

public agenda

Regular Meeting of the Board of Trustees

April 16, 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.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
15 mins	4.1 Bowcroft School Presentation	C. Edwards	R-4	
20 mins	4.2 Results 4: Personal Development – Annual Monitoring	Board	R-4	(April 9/19 Page 4-24)
	5 Operational Expectations			
	6 Public Comment [PDF]		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action	Board	GC-3	
30 min	7.1 EducationMatters – Presentation and Financial Statements as at December 31, 2018	M. Field	GC-3	Page 7-1
	8 Consent Agenda	Board	GC-2.6	
	8.1 OE-2: Learning Environment/Treatment of Students – Annual Monitoring (<i>THAT the Board approves that the Chief Superintendent is in compliance with the provisions of this policy.</i>)		OE-2	(April 9/19 Page 5-1-A)

- 8.2 Items Provided for Board Information
 - 8.2.1 Chief Superintendent's Update

9 | In-Camera Session

**3:00 p.m. 10 | Adjournment
Debrief**

OE-7

B/CSR-5

Late distrib'n

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.

results monitoring report

Monitoring report for the
school year 2018-19

Report date:
April 9, 2019

Results 4: Personal Development

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 4: Personal Development, the Chief Superintendent certifies that the following information is accurate and complete, and that the organization is:

- Making reasonable progress toward achieving the desired results.
- Making reasonable progress with exception.
- Not making reasonable progress.



Signed: _____

Date: April 2, 2019

Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Results 4: Personal Development, the Board of Trustees:

- Finds the organization to be making reasonable progress.
- Finds the organization to be making reasonable progress with exception.
- Finds the organization not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: _____

Date: _____

Trina Hurdman, Chair, Board of Trustees



Results 4: Each student will identify and actively develop individual gifts, talents and interests.

Introduction |

Results 4: Personal Development establishes the Board of Trustees' values and expectations for the Calgary Board of Education's work in relation to recognizing and strengthening the diverse abilities and capacities of individual learners.

The Chief Superintendent's *Reasonable Interpretation Results 4: Personal Development* was approved on April 9, 2019. The Board of Trustees last monitored Results 4: Personal Development on April 3, 2018.

The report presented today represents organizational data, available since the last monitoring report, for the 2017-18 school year. This report provides the Board of Trustees with several types of information.

- Report Card data

There are three indicators that use report card data. One of the indicators uses K-12 Health/CALM report card results and the other two use K-9 Personal Development report card results.

Student report cards illustrate that over 96.5% of students enrolled in the CBE experience success as measured by student report card data in this report.

Report card data specific to Personal Development from K-9 report cards (Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals, and engage in learning with confidence and persistence) remain at very high levels of achievement. Chi-squared comparisons of the data for these measures are not possible due to the varying percentage of students for whom identified special needs influence the overall results.

- Additional High School data

Indicator 1 in Results policy 4.1 is based on a data set that is part of Alberta Education's Accountability Pillar.

As the CBE high school completion rates increase the CBE dropout rates decrease. From 2010-11 to 2016-17 the CBE Annual Returning Rate ranged from 16.9% to 22.7%. As the composition of this small cohort changes, the results will fluctuate. The CBE result for 2016-17 increased 2.3 percentage points as compared to the 2015-16 result.

- The CBE Student Survey data

The data for these indicators are gathered from students and reflect their own assessment of their skills and success. 2017-18 was the first year of the new CBE Student Survey and it was administered to students in grades 5, 6, 8, 9, 11 and 12.

The CBE Student Survey asks questions related to Results 3: Citizenship, Results 4: Personal Development and Results 5: Character in full once every three years, and to a more minor extent during the other years of the cycle. In 2017-18 Results 4: Personal Development was a minor focus with all survey questions connected to Policy 4.5: Make lifestyle choices based upon healthy attitudes and actions and be able to assume responsibility for personal well-being. All indicators in Results 4 will be given a major focus in the 2018-19 survey.

As 2017-18 was the first year the new CBE Student Survey was administered, no statistical analysis has been done, however a new baseline has been set for future reports.

- Student Stories

In addition to the monitoring data included in this report, student stories have been added to provide examples of the ways in which individual students have experienced Personal Development. These examples are in the students' own words and can be found in Attachment I.

Monitoring information within this report informs the Board of Trustees of the success of Calgary Board of Education students in identifying and actively developing their individual gifts, talents and interests in and through their learning program.

The Chief Superintendent certifies that the organization is making reasonable progress within the context of the overall policy and the eighteen board-approved indicators for Results 4: Personal Development.

Monitoring Information |

Evidence of Reasonable Progress |

Students will:

4.1 Demonstrate resilience and perseverance to overcome failure and adapt to change.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students respond to difficult circumstances and experiences in ways that continue the learning process.

The Chief Superintendent interprets *resilience and perseverance* to mean that students remain engaged in or return to their learning when faced with difficult or unfamiliar situations.

The Chief Superintendent interprets *overcome failure and adapt to change* to mean that students respond in new or renewed ways to new circumstances and setbacks in learning.

Board-approved Indicators and 2017-18 results |

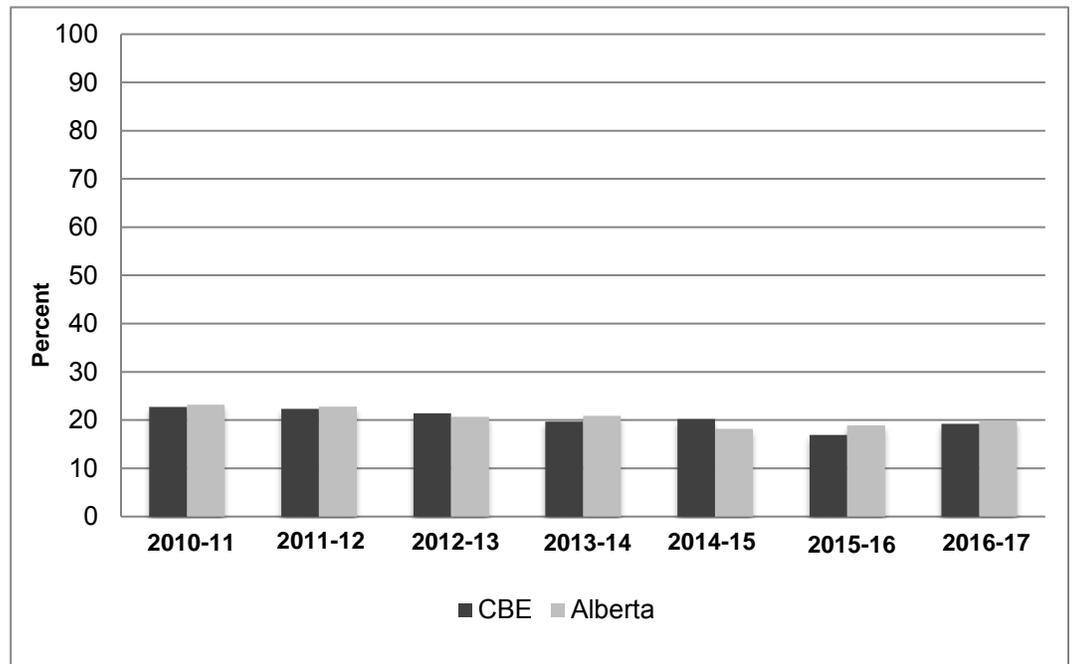
1. Percentage of CBE students who return to school after dropping out; as reported by Alberta Education.

Alberta Education explains the calculation of the Annual Returning Rate in this way¹:

The Annual Dropout and Returning Rates are based on data for three consecutive school years. An initial Cohort of students age 14 to 18 (the Age Specific Cohort) is established for a given school year. The Dropout Rate is then calculated by determining the number of students from the Cohort who are not found to be in the learning system in the subsequent school year. Finally, the Returning Rate is calculated by tracking how many of the students who were not in the learning system in the second consecutive year are found to have returned to the learning system in the third year.

As an example, a student initially included in the Age Specific Cohort for the 2001/2002 school year who was not found to be participating in the learning system in the 2002/2003 school year is considered to have dropped out. The same student would be included in the Returning Rate if they were found to be participating in the learning system in 2003/2004.

		Annual Returning Rate						
		2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17
CBE	%	22.7	22.3	21.4	19.7	20.2	16.9	19.2
Alberta	%	23.2	22.8	20.7	20.9	18.2	18.9	19.9



¹ Alberta Education. (May 2016). Annual dropout and returning rates: methodology for rate calculation (p.2). Retrieved from <https://open.alberta.ca/dataset/28cde5fb-bea2-46f0-ab9e-e840f1daa107/resource/4784f6e8-bbfb-4f0a-af4c-711f6e7d6f5e/download/drop-out-and-returning-rate-methodology-2017-final.pdf>

- Target 2017-18: No target set as there was no concern

Based on a comparison of the 2016-17 results to the Previous 3-Year Average and using Alberta Education's Accountability Pillar chi-square range for the Improvement Measure evaluation, the results would be considered statistically *Maintained*.

Of the 1264 students included in the Age Specific Cohort 2014-15 who were not found to be participating in the learning system in 2015-16, 243 returned in 2016-17. Smaller cohorts are susceptible to changes in composition in the cohort. Therefore, in these groups there will be more fluctuations year over year.

Another factor to consider is that the students who do dropout may not return until three or more years after they dropped out (so they would not be included in this statistic) or they may choose never to return to their learning. Reasons for this include working in a job with on-the-job training.

2. Percentage of students who report they work through setbacks and challenges in their learning; as measured by Overall Agreement of the **Resiliency and Perseverance Summary Measure**² from the CBE Student Survey.

Results 4: Personal Development was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

3. Percentage of students who report they can adapt to new learning situations; as measured by Overall Agreement on the **Adaptability Summary Measure** from the CBE Student Survey.

Results 4: Personal Development was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

² A **summary measure** describes a whole set of data with a single value. In the case of the survey summary measures, each summary measure is the roll-up of the results for each of the questions asked for a particular measure. For example, the **Resiliency and Perseverance Summary Measure** is the straight average of the results from the four questions asked of students regarding working through setbacks and challenges in their learning.

4.2 Take initiative, set goals, self-evaluate and strive to continuously improve.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be actively involved in the design and assessment of their learning.

The Chief Superintendent interprets *take initiative* to mean that students raise questions, explore ideas and identify possible actions within their learning programs.

The Chief Superintendent interprets *set goals* to mean that students identify new accomplishments they would like to pursue and achieve.

