

public agenda

Regular Meeting of the Board of Trustees

September 17, 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			
	5 Operational Expectations			
20 mins	5.1 OE-1: Global Operational Expectations – Annual Monitoring Report	C. Usih		Page 5-1
	6 Matters Reserved for Board Action	Board	GC-3	
Max 20 mins	7 Public Comment Requirements as outlined in Board Meeting Procedures		GC-3.2	
	8 Consent Agenda	Board	GC-2.6	
	8.1 Items Provided for Board Information			
	8.1.1 Chief Superintendent's Update			Page 8-1



Time	Topic	Who	Policy Ref	Attachment
	8.1.2 EducationMatters – Financial Statements as at August 31, 2019			Page 8-7
	8.1.3 Correspondence			Page 8-19
	9 In-Camera Session			
3:00 p.m.	10 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

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

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

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

operational expectations monitoring report

OE-1: Global Operational Expectations

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 1: Global Operational Expectations, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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

Handwritten signature of Christopher Usih

Signed: Christopher Usih, Chief Superintendent

Date: Sept. 17, 2019

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 1: Global Operational Expectations, 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-1: Global Operational Expectations

Executive Summary

The Board of Trustees believes that the credibility of and public confidence in the organization are necessary to contribute positively to student success. The Board expects practices, activities and decisions that are in keeping with the standards, as defined in law and board policies, for an organization responsible for public education.

This Operational Expectation establishes the global values and expectations of the Board of Trustees for the Calgary Board of Education regarding the operation of the organization.

The Chief Superintendent's reasonable interpretation for OE 1: Global Operational Expectations was approved on October 10, 2017. The Board of Trustees last monitored OE 1 on June 12, 2018. This report includes data available from the 2018-2019 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
1.1	1.1.1	Compliant
1.1	1.1.2	Compliant
1.2	1.2.1	Compliant
1.2	1.2.2	Compliant
1.2	1.2.3	Compliant
1.2	1.2.4	Compliant

OE-1: Global Operational Expectations

The Board of Trustees believes that the credibility of and public confidence in the organization are necessary to contribute positively to student success. The Board expects practices, activities and decisions that are in keeping with the standards, as defined in law and board policies, for an organization responsible for public education.

Board-approved Interpretation |

The Chief Superintendent has a responsibility to ensure that the organization operates in such a way that public trust and confidence is maintained. In order to do this, the organization must:

- operate in accordance with the *School Act* and the related regulations, as well as other applicable legislation and regulations;
- operate using standards associated with sound professional and business practice;
- maintain working and learning environments that endeavour to keep employees and students from harm;
- support a respectful work and learning environment for students and employees and considerate, thoughtful interactions with the public;
- meet the expectations set out in the Board of Trustees' Operational Expectations policies; and
- administer its operations in ways that meet or exceed the community's expectations for the conduct of a public institution.

The Chief Superintendent shall:

1.1	Take all reasonable measures to ensure that practices, activities, decisions and organizational conditions are lawful, ethical, safe, respectful, and prudent, in compliance with Board policy and preserve the organization's public image and credibility.	Compliant
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OE-1: Global Operational Expectations

The Chief Superintendent is responsible for ensuring the organization operates within the boundaries of law and Board of Trustees policies. Having consistent expectations through regulations aligned with and in support of applicable legislation and policies provides guidance and clarity for employees as they perform their duties.

The Chief Superintendent interprets:

- *reasonable measures* to mean system-wide preventative internal controls.
- *practice, activity, decision or organizational condition* to mean the day-to-day operations of the Calgary Board of Education.

Board-approved Indicators and *Evidence of Compliance* |

<p>1. Employees are informed of the expectations for their conduct in the context of their employment through the CBE Employee Code of Conduct.</p>	<p>Compliant</p>
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The organization is compliant with this indicator.

Evidence statement

a) at the point of hire, as evidenced by new employee acknowledgement;

All employees newly hired or re-hired to the CBE in the 2018-2019 school year completed a form indicating their acknowledgement and awareness of the Employee Code of Conduct. This is confirmed by a review of the new hire checklist maintained in the Human Resources service unit.

b) annually by school principals;

For the 2018-2019 school year, 100% of school principals confirmed that all employees were informed of the expectations for their conduct in the context of their employment through the sharing of the Employee Code of Conduct.

c) annually by supervisors.

For the 2018-2019 school year, 100% of supervisors including the Education Directors and Superintendents confirmed that all employees were informed of the

OE-1: Global Operational Expectations

expectations for their conduct in the context of their employment through the sharing of the Employee Code of Conduct.

2. Administrative Regulations are reviewed and revised accordingly according to the identified work plan.	Compliant
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The organization is compliant with this indicator.

Evidence statement

An annual work plan was submitted to General Counsel January 2019 resulting in a review of the 103 administrative regulations. The review found that almost half of the administrative regulations require revision to bring the language inline with the current organizational structure and governance model. The work plan was revised to reflect the need to update administrative regulations while still considering current changes in legislation or organizational needs. For example, two administrative regulations were revised to support the implementation of a Cultural Protocol – Indigenous Education. One administrative regulation and the supporting framework were revised in response to a change in legislation.

With the possibility of and then the passing of the new Education Act, another review found that over half of the administrative regulations needed to be revised in response to the Education Act. Some of the revisions are editorial in nature, but others will require significant work from conceptualization and systemic strategy, including research, to the actual revision of the regulations.

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

1.2	Take reasonable actions to ensure that the organization, the Board or employees are not recklessly exposed to legal liability.	Compliant
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OE-1: Global Operational Expectations

The Chief Superintendent interprets:

- *recklessly expose* as allowing conditions to exist which prevent the Calgary Board of Education from obtaining insurance coverage

Board-approved Indicators and Evidence of Compliance |

1. CBE purchases insurance coverage that is comparable to the Ontario School Board Insurance Exchange and therefore considered normal and customary for the operation of a similar school district.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The CBE is a member of the Urban Schools Insurance Consortium (“USIC”). CBE insures and manages its risks in cooperation with thirteen other Alberta school districts. USIC’s coverage of risk is greater than or equal to that of the Ontario School Board Insurance Exchange, (OSBIE) based on information provided by OSBIE.

2. Zero instances of CBE’s insurers refusing to insure the CBE due to the existence of hazardous conditions.	Compliant
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The organization is compliant with this indicator.

Evidence statement

There were no instances of CBE being refused insurance due to the existence of hazardous conditions.



