

public agenda

Regular Meeting of the Board of Trustees

June 24, 2025
9:30 a.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
9:30 a.m.	1 Call to Order, National Anthem, Acknowledgement of the Land and Welcome	Chair		
	2 Consideration/Approval of Agenda	Board	GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	5 Operational Expectations			
	6 Public Comment [PDF] Requirements as outlined in Board Meeting Procedures.		GC-3.2	
	7 Matters Reserved for Board Information		GC-3	
	8 Matters Reserved for Board Decision	Board	GC-2	
	8.1 Capital Reserve Request to Support Enrolment Growth	J. Pitman, D. Breton	OE-2,3,5,7,9	Page 8-1
	8.2 Proposed Amendments to Results and Operational Expectations Policies	Board	GC-2,3, R-1, OE-2	Page 8-6
	8.3 Proposed Amendments to Governance Culture Policies	Board		Page 8-10
	8.4 Proposed Amendments to Reasonable Interpretation and Indicators for Operational Expectations Policies	J. Pitman	OE-1,5,8	Page 8-20



9 Consent Agenda	Board	GC-2.6	
9.1 Items Provided for Board Decision			
9.1.1 OE-5: Financial Planning – Annual Monitoring <i>(THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-5: Financial Planning.)</i>		OE-5	Page 5-1 (June 10/25)
9.1.2 OE-9: Facilities – Annual Monitoring <i>(THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-9: Facilities.)</i>		OE-9	Page 5-13 (June 10/25)
9.1.3 2025-26 Monitoring Adjustment to Results 3: Citizenship, Results 4: Personal Development, and Results 5: Character <i>(THAT the Board of Trustees suspends the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2025-26 school year, with the exception of Results 3: Citizenship, section 3.2, and Results 4: Personal Development, section 4.5.)</i>		R-3,4,5	Page 9-37
9.1.4 Locally Developed Courses <i>(THAT the Board of Trustees approves the recommendations for Locally Developed Courses for school use in CBE for the authorization periods set by Alberta Education's policy.)</i>		R2, OE-2	Page 9-1
9.1.5 Revision to the Schedule of Regular Board Meetings <i>(THAT the Board of Trustees approves revisions to the Schedule of Regular Board Meetings to add September 23, 2025 at 11:00 a.m. and October 14, 2025 at 11:00 a.m.)</i>		GC-2,6	Page 9-8
9.1.6 Meeting Minutes <ul style="list-style-type: none"> Regular Meeting held May 20, 2025 Regular Meeting held May 27, 2025 <i>(THAT the Board of Trustees approves the Minutes of the Regular Meetings held May 20 and 27, 2025 as submitted.)</i>			Page 9-9 Page 9-18
9.2 Items Provided for Board Information			
9.2.1 Construction Project Status Update		OE-7,9	Page 9-24
Private Session			
Termination of Meeting			



Debrief

Board

GC-2.3

Notice |

This public Board meeting will be recorded and posted online.

Media may also attend these meetings.

You may appear in media coverage.

Information is collected under the authority of the Education 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.

Property of the Calgary Board of Education



report to
Board of Trustees

Capital Reserve Request to Support Enrolment Growth

Date	June 24, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-2: Learning Environment/Treatment of Students OE-3: Instructional Program OE-5: Financial Planning OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Trevor Fenton, Director, Facility Projects Tanya Scanga, Director, Corporate Finance David Jaimes, Manager, Capital Construction Ian Paterson, Project Manager, Facility Projects

1. Recommendation

It is recommended:

- THAT the Board of Trustees approves a budget expenditure of up to \$2.6 million from restricted capital reserves to undertake school fit-up for Evanston middle school.
- THAT the Board of Trustees approves a budget expenditure of up to \$2 million from restricted capital reserves to support staffing resources for 15 capital projects currently in the construction, design and planning phase.
- THAT the Board of Trustees authorizes the Chair to correspond with the Minister of Education pertaining to the use of restricted reserves, as provided in **Attachment I** to this report.



2 | Issue

This report is comprised of two separate restricted capital reserve requests:

Evanston Middle School Fit-up. A middle school in the community of Evanston is presently in the construction phase and is anticipated to be ready for turnover to the Calgary Board of Education (CBE) prior to the completion of the 2025-26 school year. Funding for school fit-up activities is required in preparation for school opening.

Capital Construction Project Staff. There are 13 new school projects and one existing school project currently in the design phase, and one new school project currently in the planning phase. Capital reserve funds are required to account for increased project management staff needed to support this large number of capital projects.

3 | Background

Evanston Middle School Fit-up

The CBE provides supplemental commissioning funding to new schools and major modernization projects to support student success by investing in a well-planned and organized learning environment for each school.