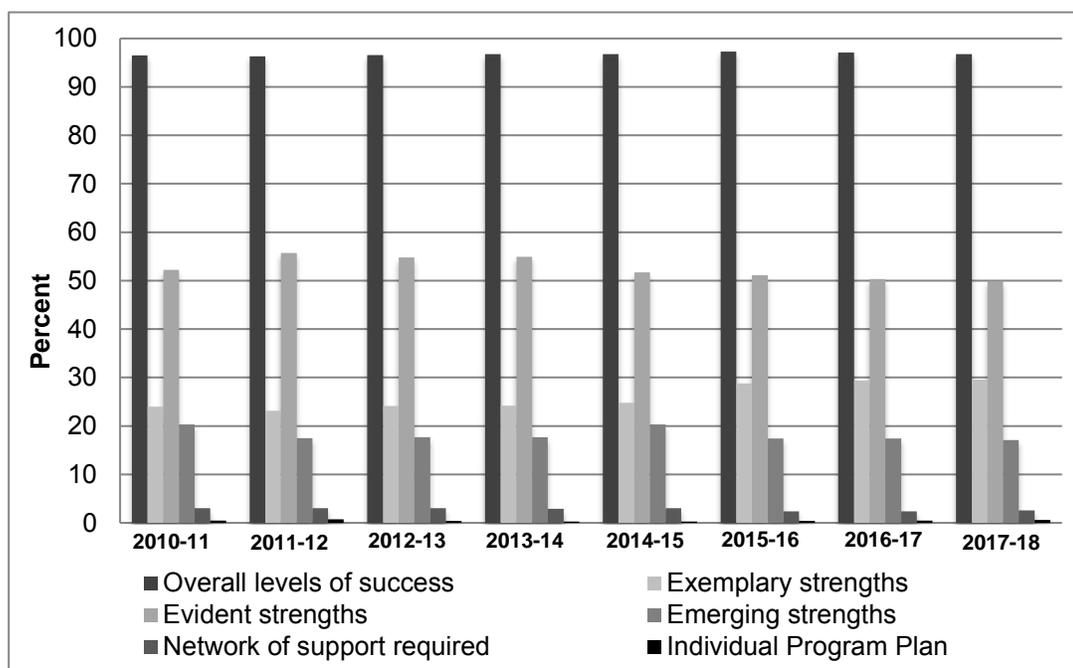
The Chief Superintendent interprets *self-evaluate* to mean that students examine evidence of their learning to understand what they have accomplished and what learning is required next.

The Chief Superintendent interprets *strive to continuously improve* to mean that students modify and refine their learning strategies based on experience and feedback.

Board-approved Indicators and 2017-18 results |

1. Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards³.

Sets and works toward learning goals.								
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Exemplary Strengths	24.0	23.1	24.1	24.2	24.8	28.8	29.4	29.6
Evident Strengths	52.2	55.7	54.8	54.9	51.7	51.1	50.3	49.9
Emerging Strengths	20.3	17.5	17.7	17.7	20.3	17.4	17.4	17.1
Network of Support Required	3.0	3.0	3.0	2.9	3.0	2.4	2.4	2.6
Individual Program Plan	0.5	0.7	0.4	0.3	0.3	0.4	0.5	0.6
Overall levels of success	96.5	96.3	96.6	96.8	96.8	97.3	97.1	96.8



- Target 2017-18: No target set as there was no concern

³ Indicators for this report card measure are:

- generates goals based on self-assessment, learning criteria, and personal interests;
- plans a strategic approach to meeting goals, solving problems and performing tasks;
- modifies and improves learning strategies based on experience and feedback; and
- explores ideas and initiates processes for learning.

2. Percentage of high school students who report they are able to set goals for themselves and work towards them; as measured by Overall Agreement on the **Self-Improvement Summary Measure** on the CBE Student Survey.

Results 4: Personal Development was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

3. Percentage of high school students who report they raise questions and bring their own ideas to learning tasks; as measured by Overall Agreement on the **Self-Advocacy Summary Measure** on the CBE Student Survey.

Results 4: Personal Development was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

4. Percentage of high school students who report they use feedback and past experiences to improve their learning; as measured by Overall Agreement on the **Self-Reflection Summary Measure** on the CBE Student Survey.

Results 4: Personal Development was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

4.3 Have the confidence to embrace ambiguity and complexity.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be open to and positive about engaging in learning that exceeds simple and predictable tasks, ideas and experiences.

The Chief Superintendent interprets *confidence* to mean that students approach learning with positive expectations.

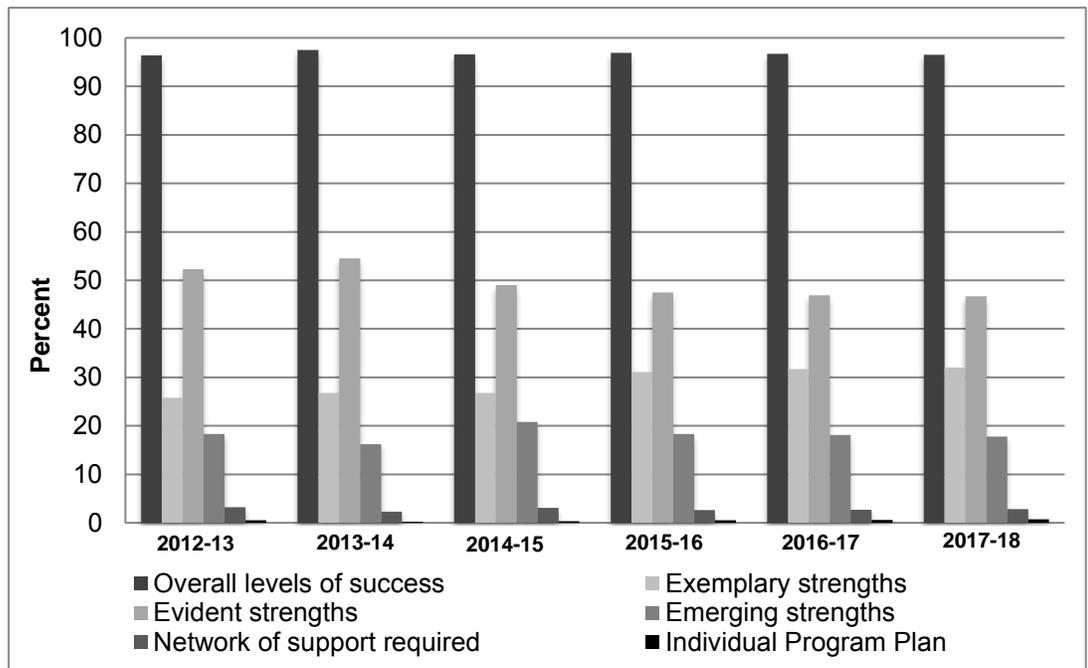
The Chief Superintendent interprets *ambiguity* to mean learning that has an element of uncertainty or that can be understood in more than one way.

The Chief Superintendent interprets *complexity* to mean learning that involves a number of interconnected parts.

Board-approved Indicators and 2017-18 results |

1. Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.⁴

Engages in learning with confidence and persistence.						
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Exemplary Strengths	25.8	26.8	26.8	31.1	31.7	32.0
Evident Strengths	52.3	54.5	49.0	47.5	46.9	46.7
Emerging Strengths	18.3	16.2	20.8	18.3	18.1	17.8
Network of Support Required	3.2	2.3	3.1	2.6	2.7	2.8
Individual Program Plan	0.5	0.2	0.3	0.5	0.6	0.7
Overall levels of success	96.4	97.5	96.6	96.9	96.7	96.5



- Target 2017-18: No target set as there was no concern

⁴ Indicators for this report card measure are:

- approaches new learning situations with positive expectations;
- demonstrates interest in and curiosity about ideas, objects, events and resources;
- demonstrates a range of approaches for developing and representing understanding; and
- adjusts, adapts and persists with challenges in the learning process – ambiguous ideas, complex tasks and problems requiring multiple attempts to reach success.

2. Percentage of high school students who report they are comfortable learning about things that don't have a single right answer; as measured by the **Ambiguity and Complexity Summary Measure** from the CBE Student Survey.

Results 4: Personal Development was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.



4.4 Take risks appropriately.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will intentionally and thoughtfully strive beyond what is easy and comfortable in their learning.

The Chief Superintendent interprets *take risks* to mean that students act without assurance of success in order to fulfill a learning goal.

The Chief Superintendent interprets *appropriately* to mean in alignment with the expectations and indicators of the Board of Trustees' Results policies for Citizenship and Character.

Board-approved Indicators and 2017-18 results |

1. Percentage of students who report they try new things in their learning even when they are not guaranteed success; as measured by Overall Agreement on the **Risk-taking Summary Measure** from the CBE Student Survey.

Results 4: Personal Development was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

4.5 Make lifestyle choices based upon healthy attitudes and actions, and be able to assume responsibility for personal well-being.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will make well-informed decisions on behalf of their physical, social, and emotional health and become increasingly independent in doing so.

The Chief Superintendent interprets *lifestyle choices* to mean decisions that promote overall well-being for the present and future.

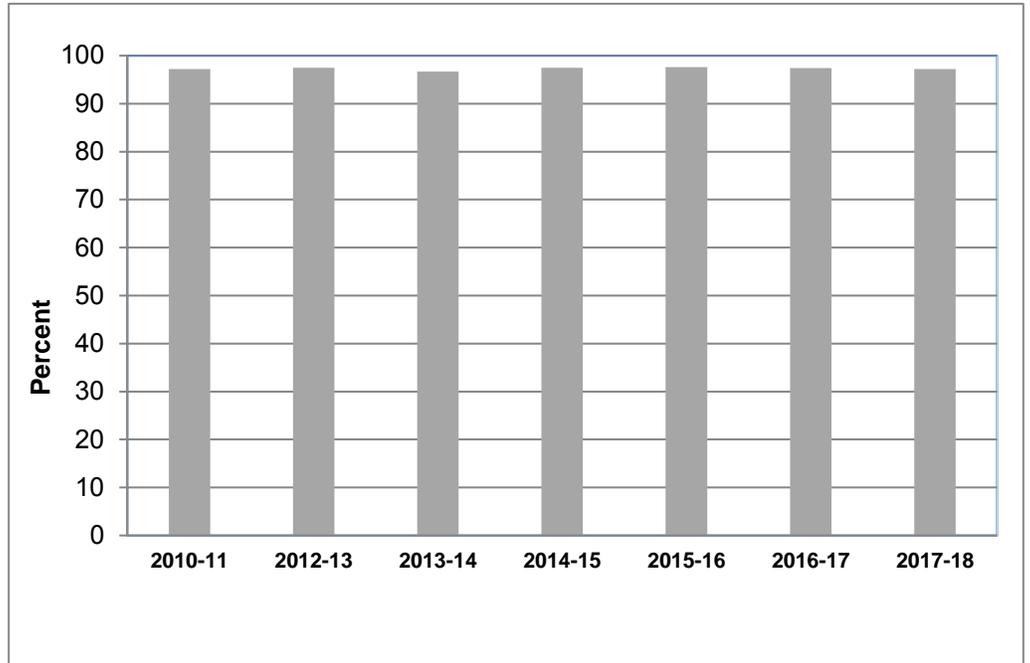
The Chief Superintendent interprets *healthy attitudes and actions* to mean understandings, values, decisions and behaviors that promote physical, social and emotional well-being.