OE-1: Global Operational Expectations

3. Standard form contracts are available and utilized for master agreements, purchasing.	Compliant
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The organization is compliant with this indicator.

Evidence statement

CBE signed three new master agreements in the 2018-2019 school year for a total of 73 system wide. Standard form contracts are used for procurement, off-site activities, and corporate partnerships. Templates for the contracts are reviewed on an as needed basis.

4. Clearly defined processes are in place and utilized for approval of off-site activities.	Compliant
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The organization is compliant with this indicator.

Evidence statement

CBE has a clearly defined and well-communicated process for approving off-site activities of all types. The process includes an Off-site Manual, administrative regulations, an online Off-Site Activities Proposal and Review site, an Education Director, and an Off-site Coordinator to oversee off-site activities. Oversight ensures compliance with the Off-site Activities Manual and the applicable administrative regulations. The processes in place for off-site locations differentiates between local off-site locations and those that go out of province or country. Out of Province and out of Country off-site activities are reviewed by OSAC (Off-Site Safety Advisory Committee) which includes the Off-Site Coordinator and senior Manager from Corporate Risk Management. These “C” and “D” trips also receive final approval from the Education Director.

The following chart identifies the process for each classification of activity.



OE-1: Global Operational Expectations

Off-site Activity Classification	Authorized by	Reviewed by	Reviewed by	Final Approval by
A* (within Calgary region)	Principal	--	--	Principal
B1* (within AB, but outside Calgary Region – on designated off-site activities list)	Principal	--	--	Principal
B2 (outside Calgary region, within Alberta, not on the designated off-site activities list)	Principal	Coordinator Off-site		Principal
C (outside Alberta, within Canada)	Principal	Coordinator Off-site	OSAC	Education Director
D (outside Canada)	Principal	Coordinator Off-site	OSAC	Education Director
An off-site activity may only proceed once it has received the appropriate final approval.				

Off-Site Activity Classification	Number of Activities	Number of Students Participating
A trips	20,664+	770,718
B trips (B1 & B2 combined)	1,170	52,377
C trips	108	3,171
D trips	25	861

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

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

OE-1: Global Operational Expectations

been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

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

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

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



**report to
Board of Trustees**

Chief Superintendent's Update

Date	September 17, 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: Financial Planning OE-8: Communicating and Engaging With the Public

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, and 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-5: Financial Planning states that "prudent financial planning and management are essential for student success and public confidence". With other reports submitted to the Board of Trustees, this update meets the requirement of OE-5 in having the process and controls in place to balance the cost and benefit for budget decisions with available funding.

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

3 | Timely Information

Personalize Learning | Go-To Educators

Go-To Educators are teachers, principals, support staff, etc. that students "go-to" in times of distress. They are a resource to school communities when issues arise surrounding student's mental health. Go-To-Educators are established in schools prior to the delivery of the mental health curriculum guide. Training focuses on understanding mental illnesses most commonly found in adolescents. Additionally, training highlights appropriate referral pathways to community and health resources for those with mental health issues.

Personalize Learning | Build Professional Capital | Design the Shift: ConocoPhillips Innovation Incubator

The kick-off for this cohort was on August 26, 2019. Eighty-two teachers spent the morning exploring their leadership strengths, building relational trust, undertaking design challenges and considering Indigenous perspectives on leadership, community, and education. In the afternoon, teachers explored how people and place can be brought into student learning by exploring St. Patrick's Island through the perspectives of community members who shared their experiences: Indigenous ways of knowing, the City of Calgary, homelessness, and loose parts play.

Through this year-long professional learning series, teams from 27 schools will use design thinking protocols and mindsets to connect learning beyond the classroom by developing and implementing STEAM infused, interdisciplinary projects. K-12 teachers will connect curriculum to land, stories and community to create engaging and personalized learning tasks that positively impact their local community. Through this process, teachers will also build and practice

their instructional leadership as they engage with various stakeholders and school-wide teams in concept-based learning that impacts their community.

Engage our Stakeholders | Shaping the Future of CBE High Schools

A multi-year engagement process was launched in May of this year focused on future changes at 20 Calgary Board of Education high schools. This engagement is focused on developing a sustainable system-wide plan for high schools that continues to offer students access, flexibility, and choice to pursue the path that is right for them.

This fall there will be several in-person and online engagement opportunities for students, staff, parents, and community members to share their perspectives on location and designated communities/boundaries of existing programs, expansion and contraction of some existing programs, grade configurations, and implementation considerations. The input and feedback gathered during this phase will be used to help develop possible options for balancing enrolment at our high schools. Those options will be shared publicly for feedback in spring 2020. Full details are available at cbe.ab.ca/highschoolengagement.

Engage our Stakeholders | Spanish Visiting Teachers

Students and teachers in the Calgary Board of Education directly benefit from the Spanish Visiting Teachers Program, a professional partnership that is outlined in the Memorandum of Understanding with the Ministry of Education in Spain. On August 22 & 23, ten Spanish Visiting Teachers participated in an orientation session. Representatives from CBE Human Resources, School Improvement, Alberta Education and the Alberta Teachers' Association facilitated sessions to learn about Alberta's curriculum, the CBE's Three-Year Strategy, work-life culture in Calgary, as well as their roles and responsibilities as teachers in support of the Spanish Bilingual Program.

By engaging with stakeholders in Alberta and in Spain, the Calgary Board of Education enriches teaching and learning in the Spanish Bilingual Program. Spanish Visiting Teachers play an important role as language teachers and cultural ambassadors, supporting the development of intercultural competence and global citizenship among CBE students.

Engage our Stakeholders | ZPass Art Contest

Every CBE student who rides a yellow school bus to school uses a bus pass card everyday, called a ZPass. With over 23,500 riders, riding twice a day over 180 school days, the ZPass is highly visible.

These past two school years, Central Memorial High School has run a design contest pilot with students. The winning student design was then featured on the following year's ZPass. For the 2019-20 ZPass design, the contest was extended to all CBE high schools.

Submissions impressed by their quality. The winning design for the 2019-20 school year belongs to Brandon Mackie, a grade 12 student at Nelson Mandela High School. In addition to having his design printed on all new ZPasses issued for the 2019-20 school year, Brandon will also receive a \$100 gift card from Southland, an important CBE bus service provider, and a letter of commendation from the CBE Manager of Transportation.

We thank Brandon for his creative and relatable design. Beyond the ZPass aesthetics, we know younger students will look at the design created by a high school student and be inspired by the possibilities of their future years in school.



