgary Foundation	245,389
Maureen Langston Memorial Fund	4,400
Nickolas Paswisty Memorial Bursary	2,361
Pay It Forward Fund	4,485
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	12,197
Tenaris Merit Awards	2,000
Thorner/Johnston/DiMarzo Family Bursary	12,000
Tom Inkster Memorial Scholarship Fund	1,042
Verna Hart Toole Legacy Award Fund	435
Total Flow Thru Funds (Student Awards)	\$689,617

	Fund Balance \$
Endowment Funds (Student Awards):	
Aaron, Harben Vocal Music Prize Fund	12,741
Aaron Family Scholarship Fund	13,840
Aberhart Alumni Scholarship Fund	78,124
Accomplished Angels Student Award Fund	1,007,481
Ann Strand Memorial Awards Fund	8,177
Anthony Ward Memorial Fund	4,098
Archie McKillop Student Award Endowment Fund	97,924
Arrata Family Award for New Canadians	45,131
Avis Hibbard Bursary	1,296
Benjamin (Ben) Albert Legacy Fund	295,731
Bennett Jones Scholarship Fund	10,231
Big Brothers Big Sisters Society of Calgary and Area Award Fund	17,985
Bob Clarke Memorial Scholarship	2,314
Bruce Leidl Composition Award Fund	13,686
Carolyn Baxter Memorial Award Fund	9,192
CNIB Memorial Scholarship Fund	4,299
Claire Poppit Award	6,632
Colonel Walker Community School 1950 to 1965 Alumni Award	14,674
David E. Mitchell Award	52,788
David James Anderson Memorial Award Fund	13,720
Doris Donald Memorial Bursary in Fine Arts	802
Douglas Norton Scholarship	2,422
Dr. Gordon Higgins Student Award Fund	27,663
Drs. Harry & Martha Cohen Prize Fund	10,094
Dustin Peers Memorial Visual Arts Award	207,835
Edith Berger Memorial Scholarship Fund	23,014
EducationMatters Endowed Scholarship Fund	26,875
E.F. Coste Scholarship	4,192
E. George Brigden Memorial Scholarship	3,936
Emily Sharpe Memorial Scholarship Fund	341,731
Emmalee Cherweniuk Award Fund	13,719
Ena Paul Memorial Award	4,154
Everett and Mitchell Code Scholarship	12,658
F. Margaret Milligan Scholarship	110
Frank L. Woodman Scholarship	2,146
Frank Whipple Memorial Bursary	5,675
Future Leaders Scholarship Endowment Fund	27,353
Gary Weimann Award for Community Service	23,435
George Morley Memorial Scholarship	10,918
Green & Gold Endowment Scholarship Fund	180,554
Hal Winlaw Health & Nutrition Legacy Award Fund	22,234
Haworth & Heritage Business Interiors Architecture/Interior Design Scholarship Fund	33,622
H.D. Cartwright Memorial Award	11,158
Henry Wise Wood Warriors Legacy Endowment Scholarship Fund	56,217
Hugh Robertson Science Award Fund	24,659
Ivy & Len Freeston Student Award Endowment Fund	18,589
James Fowler School Award Fund	15,890
Jennifer Ellen Shepherd Memorial Award Endowment Fund	79,367
Jennifer Eyton Memorial Trust Fund	2,896
Joan Ethier Women in Science Scholarship	388,930
Joanne Mugford Memorial Art Award	8,067
Job's Daughters International Scholarship	4,978

	Fund Balance
	\$
Endowment Funds (Student Awards) cont'd:	
John Bancroft Memorial Award	13,505
Keith Carswell Memorial Scholarship	9,414
Keith Yu Memorial Scholarship Fund	30,062
Laine McLeod Memorial Scholarship	6,605
Langevin School Bursary	25,546
Lana Hanson Memorial Scholarship Fund	5,546
Lawrence Parker Memorial Scholarship	7,929
Marjorie Taylor Memorial Scholarship Fund	65,176
Marnie Whitehead Memorial Scholarship	1,969
Marofke Family Aberhart Music Scholarship	57,948
Mary Belkin Memorial Scholarship Fund	28,013
Maurice A Spring (Vocational) Scholarship	2,039
MW & JR Tebo Memorial Journalism Fund	19,096
Pamela Jane Hardy Memorial Award Fund	57,867
Queen Elizabeth Deaf and Hard of Hearing Scholarship and Program Enhancement Fund	75,488
Richard D. Tingle Student Award Fund	33,985
Rick Theriault Outstanding Athletic Contribution Award Fund	20,498
Ross Glen Scholarship Fund	45,991
Ruth Ursula Leipziger Scholarship Fund	31,502
Shawn Whitney Memorial Award Fund	14,664
Sir Winston Churchill Enterprise & Innovation Scholarship	7,347
Southland Transportation Scholarship Endowment Fund	7,683
Steven Irving Memorial Music Scholarship	37,339
Susy Devlin Memorial Award Fund	30,007
Teens Against Drunk Drivers (TADD) Scholarship	6,297
Thomas Moore Memorial Bursary Fund	16,373
Thomas Walter Morrish Memorial Scholarship	8,169
Trades Related Career Pathways Student Award	82,078
Viscount Bennett Band Parents Association Award Fund	12,025
William Keir MacGougan Memorial Bursary	28,507
Total Endowment Funds (scholarship availability capped @ 4.5% per annum)	\$4,094,625

EducationMatters
Statement of Grants & Scholarships Awarded
Year-to-Date March 31, 2020

	\$
Crescent Heights High School - CBE Rap Battle	608
Discovering Choices Outreach (Downtown) - 2019/2020 Graduation	22,000
Ernest Morrow School - Off-Campus Educational Opportunities (ALP Construction class)	2,800
Griffith Woods School - Young Masters Program	405
Jack James High School - Masters Gallery	202
Keeler School - Off-Campus Educational Opportunities (CSSI Therapy Swimming)	1,214
Lord Beaverbrook High School - ALP Construction class	15,480
Louise Dean School - Emergency Supports	950
McKenzie Lake School - Young Masters Program	405
Nickle School - Paul Davis Presentation	1,365
Piitoayis Family School – Elder Honararia	500
Rosemont School - Projector purchase	475
Thomas B. Riley School - Program fees for students	1,618
Total 2020 YTD Program Grants	\$ 48,022
Total 2020 YTD Scholarships	\$ 122,767
Total 2020 YTD Grants & Scholarships	\$ 170,789
Total Grants since Inception	\$11,500,000
Total Scholarships since Inception	\$ 4,000,000

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 December, 2019 we deferred \$400,000 of CBE operating contributions received in 2019 that relate to our fiscal year 2020. This amount is reflected in the financial statements at March 31, 2020, as provided in this report.

Capital assets consist primarily of office equipment.

Statement of Operations

In the wake of COVID-19 and further instability in the community and financial markets, fundraising will be challenging as we continue to seek support to enhance student education in 2020 and beyond. EducationMatters remains vigilant and will use all resources in the most efficient and effective ways possible.

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, 2020 reflect both realized and unrealized gains on funds. For the long term, EducationMatters expects steady growth of its investments.

Grants and scholarships at over \$170,000 issued year-to-date (March 31, 2020), continue to provide a significant contribution, supporting Calgary Board of Education students.