The Chief Superintendent interprets *assume responsibility for personal well-being* to mean that students gather, evaluate and synthesize information to understand health issues and make health-related decisions.

Board-approved Indicators and 2017-18 results |

1. Percentage of students experiencing success with the learning outcomes of the Health/CALM Programs of Study; as measured by student report cards.

Students experiencing success with Health/CALM learning outcomes.						
2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18
97.2	97.5	96.7	97.5	97.6	97.4	97.2



- Target 2017-18: No target set as there was no concern

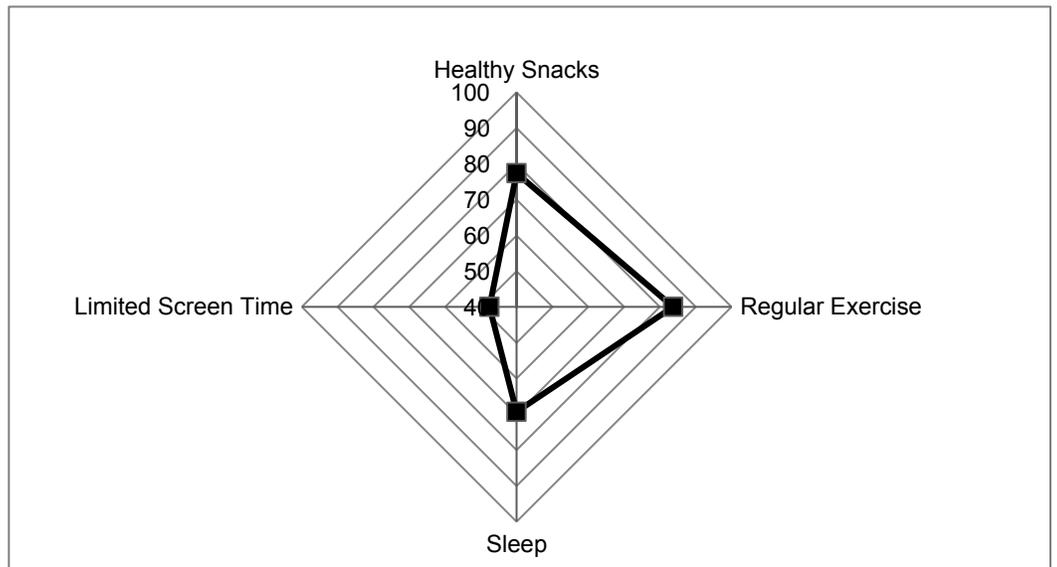
Based on a comparison of the 2017-18 results to the Previous 3-Year Average and using Alberta Education's Accountability Pillar chi-square range for the Improvement Measure evaluation, the results above would be considered statistically *Improved*.

2. Percentage of students who report they make decisions that keep them physically healthy; as indicated by the Overall Agreement of the **Physical Health Summary Measure** from the CBE Student Survey.

Physical Health Summary Measure	
	2017-18
Overall Sample Size	71422
Overall Agreement (%)	69.5

Physical Health Summary Measure by Grade	
Overall Agreement (%)	2017-18
Grade 5	81.5
Grade 6	78.5
Grade 8	67.7
Grade 9	64.2
Grade 11	63.1
Grade 12	61.8

Question Theme	Overall Agreement (%)
Healthy Snacks	77.4
Regular Exercise	83.7
Sleep	69.3
Limited Screen Time	47.6



- Target for 2017-18: A new student survey was administered in 2017-18 and with this comes new baselines. In the absence of a baseline, the target on the Physical Health Summary Measure was set at 85%.

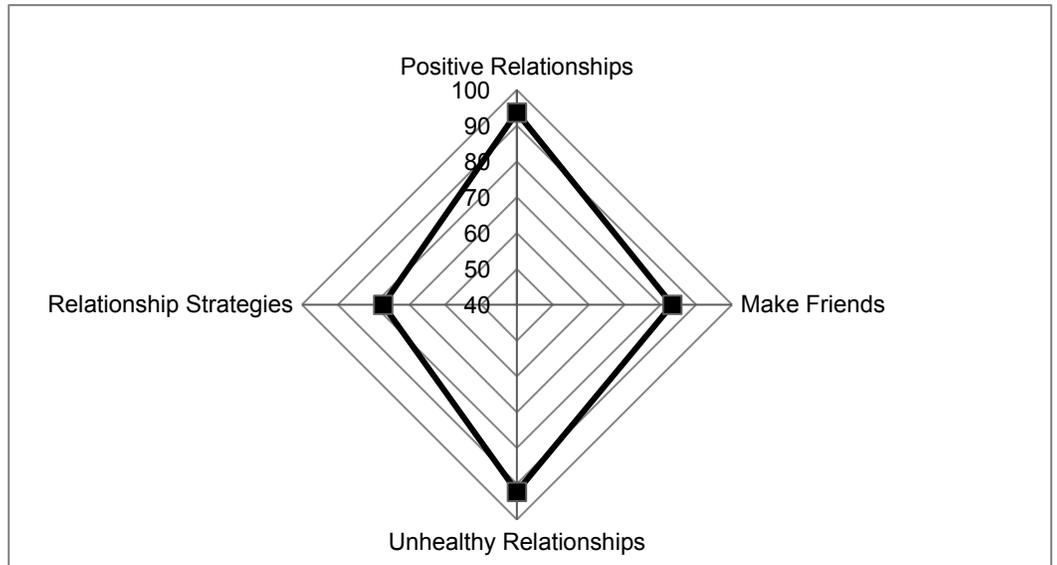
This target has not been met

3. Percentage of students who report they make decisions that keep them socially healthy; as indicated by the Overall Agreement of the **Social Health Summary Measure** from the CBE Student Survey.

Social Health Summary Measure	
	2017-18
Overall Sample Size	74 198
Overall Agreement (%)	86.7

Social Health Summary Measure by Grade	
Overall Agreement (%)	2017-18
Grade 5	89.4
Grade 6	88.2
Grade 8	85.4
Grade 9	84.9
Grade 11	86.0
Grade 12	86.0

Question Theme	Overall Agreement (%)
Positive Relationships	93.7
Make Friends	83.3
Unhealthy Relationships	92.2
Relationship Strategies	77.4



- Target for 2017-18: A new student survey will be administered in 2017-18 and with this comes new baselines. In the absence of a baseline, the target on the Social Health Summary Measure was set at 88%.

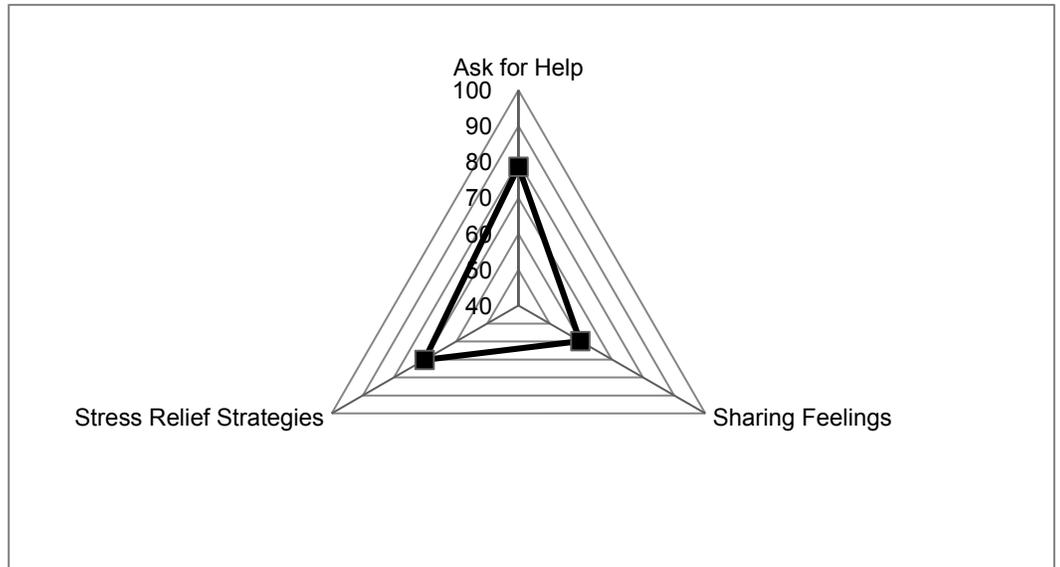
This target has not been met

4. Percentage of students who report they make decisions that keep them emotionally healthy; as indicated by the Overall Agreement of the **Emotional Health Summary Measure** from the CBE Student Survey.

Emotional Health Summary Measure	
	2017-18
Overall Sample Size	74 306
Overall Agreement (%)	69.6

Emotional Health Summary Measure by Grade	
Overall Agreement (%)	2017-18
Grade 5	78.2
Grade 6	73.6
Grade 8	64.1
Grade 9	64.5
Grade 11	67.7
Grade 12	69.2

Question Theme	Overall Agreement (%)
Ask for Help	78.7
Sharing Feelings	59.8
Stress Relief Strategies	70.2



- Target for 2017-18: A new student survey will be administered in 2017-18 and with this comes new baselines. In the absence of a baseline, the target on the Emotional Health Summary Measure was set at 88%.

This target has not been met

4.6 Be technologically fluent, able to use digital tools critically, ethically and safely.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be able to incorporate technology within their learning as they work with others and explore their personal interests and talents.

The Chief Superintendent interprets *technologically fluent* to mean that students can use information and communication technologies and media within their learning environments to meet their learning needs and personal goals.

The Chief Superintendent interprets *critically, ethically and safely* to mean students demonstrate inquisitive, reasoned and caring actions as they explore and assess ideas, communicate with others and learn.

Board-approved Indicators and 2017-18 results |

1. Percentage of students who report they can use technology to help them learn; as measured by Overall Agreement of the **Learning Technology Summary Measure** from the CBE Student Survey.

Results 4: Personal Development was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

2. Percentage of students who report they use technology to explore personal interests and ideas; as measured by Overall Agreement of the **Technological Fluency Summary Measure** from the CBE Student Survey.

Results 4: Personal Development was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

3. Percentage of students who report they use technology to communicate effectively with others; as indicated by Overall Agreement of the **Technological Communication Summary Measure** from the CBE Student Survey.

Results 4: Personal Development was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

4. Percentage of students who report they can assess critically information presented in online environments; as measured by Overall Agreement of the **Technological Critical Thinking Summary Measure** from the CBE Student Survey.