Build Professional Capital | Engage Our Stakeholders | Spoken Words Learning Series

On August 26 and 27, over 50 teachers from French Immersion, Bilingual Programs, and Language and Culture courses participated in the first two days of a term-long professional learning series focused on developing students' oral language proficiency. This system offering is designed to support the need for ongoing professional learning on teaching and assessing communicative competence in additional (second) language contexts.

In collaboration with Professor Dr. Katherine Mueller from the University of Calgary, CBE Specialists facilitated reflective discussions on research-informed practices and supported a collaborative task design process aimed to develop students' oral language proficiency. In inter-school teams, teachers designed tasks and learning pathways that they will adapt to their unique contexts. By the next sessions on November 1 and January 16, teachers will have gathered video evidence of their students to ground conversations around formative and summative assessment of oral language proficiency from K-12 across the CBE's language programs.

A self-registered shell on Brightspace will house resources and video exemplars, allowing for greater collaboration and diffusion of this professional learning series among language teachers in the CBE.

Build Professional Capital | Indigenous Education Strategy

On August 13th and 16th the Indigenous Education Team led 15 Indigenous Education Learning Leaders (IELLs) working in schools on modified calendars through two full days of professional learning. Throughout these two days, IELLs received an in-depth description of their new role as a part of a school leadership team. The IELLs were provided with learning associated with the important facets of their work including: leading targeted student learning support; creating welcoming; caring, safe and respectful learning environments for Indigenous students and families; and lifting Indigenous knowledge systems within the curriculum to the benefit of all students.

The remaining 20 IELLs working in schools on traditional calendars received this same learning on August 30th and September 5th. The entire team of IELLs then came together for continued learning on September 6th. The Indigenous Education Team will continue to collaborate with and lead learning for our IELLs and school principals throughout the year to positively impact student learning to advance the CBE's Three-Year Education Plan, Indigenous Education Strategy.

Build Professional Capital | New to Kindergarten/EDC Teacher Summer Sessions

On August 8th and August 26th, teachers new to teaching kindergarten or Early Development Centre (EDC) participated in full-day, professional learning sessions at the new Central Library. These common professional learning opportunities aimed to bring early learning educators together to build their professional capital by sharing information on environmental design, outdoor education, social emotional development, task design, assessment and reporting for kindergarten, i.e., Early Years Evaluation-Teacher Assessment (EYE-TA), as well as develop a common understanding of the role of play in all learning domains. In total, 60 teachers and administrators participated over the two days.

By engaging with educators, both teachers and administrators, the Early Learning team helps to support the personalization of learning for children in kindergarten and EDC programs across the Calgary Board of Education.

Steward our Resources | Rycor

CBE has implemented Rycor, a new fees management system, that will be used to:

- register students for transportation and noon supervision;
- allocate all fees to students including central and school based fees;

- administer waivers; and
- charge students for goods and services.

The benefits to the system are:

- full integration with CBE's Student Information System;
- reduction in manual tasks completed at the school level;
- minimization of administrative burden at the school level;
- timely information on fees allocated, paid and waived;
- enhancement of transparency regarding fee transaction; and
- production of information to support data-driven decisions.

Parents will now have the ability to:

- view and print student accounts and receipts;
- view transaction history; and
- make secure online payments using computers or mobile devices.

The outcome is increased resources available to students by minimizing administrative work in schools; enhanced decision-making by the system; and providing parents with a clear way to view and pay all their children's fees.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

**report to
Board of Trustees**

EducationMatters Financial Statements as at August 31, 2019

Date	September 17, 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

- This financial report for EducationMatters is being provided for information for the Board.

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 August 31, 2019



To the Calgary Board of Education Trustees

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

During the report period, EducationMatters provided almost \$140,000 in enhancement grants to more than eight recipients including schools and departments. Examples of the initiatives funded include:

- ConocoPhillips Innovation Incubator program;
- Discovering Choices Graduation Support;
- Dual Credit and Exploratory programs;
- Fuel for School program;
- Niitsitapi Learning Centre Onsite Clinic;
- Young Masters Program

In addition to the distributed grants, EducationMatters distributed 172 student award payments totalling \$276,000, which help students experience success in their further educational pursuits.

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

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

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

Respectfully submitted,

Monica Bryan - Director, Finance & Administration, EducationMatters

Marilyn Field - Executive Director, EducationMatters

Steve Aubin - Treasurer, Board of Governors, EducationMatters

EducationMatters
Statement of Financial Position

As at August 31, 2019

\$'000

(unaudited)

	As At Aug 31/19 <u>(unaudited)</u>	As At Dec 31/18 <u>(audited)</u>
ASSETS		
Cash and cash equivalents	166	223
Investments	7,499	7,252
Accounts receivable	2	2
Prepaid expenses	-	-
Capital assets	7	10
Total assets	<u>7,674</u>	<u>7,487</u>
LIABILITIES		
Accounts payable	47	36
Deferred Contributions	1	441
Total liabilities	<u>48</u>	<u>477</u>
FUND BALANCES		
Endowment funds	5,924	5,396
Flow through funds	870	836
Operating funds	832	778
Total fund balances	<u>7,626</u>	<u>7,010</u>
Total liabilities and fund balances	<u>7,674</u>	<u>7,487</u>

EducationMatters
Statement of Operations
Year to Date to August 31 2019

\$'000

(unaudited)

(audited)

	<u>Endowment</u>	<u>Flow-Thru</u>	<u>Operating</u>	<u>Total</u>	<u>Dec 31/18</u>
	\$	\$	\$	\$	\$
REVENUES					
Contributions	98	373	14	485	1,618
CBE grants			440	440	660
Gains/losses on investments	559		59	618	45
Interest & fees			54	54	77
Total revenue	657	373	567	1,597	2,400
 GRANTS					
Grants issued	75	339		414	1,517
 EXPENSES					
Salaries & benefits			378	378	541
Consulting & professional fees			23	23	44
Administrative expenses	53		109	162	265
Advertising & communications			4	4	12
Total expenses	53		514	567	862
 FUND BALANCES					
Change during the period	529	34	53	616	21
Beginning balance	5,396	836	778	7,010	6,989
Balance, end of period	5,925	870	831	7,626	7,010

Total contributions since inception (\$'000):

2019 YTD	485
2018	1,618
2017	1,847
2016	1,662
2015	1,266
2014	1,903
2013	1,244
2012	2,279
2011	1,288
2010	862
2009	733
2008	1,197
2007	641
2006	865
2005	786
2004	612
2003	356
	19,644

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

	2019 BUDGET	31 Aug Actual <small>(unaudited)</small>
	\$	\$
Operating Expenses by function:		
Salaries and Employee Benefits	573	378
Events	25	1
Fund Development & Communications	53	12
Organizational Administration	215	123
Total Expenses	866	514

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

	Fund Balance \$
Flow Thru Funds (Grants):	
Calgary Flames Ambassadors Supports for Kids with the Gift of Dyslexia Fund	10
Civil Society & Citizenship Flow Thru Fund	127
Cornerstone Flow Thru Fund, Enhancing Education for Economically Disadvantaged Students	452
Fuel for School Program Flow Thru Fund	5,157
Integro Legacy Fund	141,464
Louise Dean School Fund	950
Mawer Investment Management Literacy Flow Thru Fund	5,745
Public Education Enhancement Flow Thru Fund (Designated)	43,623
Public Education Enhancement Flow Thru Fund	16,590
Schools Helping Schools Flow Through Fund	1,568
Willow Park School Program Enhancement Fund	33
Total Flow Through Funds (Grants)	\$215,719

**Fund
Balance**
\$

Endowment Funds (Grants):

Athletics Endowment Fund, Helping Students in Need	47,052
Bob Bannerman Memorial Fund	15,160
Beverly Hubert Global Citizenship Fund	23,265
Beyond Your Backyard Opportunities Fund	10,788
Career Pathways Field of Interest Endowment Fund	82,519
Christine M. Fielding Memorial Endowment Fund	63,540
Civil Society & Citizenship Education Endowment Fund	23,074
ConocoPhillips World Schools Debate Development Endowment Fund	50,609
Cornerstone Endowment Fund, Enhancing Education for Economically Disadvantaged	79,170
Creagh Family Fund	32,078
Dr. Brendan Croskery Aboriginal Culture Fund	41,274
EducationMatters Admin Endowment Fund	46,920
Enhancing Education for Students with Special Needs Endowment Fund	36,688
Enhancing ESL Education Endowment Fund	55,587
Future Leaders Endowment Fund	44,395
Georgie C Higgins Junior High Memorial School Fund	16,032
Georgie C Higgins Investment Fund for Lester B Pearson High School	16,775
Governors' Endowment Fund	10,068
Jason and Jane Louie Memorial Fund	8,432
Kaiti Perras Love of Dance Memorial Fund	125,771
Lehew-Wyman Family Endowment Fund	59,221
M.P. Hess Fund	10,420
Margaret and Bill Whelan Endowment Fund	73,822
Mary Nelson Memorial Fund	65,457
Mawer Investment Management Literacy Fund	56,043
McGill University Faculty of Agricultural and Environmental Sciences Fund	7,296
Public Education Enhancement Endowment Fund	333,663
Public Education Enhancement Endowment Fund (Designated)	42
Schools Helping Schools Fund	44,165
Southland Transportation Career Pathways Endowment Fund	7,855
Sunnyside School Endowment Fund	28,617
Supports for Students Born with Fetal Alcohol Spectrum Disorder Fund	37,914
TEAM Leadership Lord Beaverbrook HS Endowment Fund	7,186
Terry Wright Endowment Fund	7,967
Tiberious Publishing Program Fund	15,375
Tyler Zeer Endowment Fund	34,554
William Reid School Endowment Fund	21,469
Youth Mentorship Endowment Fund	10,115

Total Endowment Funds (grant availability capped @ 4.5% per annum) \$1,650,378

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

	Fund Balance \$
Flow Thru Funds (Student Awards)	
Aberhart Alumni Scholarship Flow Thru Fund	1,500
Aboriginal Students Award Fund	3,986
Big Brothers Big Sisters Society of Calgary and Area Award Fund	1,000
Calgary Bridge Foundation for Youth Student Awards Fund	2,500
Calgary Entrepreneur Organization (CEO)	625
CBE Staff Association Scholarship Fund	14,000
City of Calgary Degree Granting Scholarship Fund	28,903
City of Calgary Post Secondary Scholarships	49,300
ConocoPhillips Canada Awards	6,195
David James Anderson Memorial Award Fund	532
EducationMatters Scholarship Flow Thru Fund	91,753
EllisDon Student Award Fund	6,634
ENMAX Scholarship Fund	39,469
Everett and Mitchell Code Scholarship	5,566
Fogolar Furlan di Calgary Italian Award	17,215
Forest Lawn Resiliency Scholarship Fund	4,080
Future Leaders Flow Thru Scholarship Fund	1,958
Green & Gold Flow Thru Scholarship Fund	4,310
Haworth & Heritage Bus Interiors Architecture/Interior Design Scholarship Fund	4,157
Henry Wise Wood Warriors Legacy Flow Thru Fund	781
Henry Wise Wood Class of 1970 Scholarship Fund	95
Hopewell Scholarship Fund	6,009
Integro Legacy Scholarship Fund	14,121
Ivy & Len Freeston Student Award Flow Thru Fund	72
Jim Hoepfner Award	20
Job's Daughters International Scholarship	2,769
Kermet Archibald & Jacoba Van Den Brink Memorial Scholarship at the Cgy Found	11,349
Lauber Student Award	6,740
Laurie Sommerville Scholarship Award Fund	31,838
Louise Dean High School Awards	8,668
The Marguerite Patricia P. Bannister Scholarship Fund at the Calgary Foundation	223,772
Maureen Langston Memorial Fund	4,900
Nickolas Paswisty Memorial Bursary	2,119
Pay It Forward Fund	6,585
Queen Elizabeth Deaf and Hard of Hearing Scholarship and Program Enhancement Fund	14,176
R.M. (Mac) Dobson Creative Writing Scholarship	872
Richard Dunn Music Scholarship Fund	2,035
Southland Transportation Scholarship Flow Thru Fund	12,903
Tenaris Merit Awards	11,000
Thorner/Johnston/DiMarzo Family Bursary	10,500
Tom Inkster Memorial Scholarship Fund	1,424
Verna Hart Toole Legacy Award Fund	435
Total Flow Thru Funds (Student Awards)	\$656,866