Results 4: Personal Development was a minor focus on the 2017-18 CBE Student Survey. The questions that inform this summary measure were not asked.

Targets | 2018-19

Targets are identified where the Chief Superintendent sees an opportunity for growth or where the Board of Trustees identifies an area of concern or exception.

Chief Superintendent Targets

Policy 4.1

- Indicator 1 – Target for 2018-19: results at or above 19.5%
- Indicator 2 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.
- Indicator 3 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

Policy 4.2

- Indicator 1 – Target for 2018-19: results at or above 97.0%
- Indicator 2 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.
- Indicator 3 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.
- Indicator 4 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

Policy 4.3

- Indicator 1 – Target for 2018-19: results at or above 96.5%
- Indicator 2 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

Policy 4.4

- Indicator 1 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

Policy 4.5

- Indicator 1 – Target for 2018-19: results at or above 97.3%
- Indicator 2 – Target for 2018-19: improvement on baseline summary measure.
- Indicator 3 – Target for 2018-19: improvement on baseline summary measure.
- Indicator 4 – Target for 2018-19: improvement on baseline summary measure.

Policy 4.6

- Indicator 1 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.
- Indicator 2 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.
- Indicator 3 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.
- Indicator 4 – Target for 2018-19: The first administration of the new student survey questions related to this indicator will be on the 2018-19 survey. With this comes new baselines.

Board of Trustees Targets

None

ATTACHMENT

Attachment I: Student-Contributed Examples of Personal Development in Action

APPENDIX

Appendix I: Results 4 | CBE Student Survey Questions & 2017-18 Results

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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.

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.

Student-Contributed Examples of Personal Development in Action

- The transition from junior high to high school is an exciting but also very nerve-wracking, empowering change that takes time for students to get used to. Change is a very uncomfortable experience, and I isolated and boxed myself up, not trying anything new or taking chances as a coping mechanism to deal with it. It started when I looked through my past projects, and recognized that they were still part of my identity regardless of my location, and the transition to a new high school would only allow me to build on those lego blocks instead of tearing them down.

When I part of a Science Club, the leading teacher once told me a metaphor about how failure is a hard thing, but you have to take opportunities and try things regardless of the outcome. You'll fail the first time but you'll also learn something from those failures which will help you overcome the situation when you give it another shot. That was my turning point, my "Aha moment" in which I realized that I have the ability to lose myself or find myself again, and it has to come from within first in order for me to find it out in the real world. I began to search for new opportunities and learning experiences, find like-minded people and accept change for what it is. After the realization I had, I began to further involve myself in the school community by joining clubs and council groups that acted as a platform for me to share my learnings and find others who are faced with the same challenges. Talking to other students about how I felt in losing myself made me empathize and realize how I was not the only one who feared all the changes. Joining clubs, improved my self-confidence and self-awareness in terms of growth by helping me be resilient from my findings of failures. My "Aha moment" granted me the opportunity to join the Chief Superintendent Student Advisory Council as a school representative who can now give voice to all those other high school students struggling with the junior high to high school transition.

- As a learner, I'm very strong in the subjects of math and science, everything just makes logical sense. However, I found English incredibly challenging. English was such a challenge that it was actually affecting my ability to communicate in other subjects. By working closely with my English teacher, I was able to slowly learn proper sentence structure, dictation, and clarity in my work so that it wasn't holding me back in my other core subjects.

Through the support my teacher gave me I began to accept not just her help but started using peer feedback to learn, I was apprehensive at first about how other students would mock me for the "simple" mistakes I was making. With the help of my teacher, I was able to find students who had competence where I was struggling, wouldn't mock me for my mistakes, and would take the time to teach me where I went wrong rather than just fixing the mistakes in five minutes. Because of the supportive nature of the people who helped me, I learned it was okay to ask for help on something I'm struggling on. I've also learned that when my peers are struggling, I should offer myself to help them in the same manner my teacher did and help them in the same way as the people who helped me.



- One of the best pieces of advice I've ever heard at school was from a gym teacher who came in as a substitute for a semester when my original teacher fell sick, and it gave me the motivation and determination to increase my work ethic. The advice she gave came after a group of boys asked why it mattered that we tried learning new sports, especially if the odds of us ever playing it again was slim. What was the point of trying if it seems meaningless and difficult? She sat us down and explained that we did not need to like a particular sport, just the action of trying and expanding our set of abilities was worth it to put effort in. To set yourself up for success in anything in life, you need to expose yourself to new and strange situations to gain an appreciation for what you do like. She said that our future jobs and life situations, even if they were our dream jobs, would contain tasks that we would not enjoy or we would find difficult. Gaining experience and still putting in the effort will set you up for success.

This had a big impact on my mindset when it came to anywhere I felt like giving up. Not only was I more inclined to put effort into new or unfamiliar sports, but into the subjects that I did not enjoy. Ultimately it stuck with me and I learned that even if I disliked something, it was worth trying, even if I did not gain anything huge out of it. Where once there were limitations, there became opportunities. A negative perspective turned into a challenge worth taking. I began to apply this to all my subjects and I strived to give all my effort into both tasks that I found easy and difficult. As a result, my grades increased and though I still struggled with Social Studies for example, I became more well-rounded and appreciative of the subjects I excelled at.

- In my Physics class at school, I received a 50% on an important unit test. As a result, not only did my grade drop substantially, but my stress level in getting to my desired grade grew by a lot. At first, I felt depressed, angry, confused as to how I could have done so badly on the test since Physics was one of my stronger subjects. It felt as if the world had collapsed on me and nothing I could do would bring my grade back up again. After having a serious discussion with my teacher, I realized that I had not been putting enough effort into fully understanding the key concepts of each chapter and was merely memorizing the formulas and answers to certain questions. As a result, many more conceptual questions on the unit test which I thought I had answered correctly, were wrong. I knew that in order to improve in the class, I had to work out every detail that I missed on the test and comprehend how and why I did it wrong. For the next week after the test, I went every single day to Physics tutorials where I went through every question and every answer with my teacher. During that time, I felt frustrated when I couldn't understand a concept, stressed because my errors seemed endless, and sometimes hopeless about my ability to persist through. However, with the encouragement of my teacher, I was able to not fall off the tracks and grasp every detail with grit. Currently, I feel proud of myself for continually working hard in the face of difficulty to improve myself academically and continue to stay strong mentally to face new academic challenges.
- After grade 6 I decided that I wanted to attend a French immersion middle school because I had been interested in learning French for a while. But learning another language was not as easy as I thought it would be. The first month of school was a very difficult time for me. I struggled in a lot of subjects and was having a difficult time understanding things being taught in class. I felt like I was the only one who was having a hard time and stopped trying as hard as I should have. I was ready to drop out but while I was walking on the street I had a little conversation with a woman who spoke French fluently. My French was not the greatest but she was very nice, and smiled and

corrected me politely. After she had left realized I still really wanted to learn French. It was going to be hard but I had to work harder if I wanted to improve. For the next couple of months, I watched French TV shows, read easy French books and did everything I could to help improve my French. It was really hard for me especially since I didn't see results right away and sometimes it felt like my hard work was useless. I slowly began to do better and to this day I'm very grateful I stuck through to the very end. The teachers of course, were nothing but supportive. They answered all of my questions with patience and kindness, and took extra time to help me learn content I was confused with. Last year I won an award for my FLA class, and I realized how grateful I am that I didn't give up and tried my best until the very end. Most of my success in French is due to the countless of wonderful CBE teachers that helped me throughout the way, and my perseverance with facing the obstacles that stood in my way.

- I love doing sport, and am a naturally athletic person. I love participating in school sports, and in Junior High, made all the sports teams I tried out for each and every year. In my first year of high school, I tried out for the volleyball team, and made the team. I was so happy, and thought I was going to continue my lucky streak throughout high school. That was until I tried out for the basketball team. I was at tryouts everyday. Each day people got cut, and I made it to the next day.

On the last day of tryouts when the final team was announced, I was cut. I did not make the team. I was devastated. This was the first time that I was ever cut from a team. I worried about what I will do with all the time that I had available to myself. The next day I went to the coaches and asked them what they would have liked to see from me in order to make the team. They explained to me that my offensive play is not really good, and that I need to work on that. I asked them if they would be willing to give me drills and practices that I could do by myself so that I can improve those skills.

I was at every game, and even though it was very difficult to watch from the side lines, I used it as a learning opportunity by watching their skills and offensive plays. I practiced the drills the coaches gave me, played lots of one-on-one during lunch time, and kept a positive outlook. This year, in Grade 11, I was right there when basketball tryouts came along. There was so much talent, but I kept a positive attitude and made the team. I learned that to perform in a sport, you have to be truly dedicated and determined to work hard to make the team.

- For about six months of my high school career, I found that my state of physical health was slowly deteriorating. I was extremely stressed, and found it increasingly hard to sleep well at night, yet I didn't take care of myself. The more it progressed, the harder I found it to focus during classes, causing me to fall more behind and be increasingly stressed. However I still found myself stuck in this negative loop, and was confused as to how to break it. Unfortunately, I found myself somewhat floating everyday, not getting worse yet not healing either. This went on for a few months.

Fortunately, one of my teachers noticed I had began struggling, and addressed it with me. That teacher recommended that I have conversations with all my other teachers about how I was feeling. Taking that advice, I found immediately that they were all more concerned about my mental and physical well-being than they were about me being a couple days behind. With that advice, and their understanding, I was able to take two days off to collect myself again and address the issues around sleep and stress I was

having. Returning back to my classes after those couple days, I saw a huge change in how I was feeling, my ability to focus in class and do work. Aside from learning to prioritize my well-being, the things my teachers told me during our conversations about well-being and health in general that will stick with me for the rest of my high school and post-secondary careers.

- Throughout my entire childhood, going to school had always been my biggest challenge. Though it was difficult to pinpoint, the lack of control that I felt going to school was a personal problem of mine that I needed to teach myself to overcome. In seventh grade, when I joined an online learning program, I was able to relieve all feelings of anxiety by avoiding a traditional classroom setting. However, being an otherwise sociable person, I felt very lonely sitting at home all day long for five days of the week, and not having any friends through school to make the weekends more enjoyable. My school had been occasionally offering various field trips and games days, but for the first few months of my journey, I avoided them at all costs. Being such an active participant online, one of my teachers reached out to me and suggested that I come to the next event, which was a yoga session. Immediately, my instinct was to decline the invitation; but after pondering the idea for a few days, I decided that I was going to do whatever it took to force myself to attend that event. I mentioned the idea to my therapist at the time, who also encouraged me to attend, and we talked for hours about all the potential outcomes of this event.