	Fund Balance \$
Endowment Funds (Student Awards):	
Aaron, Harben Vocal Music Prize Fund	13,252
Aaron Family Scholarship Fund	14,381
Aberhart Alumni Scholarship Fund	84,762
Accomplished Angels Student Award Fund	1,036,014
Ann Strand Memorial Awards Fund	8,506
Anthony Ward Memorial Fund	4,269
Archie McKillop Student Award Endowment Fund	103,749
Arrata Family Award for New Canadians	48,946
Avis Hibbard Bursary	1,841
Benjamin (Ben) Albert Legacy Fund	299,526
Bennett Jones Scholarship Fund	10,632
Big Brothers Big Sisters Society of Calgary and Area Award Fund	19,425
Bob Clarke Memorial Scholarship	2,409
Bruce Leidl Composition Award Fund	14,700
Carolyn Baxter Memorial Award Fund	9,565
CNIB Memorial Scholarship Fund	4,479
Claire Poppit Award	6,888
Colonel Walker Community School 1950 to 1965 Alumni Award	15,262
David E. Mitchell Award	56,944
David James Anderson Memorial Award Fund	14,887
Doris Donald Memorial Bursary in Fine Arts	1,127
Douglas Norton Scholarship	2,523
Dr. Gordon Higgins Student Award Fund	28,766
Drs. Harry & Martha Cohen Prize Fund	10,492
Dustin Peers Memorial Visual Arts Award	223,372
Edith Berger Memorial Scholarship Fund	23,681
EducationMatters Endowed Scholarship Fund	2,853
E.F. Coste Scholarship	4,359
E. George Brigden Memorial Scholarship	4,094
Emily Sharpe Memorial Scholarship Fund	360,629
Emmalee Cherweniuk Award Fund	14,261
Ena Paul Memorial Award	4,330
Everett and Mitchell Code Scholarship	13,142
F. Margaret Milligan Scholarship	750
Frank L. Woodman Scholarship	2,235
Frank Whipple Memorial Bursary	6,905
Future Leaders Scholarship Endowment Fund	28,421
Gary Weimann Award for Community Service	24,847
George Morley Memorial Scholarship	11,831
Green & Gold Endowment Scholarship Fund	191,593
Hal Winlaw Health & Nutrition Legacy Award Fund	24,102
Haworth & Heritage Business Interiors Architecture/Interior Design Scholarship Fund	35,887
H.D. Cartwright Memorial Award	11,611
Henry Wise Wood Warriors Legacy Endowment Scholarship Fund	59,922
Hugh Robertson Science Award Fund	24,674
Ivy & Len Freeston Student Award Endowment Fund	19,313
James Fowler School Award Fund	16,524
Jennifer Ellen Shepherd Memorial Award Endowment Fund	82,507
Jennifer Eyton Memorial Trust Fund	3,017
Joan Ethier Women in Science Scholarship	417,180
Joanne Mugford Memorial Art Award	8,389
Job's Daughters International Scholarship	5,400

	Fund Balance
	\$
Endowment Funds (Student Awards) cont'd:	
John Bancroft Memorial Award	14,051
Keith Carswell Memorial Scholarship	9,785
Keith Yu Memorial Scholarship Fund	31,987
Laine McLeod Memorial Scholarship	6,869
Langevin School Bursary	27,603
Lana Hanson Memorial Scholarship Fund	5,810
Lawrence Parker Memorial Scholarship	8,766
Marjorie Taylor Memorial Scholarship Fund	70,273
Marnie Whitehead Memorial Scholarship	2,048
Marofke Family Aberhart Music Scholarship	60,238
Mary Belkin Memorial Scholarship Fund	30,644
Maurice A Spring (Vocational) Scholarship	2,840
MW & JR Tebo Memorial Journalism Fund	19,858
Pamela Jane Hardy Memorial Award Fund	61,497
Queen Elizabeth Deaf and Hard of Hearing Scholarship and Program Enhancement Fund	78,478
Richard D. Tingle Student Award Fund	35,308
Rick Theriault Outstanding Athletic Contribution Award Fund	21,312
Ross Glen Scholarship Fund	47,819
Ruth Ursula Leipziger Scholarship Fund	34,218
Shawn Whitney Memorial Award Fund	15,252
Sir Winston Churchill Enterprise & Innovation Scholarship	7,641
Southland Transportation Scholarship Endowment Fund	7,990
Steven Irving Memorial Music Scholarship	38,817
Susy Devlin Memorial Award Fund	32,765
Teens Against Drunk Drivers (TADD) Scholarship	6,528
Thomas Moore Memorial Bursary Fund	18,053
Thomas Walter Morrish Memorial Scholarship	9,066
Trades Related Career Pathways Student Award	87,289
Viscount Bennett Band Parents Association Award Fund	12,513
William Keir MacGougan Memorial Bursary	29,618
Total Endowment Funds (scholarship availability capped @ 4.5% per annum)	\$4,274,110

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

	\$
CBE - Design the Shift: ConocoPhillips Innovation Incubator	50,000
CBE - Dual Credit and Exploratory Programs	14,250
CBE - Fuel for School Program	10,826
Cecil Swanson School - Young Masters Program	405
Discovering Choices Outreach (Downtown) - Graduation 2018/2019	10,000
Forest Lawn High School - East Side Dance Festival	1,000
Keeler School - Young Masters Program	416
Niitsitapi Learning Centre - Onsite Clinic for Indigenous Children & their Families	41,519
Patrick Airlie School - Young Masters Program	405
Thomas B. Riley School - Program Fees for Students	3,114
Valley View School - Young Masters Program	404
West Ridge School - Sport Court	5,776
West View School - Forklift Training	184
Total 2019 YTD Program Grants	\$ 138,299
Total 2019 YTD Scholarships	\$ 276,410
Total 2019 YTD Grants & Scholarships	\$ 414,709
Total Grants since Inception	\$10,550,000
Total Scholarships since Inception	\$ 3,677,000

EducationMatters
Discussion of Financial Position and Results of Operations

Statement of Financial Position

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

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

Capital assets consist primarily of office equipment.

Statement of Operations

Fundraising initiatives for 2019 are proceeding as planned and anticipated.

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

Operating Budget Comparison

Expenditures reported include only cash expenses for budget comparison purposes.

Funds Established and Grants Awarded

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

Grants and scholarships at over \$400,000 issued year-to-date, continue to provide a significant contribution, supporting Calgary Board of Education students.

report to Board of Trustees

Correspondence

Date	September 17, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trish Minor, Associate Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

1 | Recommendation

The following correspondence is being provided to the Board for information:

- Letter dated February 20, 2019 from The Hon. D. Eggen, Minister of Education, re: Space for Foundations for the Future Charter Academy.
- Letter dated May 1, 2019 to The Hon. A. LaGrange, Minister of Education, re: Ministerial Order 006/2019 – Seclusion Room Standards.
- Letter dated May 15, 2019 to The Hon. A. LaGrange, Minister of Education, from CBE Board Chair T Hurdman and CCSD Chair M. Martin, re: Ministerial Order 006/2019 – Seclusion Rooms.
- Letter dated May 28, 2019 to The Hon. A. LaGrange, Minister of Education, re: Space for Foundations for the Future Charter Academy.
- Letter dated June 28, 2019 from The Hon. A. LaGrange, Minister of Education, re: CBE current priorities.
- Letter received July 9, 2019 from The Hon. A. LaGrange, Minister of Education, to CBE Board Chair M. Dennis and CCSD Board Chair M. Martin, re: 2019 Budget.
- Letter dated July 30, 2019 from The Hon. A. LaGrange, Minister of Education, re: CBE concerns surrounding the *Education Act*.

Attachments: Relevant Correspondence





Office of the Minister

AR105021

FEB 20 2019

Ms. Trina Hurdman
Board Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Hurdman:

As I have shared with your board on previous occasions, Foundations for the Future Charter Academy is currently in dire need of a new or renewed space to offer their high school program. The facility that they are currently occupying is in critical need of upgrade, with issues that are progressively becoming health and safety concerns and are beginning to impact student learning.

Due to the extensive nature of the repairs at the former Montgomery School that Foundations for the Future Charter Academy now occupies, the modernization of the facility which was originally approved is not feasible. The charter is now in need of a facility that allows for the accommodation of approximately 850 students in order to allow the program to continue to operate at its current capacity.

Since 2013, Foundations for the Future Charter Academy and Education's Capital Planning team have continued to explore alternatives for the accommodation of the charter's high school program. I kindly implore that your board provide some assistance in this effort to meet the needs of this charter program. I request that you do a thorough review of your facilities to confirm if there is any space available, in the form of a surplus school or space in a currently open school that could be used to support this program.

I recognize the challenges faced by the Calgary Board of Education in the accommodation of your continually growing program; however, I also understand there is an ongoing review of the high school spaces within your system. As you conduct this review, I request that you consider how the spaces that no longer serve your needs may be able to support the current high school program for Foundations for the Future.

.../2

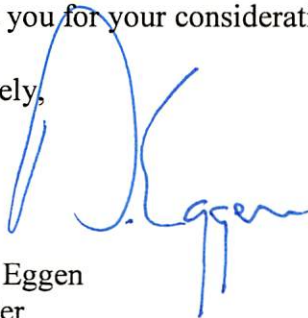
Ms. Trina Hurdman
Page Two

Our government supports public education and works with partners like your board. In this instance we are hopeful that your board will be able to offer assistance to one of our other partners, Foundations for the Future Charter Academy. As I respect school boards as partners, I would never force you to do so, as I understand previous government attempted, but I implore you to support Calgary's students in this regard. My office would be happy to arrange meetings with officials to discuss this matter further. If you feel that a meeting will be required, please contact my office. If you do not feel a meeting will be required, please respond in writing as soon as practicable identifying what space could be made available for use by Foundations for the Future Charter Academy.

Should there be any further questions regarding this issue, please have your administration contact Erin Owens, Director, Capital Planning South at erin.owens@gov.ab.ca or 780-643-1455 (dial 310-0000 first for toll-free access).

Thank you for your consideration of this matter.

Sincerely,



David Eggen
Minister



Board Chair

Trina Hurdman Wards 1 & 2

Vice-Chair

Marilyn Dennis Wards 5 & 10

Althea Adams Wards 3 & 4

Lisa Davis Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

May 1, 2019

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

Dear Minister LaGrange:

Re: Ministerial Order 006/2019 – Seclusion Room Standards

The Calgary Board of Education is committed to creating welcoming, caring, respectful and safe environments for all students and staff.

There are many ways that individual schools ensure their environment meets those expectations on a daily basis. Following the Ministerial Order on [Seclusion Room Standard](#), which prohibits the presence or use of a seclusion room in a school, we want to bring to your attention some of the circumstances that may warrant an exemption from this order.

We were encouraged to see provisions for exemptions reflected in the Ministerial Order and are looking forward to receiving further details regarding this process. We believe that without appropriate exemptions in place some of our schools may find it challenging or not possible to create welcoming, caring, respectful and safe environments at all times.

Seclusion rooms are used, most often, in Calgary Board of Education unique setting schools and in schools with specialized classes that support our students with exceptional needs. Students attending these schools or classes have a broad range of diagnostic profiles and life experiences that contribute to their behaviour, which at times can be extreme and potentially harmful to themselves or others.

Often, in these settings, a seclusion room is used by students proactively and at their own choosing, as a quiet workspace and/or a space to self regulate (for example: bounce a ball rhythmically against the wall). At other times, students access seclusion rooms when cued by staff. In these instances, the student’s behaviour is escalating whereby safety to self and others is a concern. When a student is in a seclusion room, staff are supporting them through the escalation/de-escalation cycle. Staff are teaching and helping the student access strategies to help them so they are ready to re-engage in learning.

It should be noted that seclusion rooms are not used every time a crisis occurs. Frequently students can be supported through their crisis without setting foot in a seclusion room. Even for students who exhibit extreme and unsafe behaviours during their crisis phase, staff attempt to find alternative ways to help the child manage their behaviour and regulate safely. Seclusion rooms are only accessed when all other strategies and interventions have been exhausted. Without these spaces as part of the de-escalation processes, situations may arise that could result in schools evacuating the other students from their learning space or calling 9-1-1. This may result in an increased chance of self-injury or injury to others.

In your consideration of exemptions to the Seclusion Room Standard, please consider when the use of a seclusion room is in the best interest of the student, their fellow students and the staff who are present. These considerations may include instances when:

- a student is a risk to themselves, other students or staff
- all other strategies to de-escalate the student have been employed and have been unsuccessful in de-escalating the student's behaviour
- the student voluntarily requests to go into the seclusion room as a means of self-regulation
- staff are providing regulation tools and strategies to assist in calming the student in addition to the use of a seclusion room
- staff may be in the seclusion room or directly outside the seclusion room during the student's crisis
- parents/guardians have given informed consent for the use of a seclusion room
- predetermined processes are followed, which includes documentation of the event and transparent communication to people identified within the plan (including parents/guardians)

The Calgary Board of Education has clearly documented process for the use of our seclusion rooms. CBE staff who work with our students who have exceptional needs in unique settings are certified in The Mandt System® and/or Therapeutic Crisis Intervention (TCI). Staff renew these certifications annually.