Waking up, getting ready, and getting in the car that morning was mentally one of the most exhausting things I had ever done. Once I arrived a few minutes later, I was able to take a breath of relief. I realized that the school wasn't so scary. It was bright and sunny, and my teacher and peers welcomed me graciously. The hour and a half flew by, and before I knew it, my mom had come to pick me up. Although quiet and shy, I had such a good time being in the presence of so many other awesome people. That day was a turning point for me; I was forever devoted to attending any other school event that I could from that day on. Just two years later, I found myself as the head of the school's student leadership team. Even though I was in online school, I was able to find a sense of community. The courage I had to overcome my own internal struggle on that day changed my entire school experience from that point on.

- At our school, students have to option to volunteer for Speakers Bureau. Speakers Bureau was created to allow students to have to have the option to take on public speaking opportunities. This opportunity allows students to gain public speaking skills, as more often than not, students are encountered with groups of fifty or more people. Speakers Bureau not only helps students overcome their fear of public speaking, but the program encourages youth to excel in public speaking, ultimately, making the whole process less frightening. I have personally taken part in Speakers Bureau, and have publicly spoken for a combined total of over one hundred minutes. The teachers are extremely supportive in aiding students, such as myself, when creating presentations and scripts. This helps students overcome the anxiety often associated with public speaking. Additionally, grade ten students take part in a public speaking unit as part of their English Language Arts class. In this unit, experts come in to talk to students, teach students the basics of public speaking, and allow the students to speak in front of their peers about topics they are passionate about.

The Speakers Bureau and the public speaking unit exemplify personal development as public speaking allows students to take risks, continually improve on an extremely important skill, and allows students to make mistakes and learn from them. The other important element associated with public speaking is the opportunity to allow students to speak up about issues that they are passionate about. Students can do this by addressing topics that may be a subject of common concern, or by allowing students to represent or be stewards of their topic in which they represent. I personally publicly spoke about my experience, and others' experiences, with bullying. Being able to help make positive change within our school community by speaking up about a topic in which I greatly care about, was important to me. And as a result of this, I would say that the program was a vital part of my personal development. I am extremely grateful to have had the opportunity to take part in this enlightening program.

- I am someone who has a hard time adjusting to change, and as a result entering a new school has always been a stressful experience for me, so the transition to high school from junior high where I was comfortable was not the easiest thing for me to do. I have always felt that adjusting to and connecting to my school was important, but I was finding it hard to do so during the beginning of my grade 10 year. However, I knew that giving up was not going to be the answer, and I took it day by day. I was also very fortunate to have my Science teacher checking in on me, and supporting me throughout the hardships that I was having. She checked in on me while I was in her classroom seeking help for flex, or when we happened to pass each other in the hallways. She went out of her way to make sure that I was okay, and that I could be successful. Another teacher that I had known previously also heard about what was happening and he began to check in on me as well, and made time to chat outside of our regular time table whether it be through TA, flex, before and after school, or lunch. Looking back, I was able to overcome this hardship and achieve one of the first things I wanted to at school which was establishing a connection with my school community, and finding a place where I belonged. I was able to gain confidence and find friends that shared the same values as I did, and who truly cared about me. I also built a support group of teachers that I knew I could go to, to navigate through the challenges of high school.
- When I was younger I did not participate in much, causing me to not really know what made me the person I will grow up to be, I did not have any skills or hobbies that I had enjoyed. When I was about 14, I had been approached by one of my gym teachers asking if I would like to play basketball for the school team. This one question had been a shock to me as I had never thought of basketball, because I am not tall and I thought that you had to be tall to play basketball. I was very wrong. The more I played with my school, the more I was able to understand what it really meant to be a basketball player. I understood that a defensive player was just as good as an offensive player, if you could jump higher than them then who cares about height, and finally it was being a team player that made me the player I am today.

I would like to thank that one gym teacher who had open a door to a sport that I never knew was an option for me. Even though on the surface I had found a sport that I am now interested, it also taught me how important it is for someone to try new things even if you think it is not possible for you based on what you know. Because of this basketball experience, I have been able to have personal development in all of my activities that I have recently tried. My new way of thinking to just always try and try again even if you fail the first time has allowed me to be more confident and outgoing, as well as more willing to be adventurous and curious about life.

appendix

Results 4 | CBE Student Survey Questions & 2017-18 Results

Questions are for students in grades 5, 6, 8, 9, 11, and 12 unless otherwise indicated

Note | n/a indicates this question was not asked on the 2017-18 survey because Results 4 was a minor focus that year.

Policy 4.1

Indicator 2 – Resiliency and Perseverance Summary Measure

Question	Overall Achievement (%)
1. I feel confident I can overcome challenges in my learning.	n/a
2. When I struggle with my school work, I can get through it and fix it.	n/a
3. I try hard at school even when I find it challenging to succeed in my learning.	n/a
4. I want to keep learning even when I experience a setback.	n/a

Indicator 3 – Adaptability Summary Measure

Question	Overall Achievement (%)
1. I like learning new things at school even if I sometimes find it challenging.	n/a
2. I can adapt to new situations even when under stress or pressure (e.g., Provincial Achievement Test, Diploma Exam, pop quiz).	n/a
3. I can change to meet the needs of new situations at school.	n/a

Policy 4.2

Indicator 2 – Self-Improvement Summary Measure

Question	Overall Achievement (%)
1. [11,12] I want to set and achieve learning goals.	n/a
2. [11,12] I set goals for my learning and work towards them.	n/a
3. [11,12] I have the support I need from my school to set learning goals and work towards them.	n/a

Indicator 3 – Self-Advocacy Summary Measure

Question	Overall Achievement (%)
1. [11,12] I ask questions in class when I have them.	n/a
2. [11,12] I bring my own ideas to learning tasks and activities at school.	n/a
3. [11,12] I am curious about the things I am learning at school.	n/a
4. [11,12] I can defend my thinking when I answer a question.	n/a

Indicator 4 – Self-Reflection Summary Measure

Question	Overall Achievement (%)
1. [11,12] I can bounce back after a setback in my learning (e.g., an unexpected low mark).	n/a
2. [11,12] When I'm upset with someone, I try to take the perspective of that person for a while.	n/a
3. [11,12] I use feedback to improve my learning.	n/a

Policy 4.3

Indicator 2 – Ambiguity and Complexity Summary Measure

Question	Overall Achievement (%)
1. [11,12] I can accept someone else’s answer to a question even if it is different than my own.	n/a
2. [11,12] I am comfortable learning about things that may have more than one answer.	n/a
3. [11,12] I try to look at all sides of an issue before I make a decision.	n/a
4. [11,12] I understand that there are at least two sides to every issue and I try to understand them.	n/a

Policy 4.4

Indicator 1 – Risk-taking Summary Measure

Question	Overall Achievement (%)
1. I am willing to try new things in my learning even if I’m not sure I will be successful.	n/a
2. When I learn about a new way to use school technology, I want to try it.	n/a
3. I try to join in when others are learning something I’m interested in.	n/a

Policy 4.5

Indicator 2 – Physical Health Summary Measure

Question	Overall Achievement (%)
1. I take care of myself by choosing healthy snacks when I am able.	77.4
2. I take care of myself by exercising regularly when I am able.	83.7
3. I take care of myself by getting enough sleep when I am able.	69.3
4. I take care of myself by making sure I don't have too much screen time (e.g., TV, computer, tablet, cell phone).	47.6

Indicator 3 – Social Health Summary Measure

Question	Overall Achievement (%)
1. I have positive relationships with friends and family.	93.7
2. I can easily make and keep friends.	83.3
3. I know when my friendships or relationships become negative or unhealthy.	92.2
4. If a relationship is no longer positive, I know what strategies I can use to address it.	77.4



Indicator 4 – Emotional Health Summary Measure

Question	Overall Achievement (%)
1. I ask for help when I need it.	78.7
2. I talk to my caregivers, friends, classmates, and/or teachers about how I feel.	59.8
3. I have strategies that I can use for myself when I feel stressed about school.	70.2

Policy 4.6

Indicator 1 – Learning Technology Summary Measure

Question	Overall Achievement (%)
1. I use technology to help my learning.	n/a
2. I feel comfortable using the technology available at school to help me learn.	n/a
3. I have enough opportunity to use technology in my learning.	n/a

Indicator 2 – Technological Fluency Summary Measure

Question	Overall Achievement (%)
1. I have the skills I need to use technology at school to help me in my learning.	n/a
2. When I learn about a new way to use school technology I want to try it.	n/a

Indicator 3 – Technological Communication Summary Measure

Question	Overall Achievement (%)
1. I treat people with the same respect online as I would face-to-face.	n/a
2. I communicate online the same way I do face-to-face.	n/a
3. I am careful about what I share online.	n/a

Indicator 4 – Technological Critical Thinking Summary Measure

Question	Overall Achievement (%)
1. When I see information online, I can tell if it is true or made up.	n/a
2. When I'm reading information online, I can tell if it is true or made up.	n/a
3. I trust the information I see online.	n/a

**report to
Board of Trustees**

EducationMatters Financial Statements as at December 31, 2018

Date	April 16, 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

- 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 December 31, 2018





Calgary's | trust | for public education

Financial Statements

December 31, 2018



RSM Alberta LLP

777 8th Ave SW
Suite 1400
Calgary, AB T2P 3R5

O +1 403 298 1500
F +1 403 298 5814

www.rsmcanada.com

Independent Auditors' Report

To the Board of Governors of
EducationMatters, Calgary's Public Education Trust

Opinion

We have audited the financial statements of EducationMatters, Calgary's Public Education Trust (the "Trust"), which comprise the statement of financial position as at December 31, 2018, and the statements of operations, changes in fund balances and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Trust as at December 31, 2018, and its financial performance and its cash flows for the year ended December 31, 2018 in accordance with Canadian accounting standards for not-for-profit organizations.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Trust in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Matter

The financial statements of EducationMatters, Calgary Public Education Trust for the year ended December 31, 2017 were audited by another firm of Chartered Professional Accountants who expressed an unmodified conclusion on those financial statements on March 8, 2018.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Trust's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate Trust or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Trust's financial reporting process.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Trust's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Trust's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Trust to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

RSM Alberta LLP

CHARTERED PROFESSIONAL ACCOUNTANTS

Calgary, Canada

March 21, 2019

EducationMatters, Calgary's Public Education Trust
Statement of Financial Position
December 31, 2018

	2018	2017
Assets		
Current assets		
Cash and cash equivalents (notes 3 and 7)	\$ 1,899,149	\$ 1,978,053
Accounts receivable	1,000	-
Goods and Services Tax recoverable	<u>880</u>	<u>1,103</u>
	1,901,029	1,979,156
Investments (notes 4 and 7)	5,575,899	5,467,580
Property and equipment (note 5)	<u>9,605</u>	<u>19,329</u>
	<u>\$ 7,486,533</u>	<u>\$ 7,466,065</u>
Liabilities		
Current liabilities		
Accounts payable and accrued liabilities	\$ 35,453	\$ 34,960
Deferred operating contributions (note 6)	<u>441,000</u>	<u>441,000</u>
	<u>476,453</u>	<u>475,960</u>
Funds		
Operating fund	778,282	774,693
Flow-through fund	835,876	957,130
Endowment fund (note 7)	<u>5,395,922</u>	<u>5,258,282</u>
	<u>7,010,080</u>	<u>6,990,105</u>
	<u>\$ 7,486,533</u>	<u>\$ 7,466,065</u>

Commitments (note 8)

See accompanying notes to the financial statements

On behalf of the Board,


 _____, Governor


 _____, Governor

EducationMatters, Calgary's Public Education Trust
Statement of Operations
Year Ended December 31, 2018

	2018				2017
	Operating Fund	Flow-Through Fund	Endowment Fund	Total	
Revenue					
Contributions	\$ 683,703	\$ 1,211,796	\$ 382,652	\$ 2,278,151	\$ 2,508,319
Interfund fees	104,400	(27,393)	(77,007)	-	-
Gains (losses) on investments (note 4)	(9,000)	-	(147,373)	(156,373)	439,661
Interest and dividend revenue	<u>32,706</u>	<u>-</u>	<u>168,414</u>	<u>201,120</u>	<u>115,409</u>
	<u>811,809</u>	<u>1,184,403</u>	<u>326,686</u>	<u>2,322,898</u>	<u>3,063,389</u>
Expenditures					
Grants (notes 6 and 10)	-	1,328,319	189,046	1,517,365	1,471,190
Salaries and benefits (note 10)	541,032	-	-	541,032	527,398
Communications (note 10)	4,975	-	-	4,975	14,341
Fund development (note 10)	18,000	-	-	18,000	22,680
Office	35,317	-	-	35,317	30,709
Investment fees	44,264	-	-	44,264	42,037
Professional fees	24,907	-	-	24,907	24,306
Special events (note 10)	12,785	-	-	12,785	26,346
Computer applications and support	55,561	-	-	55,561	67,005
Rent	38,993	-	-	38,993	38,993
Amortization	<u>9,724</u>	<u>-</u>	<u>-</u>	<u>9,724</u>	<u>9,724</u>
	<u>785,558</u>	<u>1,328,319</u>	<u>189,046</u>	<u>2,302,923</u>	<u>2,274,729</u>
Excess (deficiency) of revenue over expenditures	<u>\$ 26,251</u>	<u>\$ (143,916)</u>	<u>\$ 137,640</u>	<u>\$ 19,975</u>	<u>\$ 788,660</u>

See accompanying notes to the financial statements

EducationMatters, Calgary's Public Education Trust
Statement of Changes in Fund Balances
Year Ended December 31, 2018

	Operating Fund	Flow- Through Fund	Endowment Fund	Total
Fund balances, December 31, 2016	\$ 728,963	\$ 638,999	\$ 4,833,483	\$ 6,201,445
Excess (deficiency) of revenue over expenditures	59,738	310,123	418,799	788,660
Interfund transfers	<u>(14,008)</u>	<u>8,008</u>	<u>6,000</u>	<u>-</u>
Fund balances, December 31, 2017	774,693	957,130	5,258,282	6,990,105
Excess (deficiency) of revenue over expenditures	26,251	(143,916)	137,640	19,975
Interfund transfers	<u>(22,662)</u>	<u>22,662</u>	<u>-</u>	<u>-</u>
Fund balances, December 31, 2018	<u>\$ 778,282</u>	<u>\$ 835,876</u>	<u>\$ 5,395,922</u>	<u>\$ 7,010,080</u>

See accompanying notes to the financial statements

EducationMatters, Calgary's Public Education Trust
Statement of Cash Flows
Year Ended December 31, 2018

	2018	2017
Cash provided by (used in):		
Operating activities		
Excess of revenue over expenditures	\$ 19,975	\$ 788,660
Adjusting items:		
Amortization	9,724	9,724
Loss (gain) on investments	<u>156,373</u>	<u>(439,661)</u>
	<u>186,072</u>	<u>358,723</u>
Changes in non-cash items		
Accounts receivable	(1,000)	-
Goods and Services Tax recoverable	223	(1,103)
Accounts payable and accrued liabilities	<u>493</u>	<u>(936)</u>
	<u>(284)</u>	<u>(2,039)</u>
Cash provided by (used in) operating activities	<u>185,788</u>	<u>356,684</u>
Investing activities		
Purchase of investments	(510,811)	(172,294)
Disposal of investments	<u>246,119</u>	<u>203,895</u>
Cash provided by (used in) investing activities	<u>(264,692)</u>	<u>31,601</u>
Cash inflow (outflow)	(78,904)	388,285
Cash and cash equivalents, beginning of year	<u>1,978,053</u>	<u>1,589,768</u>
Cash and cash equivalents, end of year	<u>\$ 1,899,149</u>	<u>\$ 1,978,053</u>
Cash and cash equivalents are comprised of:		
Cash	\$ 223,441	\$ 159,944
Treasury bills (note 3)	<u>1,675,708</u>	<u>1,818,109</u>
	<u>\$ 1,899,149</u>	<u>\$ 1,978,053</u>

See accompanying notes to the financial statements

EducationMatters, Calgary's Public Education Trust

Notes to Financial Statements

December 31, 2018

1. Nature of Trust

EducationMatters, Calgary's Public Education Trust, (the "Trust") was formed by way of a trust indenture on January 20, 2003. The Trust is a registered charity and a public trust under the *Income Tax Act* (Canada) and, accordingly, is exempt from income taxes and can issue donation receipts for income tax purposes. The Trust's mandate is to promote citizen engagement with and inspire passion for public education and to mobilize resources for programs that enhance public education.

The Board of Trustees of the Calgary Board of Education (the "CBE Board") appoints all Trust governors. At least two, but not more than 50%, of the Trust governors must be members of the CBE Board.

2. Significant accounting policies

The financial statements were prepared in accordance with Canadian accounting standards for not-for-profit organizations and include the following significant accounting policies:

(a) Revenue

The Trust receives contributions in the form of donations to specified funds, operating grants and event funding.

The Trust recognizes contributions when the amounts can be reasonably estimated and collection is assured.

The Trust follows the deferral method of accounting for restricted contributions related to general operations of the Trust. These contributions are recognized as revenue in the operating fund in the period in which the related expenses are incurred.

The Trust recognizes interest, dividends and fee revenue when the amounts are earned on an accrual basis.

(b) Trust funds

The Trust holds operating, flow-through and endowment funds. The Trust follows the deferral accounting method for the operating fund and the restricted fund accounting method for the flow-through and endowment funds.

The Trust restricts endowment fund grants in any fiscal period to a maximum of 4.5% of the market value of the endowment at the end of the prior fiscal year.

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2018

Operating fund

Operating fund contributions received that relate to services to be provided in a subsequent period are shown as deferred operating contributions on the statement of financial position.

Flow-through fund

Flow-through funds are spent during the year in which they are received or the year following to support a wide range of programs and projects.

Endowment fund

Endowment funds are created by donors to provide long-term support for discretionary spending, general fields of interest or designated specific programs or projects.

(c) Cash and cash equivalents

Cash and cash equivalents comprise cash on hand and short-term investments with a maturity date of three months or less.

(d) Investments

Investments include pooled investment funds that consist of mutual funds and are measured at fair value.

(e) Property and equipment

The Trust capitalizes administrative assets, consisting of computer equipment and office equipment, at cost and amortizes them over their estimated useful lives of five years on a straight-line basis.

Property and equipment is evaluated for impairment when events or circumstances indicate its carrying value may not be recoverable. Any impairment is measured by comparing the carrying value of the assets to the fair value, based on the present value of future cash flows expected to be generated from the assets.

(f) Measurement uncertainty

The valuation of property and equipment is based on management's best estimates of the future recoverability of these assets and the determination of costs subject to classification as property and equipment. The amounts recorded for amortization of the property and equipment are based on management's best estimates of the remaining useful lives and period of future benefit of the related assets.

The valuation of accrued liabilities is based on management's best estimates of expenses incurred during the year that will be payable in future periods.

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2018

By their nature, these estimates are subject to measurement uncertainty and the effect on the financial statements of changes in such estimates in future periods could be significant.

(g) Financial instruments

The Trust initially measures its financial assets and liabilities at fair value, except for certain non-arm's length transactions that are measured at the exchange amount.

The Trust subsequently measures all its financial assets and financial liabilities at amortized cost, except for investments in pooled investment funds that are quoted in an active market, which are measured at fair value. Changes in fair value are recognized in excess of revenue over expenditures.

Financial assets measured at amortized cost include cash and cash equivalents and accounts receivable. The Trust's financial assets measured at fair value include the pooled investment funds.

Financial liabilities measured at amortized cost include accounts payable and accrued liabilities.

Financial assets measured at cost or amortized cost are tested for impairment, at the end of each year, to determine whether there are indicators that the asset may be impaired. The amount of the write-down, if any, is recognized in excess of revenue over expenditures. The previously recognized impairment loss may be reversed to the extent of the improvement, directly or by adjusting the allowance account. The reversal may be recorded provided it is no greater than the amount that had been previously reported as a reduction in the asset and it does not exceed original cost. The amount of the reversal is recognized in excess of revenue over expenditures.

The Trust recognizes its transaction costs in excess of revenue over expenditures in the period incurred for its equity investments and for all other financial assets and liabilities that are subsequently measured at fair value. Financial instruments that are subsequently measured at cost or amortized cost are adjusted by the transaction costs and financing fees that are directly attributable to their origination, issuance or assumption.

(h) Expenditures

Administrative expenses are charged to endowment funds in accordance with donor agreements. Interest income earned on flow-through funds is allocated to the operating fund in lieu of an administration fee. Expenses incurred for a specific fund are charged to that fund.

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2018

(i) Donated services

Donated services are not recognized in the financial statements as there is no objective basis available to measure the value of such services.

3. Cash and cash equivalents

Cash and cash equivalents include short-term investments of \$1,675,708 (2017 - \$1,818,109) consisting entirely of investments in Canadian treasury bills with maturity dates of 90 days or less. Short-term investments yield an average interest rate of 1.22% (2017 - 1.05%).

4. Investments

	2018	2017
Pooled Funds - Endowment Fund	\$ 5,161,698	\$ 5,052,891
Pooled Funds - Operating Fund	<u>414,201</u>	<u>414,689</u>
	<u>\$ 5,575,899</u>	<u>\$ 5,467,580</u>

Investments are comprised of \$5,575,899 (2017 - \$5,467,580) in pooled investment funds measured at fair value. The Trust's policy is to liquidate gifted shares on the same day as they are received. There were no gifted shares held at December 31, 2018 or 2017.