As we have stated, the use of seclusion rooms in some of our schools for a very small and specific student population is necessary in maintaining learning environments that are welcoming, caring, respectful and safe. We look forward to learning about the process to apply for exemptions and any subsequent Provincial direction by June 30, 2019. This would allow us to plan appropriately for the upcoming school year.

Sincerely,



Trina Hurdman
Chair, Board of Trustees
Calgary Board of Education



**Calgary Board
of Education**



**CALGARY CATHOLIC
SCHOOL DISTRICT**

May 15, 2019

Honorable Minister Adriana Lagrange
Minister of Education
228 Legislature Building
10800 – 97 Ave
Edmonton AB T5K 2B6

Dear Honorable Minister LaGrange,

Re: Ministerial Order 006/2019 - Seclusion Rooms

On behalf of the Board of Trustees for the Calgary Board of Education (CBE) and the Calgary Catholic School District (CCSD), we are seeking clarification and direction around Ministerial Order 006/2019 regarding the use of seclusion rooms, particularly with regards to the exemption process. As the largest public and separate school boards in the province, we serve a very diverse group of students and are committed to providing safe and caring learning environments where all students are treated with dignity and respect.

Being situated in a metro area, with access to an array of specialized supports and services, our respective school boards serve a relatively higher number of students with complex needs. As such we have some specialized settings where staff are trained extensively and develop plans that are shared with parents around how to support students who may exhibit extreme or unsafe behaviours. While staff will always attempt to find alternative ways to help students manage their behaviour, students sometimes require a safe environment where they can go to self-regulate or de-escalate in a way which protects themselves and others from potential harm.

We are concerned that a ban on seclusion rooms without an appropriate exemption process could lead to:

- parents being called to the school more frequently to pick up their child;
- increased incidences of student injury;
- increased frequency and severity of staff injury;
- the need for additional staff;
- heightened levels of stress and anxiety for students and staff.

We invite you to visit some of our unique settings to directly observe how staff are trained to use a variety of strategies to ensure that all students have access to safe and caring learning environments. During that visit, we would welcome the opportunity to demonstrate how seclusion rooms can be used appropriately in support of students.

We are concerned about the impending implementation date of September 1, 2019, as we have not received any further information since the release of the Ministerial Order with regards to how to apply or receive an exemption. We request further clarification and direction within the coming weeks so that we can plan appropriately for the upcoming school year.

We look forward to your timely response,

Sincerely,



Trina Hurdman
Chair, Calgary Board of Education



Mary Martin
Chair, Calgary Catholic School District

cc: Board of Trustees, Calgary Board of Education
Board of Trustees, Calgary Catholic School District
Christopher Usih, Chief Superintendent of Schools, Calgary Board of Education
Gary Strother, Chief Superintendent, Calgary Catholic School District
Alberta School Boards Association – Board of Directors



Board Chair

Trina Hurdman Wards 1 & 2

Vice-Chair

Marilyn Dennis Wards 5 & 10

Trustees

Althea Adams Wards 3 & 4

Lisa Davis Wards 6 & 7

Richard Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Mike Bradshaw Wards 12 & 14

May 28, 2019

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

Dear Minister LaGrange:

RE: Space for Foundations for the Future Charter Academy

This letter is sent in response to your Ministry’s letter dated February 20, 2019 regarding space for the Foundations for the Future Charter Academy (FFCA) high school program.

High school success remains a high priority for the Calgary Board of Education (CBE). Of great concern to us is how the CBE’s system-wide high school utilization rate is projected to be almost 105% within four years in the absence of any new high school approvals. In the interim, the CBE has initiated a review of high schools with the objective of balancing enrolment in a fashion that offers students access, flexibility and choice in programming given limited space availability.

However, with high school utilization rates climbing rapidly, there is only so much that addressing the enrolment imbalance can be realistically expected to achieve. In March 2018, the province announced design-only funding for a new CBE North Calgary high school. We await with great anticipation your commitment towards the full construction approval and funding for this CBE school to avoid a scenario where the system-wide utilization rate exceeds the rated provincial capacity of all CBE high schools combined.

In light of the February 20, 2019 request from Alberta Education, on March 8, 2019, the CBE was surprised by the Ministry’s approval for a replacement FFCA high school at the Montgomery School site. Given how the CBE owns this property in fee simple, before any further decisions or work is undertaken on this project, we ask that the CBE be involved.

More importantly and owing to the pressing high school student accommodation needs, we also ask for an opportunity in the coming weeks to meet with you to better convey the urgency of the high school student

accommodation situation in Calgary. We look forward to hearing from you shortly on this matter to ensure that students continue to come first.

Sincerely,

A handwritten signature in black ink that reads "Trina Hurdman". The signature is written in a cursive, flowing style.

Trina Hurdman
Chair, Board of Trustees

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



Office of the Minister

AR105607

JUN 28 2019

Ms. Marilyn Dennis
Board Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Dennis:

Thank you for your May 1, 2019 letter congratulating me on my appointment as Minister of Education and providing me with information about the Calgary Board of Education's current priorities. I was also pleased to receive your May 8 and May 28 letters regarding the Education Act and facility support for Foundations for the Future Charter Academy. It was a pleasure to meet with your board on June 20.

As Minister of Education, and as a former trustee, I appreciate the concerns you have raised, and I understand the pressures school districts are currently facing.

Our government's commitments for funding have been clear. We will ensure students receive the supports they need to be successful, and enrolment growth will be accounted for. Albertans can be confident that our government is making thoughtful, prudent decisions to ensure students continue to receive a high-quality education.

Our government is taking a close look at Alberta's fiscal situation to determine where our money is going. This work has already begun with the creation of the MacKinnon Panel. Information from this review will guide our decisions to eliminate waste, duplication and non-essential spending so we can fund key priorities.

The panel's review will help inform government's preparation of Budget 2019, which will be announced in fall 2019. No decisions have been made on education funding at this time; however, I can assure you our government remains committed to education funding.

While we await the panel's report, it makes sense for school authorities to be prudent in their planning for the next school year. We will be providing information to school districts in the nearest possible future.