Loss on investments of \$156,373 (2017 gain - \$439,661) includes unrealized loss of \$215,300 (2017 gain - \$392,876).

5. Property and equipment

			<u>Net Book Value</u>	
	Cost	Accumulated Amortization	2018	2017
Computer equipment	\$ 144,874	\$ 135,420	\$ 9,454	\$ 18,194
Office equipment	<u>25,850</u>	<u>25,699</u>	<u>151</u>	<u>1,135</u>
	<u>\$ 170,724</u>	<u>\$ 161,119</u>	<u>\$ 9,605</u>	<u>\$ 19,329</u>

6. Related party transactions

The Trust is economically dependent on contributions from the Calgary Board of Education ("CBE") and is committed to provide services to CBE in fund development, grants and student awards. During the year, the Trust received \$660,000 (2017 - \$660,000) from the CBE. Contributions in the amount of \$440,000 were deferred to 2019 in accordance with spending the funds over a twelve-month period and is included in the deferred operating contributions on the statement of financial position.

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2018

The Trust rented office space and purchased services of \$38,993 (2017 - \$38,993) and \$6,265 (2017 - \$6,990), respectively, from the CBE.

Grants awarded to CBE schools by the Trust are distributed to recipients by way of the CBE. In 2018, this amount was \$1,020,914 (2017 - \$944,941).

7. Endowment funds

Endowment funds are invested to provide long-term support, and are comprised of the following:

	2018	2017
Cash and cash equivalents	\$ 234,224	\$ 205,391
Investments	<u>5,161,698</u>	<u>5,052,891</u>
	<u>\$ 5,395,922</u>	<u>\$ 5,258,282</u>

8. Commitments

The Trust's office lease with the CBE was renewed in September 2018 for an additional one-year term to August 31, 2019 and requires monthly rental payments of \$3,249.

9. Financial instruments

The Trust is exposed to the following significant financial risks:

(a) Credit risk

Credit risk is the risk that one party to a financial instrument will cause a financial loss for the other party by failing to discharge an obligation. The financial instruments that potentially subject the Trust to significant concentration of credit risk consist primarily of cash and cash equivalents and investments. The Trust mitigates its exposure to credit loss by placing its cash and cash equivalents and investments with major financial institutions.

(b) Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. The Trust's investments in pooled investment funds expose the company to price risks as equity investments are subject to price changes in the open market.

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2018

10. Additional information on fund development

(a) Expenses incurred to raise funds

	2018	2017
Fundraising event	\$ 12,785	\$ 26,346
Fund development expenses	18,000	22,680
Fund development salaries and benefits	<u>144,657</u>	<u>148,714</u>
	<u>\$ 175,442</u>	<u>\$ 197,740</u>

(b) Funds raised during 2018 were \$1,618,151 (2017 - \$1,807,418).

(c) Summary of disbursements

	2018	2017
Grants	\$ 1,032,194	\$ 996,911
Scholarships	<u>485,171</u>	<u>474,279</u>
	<u>\$ 1,517,365</u>	<u>\$ 1,471,190</u>

In 2018 there were three disbursements of contributions greater than 10% of the gross contributions received in 2018. The following projects were supported:

- (1) Calgary Board of Education Exploratory or Dual Credit programs engage in learning experiences that can earn students credits in high school and post-secondary education institutions simultaneously allow students to discover and explore career pathways, which can help them plan for successful transitions to post-secondary and/or the workforce, provide workplace certification/accreditation or offer preferred placement at post-secondary institutions. During the year ended December 31, 2018, contributions in the amount of \$316,500 (2017 - \$315,248) were disbursed to this project.
- (2) Library to Learning Commons projects transform school libraries in Calgary Board of Education Schools into modern, welcoming Learning Commons. During the year ended December 31, 2018, contributions in the amount of \$165,000 (2017 - \$217,695) were disbursed to this project.
- (3) Maker Education is a way of introducing engineering to young learners. Such concrete experiences provide a meaningful context for understanding abstract science and math concepts traditionally taught by schools while expanding the world of knowledge now accessible to students for the first time. During the year ended December 31, 2018, contributions in the amount of \$188,500 (2017 - \$NIL) were disbursed to this project.

EducationMatters, Calgary's Public Education Trust
Notes to Financial Statements
December 31, 2018

(d) Allocation of total expenditures and disbursements

Total expenditures and disbursements after allocation of salaries and benefits to the cost centres consist of the following:

	2018	2017
Grant disbursements	\$ 1,517,365	\$ 1,471,190
Communication expenses	4,975	14,341
Fund development expenses, excluding events	162,657	171,394
Events	12,785	26,346
Program expenses	595,417	581,734
Amortization expense	<u>9,724</u>	<u>9,724</u>
	<u>\$ 2,302,923</u>	<u>\$ 2,274,729</u>

Salary and benefit costs are incurred to operate the Trust and its programs in a cost-effective manner while maximizing all opportunities to further the Trust's mission. The Trust allocates salary and benefits based on the actual time spent in each cost centre by each staff person.

operational
expectations
monitoring report

OE-2: Learning Environment/Treatment of Students

BOARD OF TRUSTEES ACTION

Monitoring report for the school
year 2017-2018

Report Date

April, 9, 2019

Resubmitted

April 16, 2019

With respect to OE-2: Learning Environment/Treatment of Students, 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-2: Learning Environment/Treatment of Students

Monitoring report for the
school year 2017-2018

Report date:
April 9, 2019

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 2: Learning Environment/Treatment of Students, 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: April 2, 2019

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 2: Learning Environment/Treatment of Students, 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-2: Learning Environment/Treatment of Students

Executive Summary

The Board of Trustees believes that it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student.

This Operational Expectation establishes the Board of Trustees values and expectations for the Calgary Board of Education's work in providing learning environments that support student success.

The Chief Superintendent's reasonable interpretation for OE 2: Learning Environment/Treatment of Students was approved on May 1, 2012 and revised on October 10, 2017. The Board of Trustees last monitored OE 2 (formerly OE 11) on December 5, 2017. This report includes data available from the 2017-2018 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
2.1	2.1.1	Compliant
2.1	2.1.2	Noncompliant
2.1	2.1.3	Compliant
2.1	2.1.4	Noncompliant
2.1	2.1.5	Compliant
2.1	2.1.6	Compliant
2.1	2.1.7	Compliant



OE-2: Learning Environment/Treatment of Students

The Board of Trustees believes that it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student.

Board-approved Interpretation

It is crucial that a learning environment is created and sustained that enables students to participate fully in their learning.

The Chief Superintendent interprets:

- *learning environment* to mean those situations when students are engaged in instruction and activities related to Alberta Education’s Programs of Study and where students are supervised by Calgary Board of Education employees. Learning environments include approved off-site activities.
- *safe* to mean a learning environment that is free from potential harm to students and their well-being.
- *respectful* to mean a learning environment that is caring and where students feel they are treated fairly.
- *conducive to effective learning* to mean a learning environment that provides the conditions and encouragement necessary for students to achieve at the level appropriate to them. In this learning environment students are engaged in their learning and are challenged to stretch and grow.

The Chief Superintendent shall:

2.1	Provide safe and positive learning conditions for each student that foster a sense of belonging and a respect for diversity.	
-----	--	--

OE-2: Learning Environment/Treatment of Students**Board-approved Interpretation**

CBE is responsible for creating a learning environment where students are welcomed and appreciated as unique individuals.

The Chief Superintendent interprets:

- *positive learning conditions* to mean circumstances and environments that are encouraging, supportive, stimulating and engaging.
- *sense of belonging* to mean that students know and understand that their participation in and contributions to learning are welcomed.
- *respect for diversity* to mean acceptance and inclusion of individuals exhibiting the full range of human characteristics and abilities (uniqueness within humanity).

Board-approved Indicators and Evidence of Compliance |

1. A clearly defined, system wide student code of conduct is implemented and reviewed annually.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

Every principal (100%) responded positively that they made the students, staff and parents aware of the system Student Code of Conduct in 2017-2018. The Student Code of Conduct was implemented in the 2015-2016 school year. In the first year, it was reviewed from a system perspective through a focus group, and in the second year, 2017-2018, it was reviewed through a legal review.

2. 100% of schools will practice an emergency plan that includes fire drills and lockdown procedures.	Noncompliant
---	--------------

The organization is noncompliant with this indicator.



OE-2: Learning Environment/Treatment of Students*Evidence statement*

All principals, 100%, reported that at least three (3) fire drills were held in the 2017-2018 school year. 86% of schools reported at least one (1) lockdown.

There are seven CBE schools hosted out of another organization's building. These seven schools work collaboratively with their hosts to ensure emergency drills are practiced.

3. The percentage of student responses indicating agreement with the safe and caring suite of questions from the Calgary Board of Education Annual Safe and Caring Schools result, as determined by Alberta Education's Accountability Pillar Survey will be maintained (plus or minus 2 percentage points).	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

The percentage of student responses indicating agreement with the safe and caring suite of questions, on the 2017-2018 Calgary Board of Education Annual Safe and Caring Schools, as determined by the Accountability Pillar Survey was 83.2%. The result is 1.6 percentage points below the 2016-2017 result of 84.8% meeting expectations of maintaining previous results within two percentage points.

4. Principals confirm that each volunteer has security clearance prior to beginning their volunteer service.	Noncompliant
--	--------------

The organization is noncompliant with this indicator.

Evidence statement

99.58% of principals responded positively that each volunteer had a security clearance prior to beginning their volunteer service. One school responded negatively citing two incidents of noncompliance, 0.42%. On one occasion, the

OE-2: Learning Environment/Treatment of Students

teacher did not catch the lapse in a security clearance before the trip. On another occasion, the teacher caught the lapse in security clearance while on the field trip, and moved the students to another group with a parent who had their clearance. Both situations were reported to the Area Director and both parents renewed their clearance.

5. Low recidivism for students having involvement with the CBE Attendance Team.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

To date, between 2017/2018 and 2018/2019 school years, the attendance team has had consultation re-referrals on 56 (13%) students of the 444 referrals received in the 2017/2018 school year.

6. Principals confirm that transitions between schools for students with Individual Program Plans have been supported through planning meetings and identified plans.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

Principals responded with 100% confirming the use of planning meetings and identified plans in supporting students' transitions to new schools. Two schools responded with N/A. One indicating students had support, but there was not a formalized transition plan. A secure specialized setting responded with it not being applicable to that location due to the transience and short-term attendance of the population.