.../2

I appreciate you taking the time to provide thoughtful input on the Education Act from your board's perspective. On June 5, 2019, our government introduced Bill 8: The Education Amendment Act. The bill makes several changes to the Education Act to facilitate its implementation, including:

- maintaining the current age of access provisions under the *School Act*;
- continuing to use a parent-based system for determining student residency; and
- maintaining current age of mandatory attendance.

These amendments are being made in response to feedback from numerous stakeholders and are intended to minimize disruption for parents, students and school boards. Stakeholders like the Calgary Board of Education provide valuable feedback, and we will consider your perspectives as the regulatory review process moves forward.

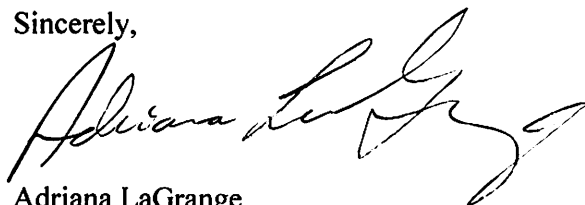
I understand that in the absence of suitable alternative spaces to accommodate Foundations for the Future Charter Academy's high school program, the former Minister of Education committed to pursuing a replacement solution on the Montgomery School site. I have been advised that this project is consistent with the original intent of the project approvals dating back to 2013 and 2014, which would provide renewed space for the charter program in a facility it currently leases from your board. Due to the continuing deterioration of the condition of Montgomery School, the most economic resolution to the space requirements has been assessed to be a renewal of the space through replacement, rather than the originally approved modernization.

I am aware that the school site and building are currently owned by your board, and as the landowner you are entitled to provide input into the decisions regarding the property. I understand that Calgary Board of Education's administration team is currently being included as a partner in the planning discussions for how the Montgomery School project will proceed. I encourage you to continue to actively participate in this work, as your co-operation and support will be key to the success of the project.

As your school board submits its three-year capital plan to Alberta Education each year, I am aware of the growing need for high school student accommodation within Calgary Board of Education. The department reviews the submitted capital plans and develops a capital submission for government consideration. As a part of this process, Alberta Education analyzes, evaluates and prioritizes submissions and recommends projects with the highest need for approval across the province.

I look forward to working with the Calgary Board of Education, and with all of Alberta's education stakeholders, to ensure that all students in Alberta receive the best education possible.

Sincerely,



Adriana LaGrange
Minister



Office of the Minister



AR105846

Ms. Marilyn Dennis
Board Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Ms. Mary Martin
Board Chair, Wards 13 and 14
Calgary Catholic School District
Catholic School Centre
1000 - 5 Ave SW
Calgary AB T2P 4T9


Dear Ms. Dennis and Ms. Martin:

I have received the May 15, 2019 letter sent on behalf of your Boards of Trustees regarding your concerns for the upcoming school year for the Calgary Board of Education and the Calgary Catholic School District.

As Minister of Education, and as a former trustee, I appreciate the concerns you have raised, and I understand the pressures school districts are currently facing.

Our government's commitments for funding have been clear. We will ensure students receive the supports they need to be successful, and enrolment growth will be accounted for. Albertans can be confident that our government is making thoughtful, prudent decisions to ensure students continue to receive a high-quality education.

Our government is taking a close look at Alberta's fiscal situation to determine where our money is going. This work has already begun with the creation of the MacKinnon Panel. Information from this review will guide our decisions to eliminate waste, duplication and non-essential spending so we can fund key priorities.

The panel's review will help inform government's preparation of Budget 2019, which will be announced in fall 2019. No decisions have been made on education funding at this time; however, I can assure you our government remains committed to education funding.

.../2

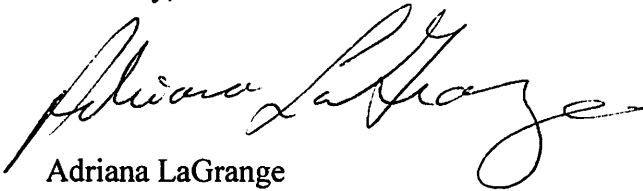
Ms. Dennis and Ms. Martin
Page Two

While we await the panel's report, it makes sense for school authorities to be prudent in their planning for the next school year. We will be providing information to school districts in the nearest possible future.

I commend you both on the support you provide to your respective school districts. I appreciated meeting with both of your boards to discuss the concerns brought forward in the May 15 letter, and I look forward to future opportunities to continue these conversations.

As Minister of Education, the most important job I have is to listen to education stakeholders and work collaboratively to strengthen our education system. I look forward to working together to ensure that all students in Alberta receive the best education possible.

Sincerely,

A handwritten signature in black ink, appearing to read "Adriana LaGrange". The signature is fluid and cursive, with a long horizontal stroke at the end.

Adriana LaGrange
Minister

cc: Honourable Jason Kenney
Premier of Alberta



Office of the Minister



ARI06604

JUL 30 2019

Ms. Marilyn Dennis
Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Dennis: *Marilyn,*

Thank you for your June 27, 2019 letter providing input from the Calgary Board of Education regarding the Education Act. I appreciated meeting with you and Chief Superintendent Chris Usih on June 20, 2019 regarding some of the issues impacting your school jurisdiction.

Our government has proclaimed the *Education Amendment Act* (formerly Bill 8) as part of our commitment to the Education Act coming into force on September 1. The Education Act will provide a framework for educational excellence in Alberta, modernize governance and offer greater flexibility for students, parents and school authorities.

The Education Act and its regulations were developed with substantial stakeholder input between 2009 and 2015, including participation and submissions from school boards. Alberta Education staff have also conducted a variety of engagement activities with key stakeholders to prepare for the implementation of the Education Act and regulations, including live webinars where information was provided and feedback was gathered on proposed changes to the regulations. We value the extensive feedback received and will be taking all of the input into account as implementation of this legislation proceeds.

In regard to your comments on seclusion rooms, I assure you our government supports safe schools that protect students and staff. We owe it to our students and their parents, as well as teachers and staff, to ensure proper supports are in place. Since assuming my role as Minister of Education, I have heard from a number of stakeholders on a variety of topics, including the use of seclusion rooms. I am currently reviewing this matter.

.../2

Marilyn Dennis
Page Two

I appreciate you taking the time to follow up on our meeting, and I look forward to working with the Calgary Board of Education, and with all of Alberta's education stakeholders, to ensure that all students in Alberta receive the best education possible.

Sincerely,

A handwritten signature in black ink, appearing to read "Adriana LaGrange". The signature is fluid and cursive, with a large initial 'A' and a long, sweeping tail.

Adriana LaGrange
Minister