OE-2: Learning Environment/Treatment of Students

7. Principals confirm all requests for the establishment of student organizations promoting welcoming, caring respectful and safe learning environments are supported.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

There is overwhelming evidence of principals and their staffs' commitment to promoting welcoming, caring, respectful, and safe learning environments. Many schools, 42%, already have GSAs in place, and in situations where a GSA was requested, the students were supported in the establishment of one. All existing GSA's are in the middle/junior high/high schools. There have been no requests for GSAs in our elementary schools.

All schools are supporting students through student organizations such as GSAs or clubs to create a warm, welcoming, caring and respectful environment. In schools where principals indicated that students had not requested student organizations, principals indicated the students would be supported if a club was requested. Principals also identify whole school initiatives such as character education, Circle of Courage, or the Leader in Me.

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



OE-2: Learning Environment/Treatment of Students

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.



attachment | OE-2: Learning Environment/Treatment of Students

Capacity Building

2.1.2 100% of schools will practice an emergency plan that includes fire drills and lockdown procedures.

Superintendents will work with Area Directors to examine underlying issues around emergency drill practices. We continue to work on our reporting and data processes to ensure greater coherence. Work will be done through Area principal meetings and system meetings to ensure compliance and consistency with emergency drill practices by creating clarity on process and reporting.

April 9, 2019

report to
Board of Trustees

Chief Superintendent's Update

Date	April 16, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-2: Learning Environment/Treatment of Students OE-5: Facilities OE-4: Treatment of Employees

1 | Recommendation

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

2 | Issue

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

OE-2: Learning Environment/Treatment of Students states that "it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student". With other reports submitted to the Board of Trustees, this update meets the requirement of OE-2 in providing safe and positive learning conditions for each student that foster a sense of belonging and a respect for diversity.



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 ensuring that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability.

OE-4: Treatment of Employees states that “student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-4 in providing a safe, supportive and respectful organizational culture for all staff that respects diversity and fosters a positive and welcoming environment.

3 | Timely Information

Engage our Stakeholders | Build Professional Capital | Arts Jam

On March 1, over 200 Fine and Performing Arts educators took part in the 2nd Annual Arts Jam event. Arts Jam is hosted by CBE Fine and Performing Arts Specialists in collaboration with the Fine Arts Council and Calgary Arts partners. The purpose of the event is to extend Fine and Performing Arts teaching practices consistent with the CBE’s vision for high quality teaching and personalized learning.

Workshops were hosted at five venues in *The Core*, including the New Central Library, Arts Commons, the National Music Center, Decidedly Jazz Danceworks and Loft 112. Teachers self-selected workshops to improve their discipline-based teaching practices with the assistance of professional Arts-partners and in the company of their peers. Examples of sessions included the Advanced Conducting Workshop facilitated by the Calgary Philharmonic Orchestra at the Performance Hall of the National Music Centre, Kinesthetic Journaling and Indigenous Drumming.

Arts partners and teachers alike reflected that they were appreciative of the opportunity to connect as educators and extend their ability to design rigorous and engaging Arts-centered learning tasks. CBE Fine and Performing Arts classes are dynamic learning environments that advance multiple literacies and competencies and create opportunities for students to be known and successful.

Personalize Learning | Engage Our Stakeholders | The Cinderella Event

The Calgary Board of Education’s fifteenth annual Cinderella event took place at Kingsland Centre March 16, 2019. Over 280 students from 35 high schools and alternative settings were invited to participate including students from the

Calgary Board of Education, Calgary Catholic School Division and Siksika Outreach.

The Cinderella Event is offered annually, recognizing and supporting the academic achievements of all high school graduates. The event celebrates diversity and assists students regardless of their social or financial circumstances to realize their dreams for high school graduation by outfitting them in graduation finery including a dress and accessories such as shoes, jewelry, handbags and shawls.

Over 250 volunteers work with CBE staff to coordinate the generous contributions from corporate partners and citizens in the community. The Cinderella Event also provides authentic opportunities for CBE high school students to develop character and citizenship. CBE students assisted with event day preparations and volunteered behind the scenes through Youth Central's Volunteer Program. Students from Lester B. Pearson High School's Culinary Program catered the lunch for volunteers.

Engage our Stakeholders | Employee Engagement

CBE employees were asked to complete the 2019 employee engagement survey from February 27 – March 13. A total of 9,267 employees completed the 80-question survey, an increase of 1,200 responses from the 2017 survey. This is 62 per cent of CBE staff. Aon, the CBE's third-party survey partner, is tabulating data and analyzing responses. High-level results will be available to the system in May. Service unit and Area results will be available in the fall.

Work continues on actions resulting from the 2017 survey. Six working groups continue to meet and plan to address different areas for improvement. These working groups include Senior Leadership, Internal Communications & Recognition, Report Card Comments, Consistency Across Areas, Employee Health & Well-Being, and Professional Learning. In addition, the Employee Engagement Advisory Group, consisting of a cross-section of CBE employees, has met twice and will continue to meet to guide efforts on the 2019 survey results.

Details about the employee engagement survey and actions can be found on employee focus section on [Staff Insite](#).

Build Professional Capital| Dialogue for People Leaders Professional Development

One of the actions identified from the 2017 employee engagement survey was “to explore ways for employees to have more voice in decisions that affect them through further Dialogue training for CBE leaders and other interested employees.”

Responding to that action, Communication and Engagement Services designed and offered nine Dialogue for People Leaders professional development

sessions in February and March. Over 450 people have participated to date. The two-hour session covered:

- understanding when, how and why to involve staff in decisions that affect them;
- knowing the benefits and limitations of each of the three levels of engagement;
- experiencing some tried-and-true engagement techniques; and
- confirming the importance of closing the loop and sharing not just 'what' but also 'why'.

All superintendents, directors, managers, principals, assistant principals and others who supervise people were asked to attend. To date over 400 leaders have participated.

To ensure every CBE leader can attend this mandatory professional development session, five additional dates have been scheduled in April and May. Details on employee engagement and this development opportunity are available on the Employee Focus section on [Staff Insite](#).

Steward our Resources| Sustainability and Energy Intensity Use at the CBE

The CBE is committed to advancing student achievement by offering students the opportunity to acquire the attitudes, skills and knowledge that will allow them to contribute to a socially, environmentally and economically sustainable society. In many CBE schools these opportunities take the form of in-class and eco-club initiatives that are led by student sustainability leaders and guided by staff to focus on energy efficiency and renewable energy.

One example of the impact of renewable energy initiatives is that by the end of 2019 the CBE will have 28 schools with solar panels. This has been made possible in part thanks to the fundraising efforts and corporate partnerships fostered by student-led efforts augmented by either CBE capital funding or provincial solar panel funding. These 28 solar panels will generate a total of 1,340 MWh of electricity per year or 1.7 percent of CBE's total electrical energy consumption. This carbon-free, renewable energy generation will offset 850 tonnes of annual CO₂ emissions.

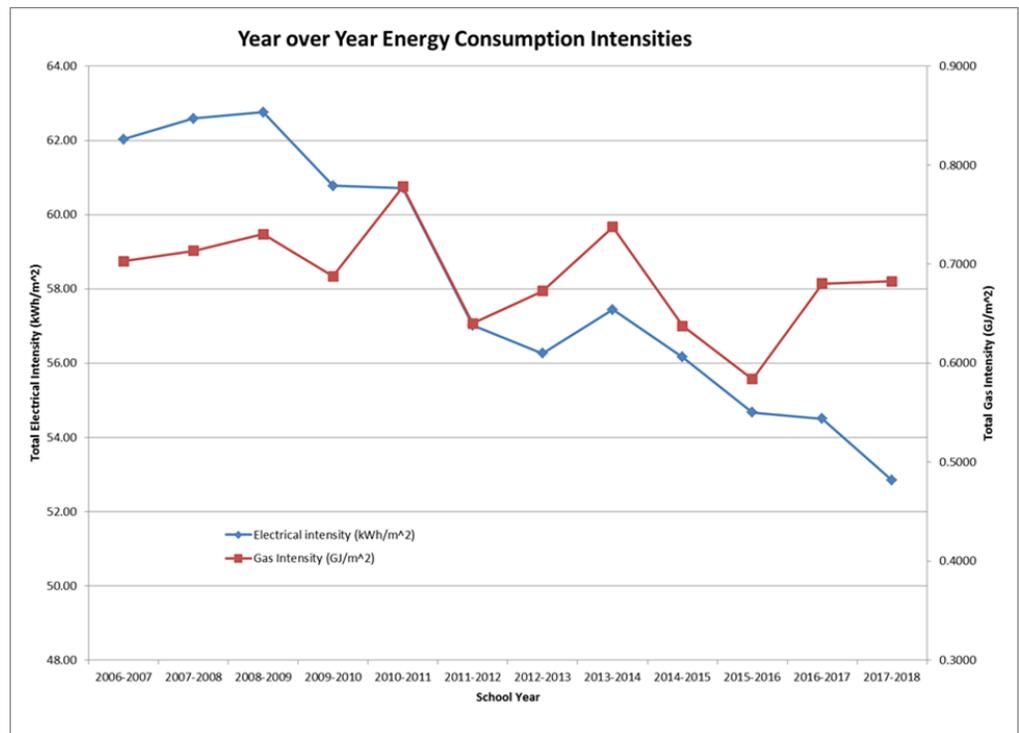
From an energy efficiency perspective, the CBE has also adopted the Leadership in Energy and Environmental Design® (LEED) evaluation tool on facility projects. LEED is recognized in over 160 countries as the international mark of excellence for green buildings. LEED sets standards for energy performance, energy efficiency, energy metering, refrigerant management and commissioning. Since 2006, all new CBE schools have been designed and built to a minimum LEED Silver rating. The CBE currently has 14 buildings that are LEED Silver Certified and nine that are LEED Gold certified. Moreover, another 14 recently opened CBE schools are currently being evaluated against the LEED standard.

The CBE works to manage and reduce its energy consumption through a comprehensive energy management strategy that includes:

- utility data analysis;
- negotiating long term energy contracts;
- awareness campaigns for building occupants;
- IT power management (computer shut down);
- benchmarking energy performance;
- central energy management staff that investigate high consumption; and
- energy standards for major maintenance and school enhancement projects.

Through these systemic investments of time, effort and resources and supported by student-led initiatives, the CBE has seen energy intensity use drop over the last 12 years. In fact, electricity energy intensity use has dropped by approximately 15% while concurrently adding 39 new schools during this period. Natural gas consumption per square meter is influenced to a larger degree by winter temperature fluctuations. Nonetheless, seven of the past 12 years saw less natural gas consumption per meter squared, this while the total area of CBE schools grew by 23% as a result of new school openings.

Through this important work, the CBE not only offers students with learning opportunities but also models the behaviour students will need to contribute to a sustainable future.





**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.