Evanston middle school is currently under construction by Alberta Infrastructure for the CBE. The Government of Alberta funds Furniture and Equipment (F&E) for eligible items as described in the School Capital Manual. However, additional items such as technology devices, learning commons resources and staff time for capital development, school administration, start-up and support are not covered by the provincial F&E grant. Additional owner costs associated with turnover and final fit-up are also excluded from provincial funding.

Capital Construction Project Staff

There are 13 new school projects, one existing school project currently in the design phase, and an additional new school project in the planning phase. Additional CBE staff support is required to ensure proper representation of CBE's interests throughout the design phase and to track and coordinate construction activities with the activities required to open the schools.

4 | Analysis

Evanston Middle School Fit-up

The funding for the fit-up and turnover support for Evanston middle will be used to provide additional technology, materials, supplies, and equipment for the new schools, as well as staff and technical expertise to support start-up, turnover and fit-out activities.

Capital Construction Project Staff

The large number of new schools soon to be underway presents a sizeable increase to current workloads and the capacity of the team responsible for this portfolio needs to increase proportionally. Active participation in the design and construction phases on new schools enables CBE's perspective and operational needs to be communicated in a timely manner, thus providing better alignment throughout the project lifecycle and maintaining consistency between projects. Additional project staff to support these projects is required.

Through these investments, the CBE is aligned with the strategies and actions established in the Education Plan 2024-2027.

5 | Financial Impact

Evanston Middle School Fit-up

The funding request for the fit-up and turnover support for Evanston middle is up to \$2.6M based on historical costs associated with the opening of middle schools.

Capital Construction Project Staff

The funding request for staff costs associated with the design and advancement of a total of 15 ongoing new and existing schools is up to \$2M. This amount is estimated to cover the required staffing levels for the next two years when additional requests may come forward depending on project progress.

If the proposed use of capital reserves for the aforementioned projects is approved, the available for use capital reserves balance on August 31, 2025, is anticipated to be \$37,809,000. The balance identified above includes the anticipated reserve uses in the Second Quarter Budget Variance Analysis report provided to the Board of Trustees.

6 | Implementation Consequences

Providing funding to support the school fit-up of Evanston middle school and to account for the CBE staff costs during the design of ongoing and upcoming new and existing schools would contribute to the successful creation of learning environments that will support student learning by:

- providing appropriate funding for learning resources;
- ensuring that adequate logistical processes and resources are in place for organized, smooth project completion and program opening;
- addressing existing learning hindrances;
- informing design decisions for new schools to ensure educational and operational lessons learned are captured; and
- providing consistency between new school designs.

7 | Conclusion

Through the investment in school fit-up for Evanston middle school and staff support for the design of 15 new and existing schools, student learning will be supported in a fashion that aligns with the Three-Year Education Plan. As such, it is recommended that the Board of Trustees approves a total budget expenditure of up to \$4,600,000 from restricted capital reserves in 2024-2025 and beyond to undertake the aforementioned work.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: Letter to Minister of Education

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined in policy the individual and collective behaviour required to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.

Board/Chief Superintendent Relationship: The Board defined in policy the degree of authority delegated to the Chief Superintendent, and set out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.

Results: These policies define the outcome the organization is expected to achieve for each student it serves. The Results policies are the performance targets for the Chief Superintendent and the organization, and form the basis for judging the success of the organization and the Chief Superintendent on reasonable progress towards achieving the Results.

Operational Expectations: These policies define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board's stated values about operational conditions and actions as set out in these policies.

June 24, 2024

Honourable Demetrios Nicolaides
Minister of Education and Childcare
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister Nicolaides:

Re: Use of Capital Reserves for various projects

The CBE is requesting authorization to expend up to \$4,600,000 from restricted capital reserves in 2024-2025 and beyond to support the fit-up of one new school currently under construction (Evanston middle school), and the staffing resources necessary to support the development and execution of 15 approved major capital projects currently in the construction, design and planning phase.

In reference to this request, the CBE Board of Trustees passed the following motion on June 24, 2025:

- THAT the Board of Trustees approves a budget expenditure of up to \$2.6M from Capital Reserves to undertake school fit-up for Evanston middle school.
- THAT the Board of Trustees approves a budget expenditure of up to \$2M from Capital Reserves to support staffing resources for 15 capital projects currently in the design phase.

The investment in school fit-up for Evanston middle school and staff support for the advancement of 15 new and existing school projects enables the CBE to assist Alberta Infrastructure in project delivery, and the planning and acquisition of new school furniture, fittings and equipment.

Should you have further questions regarding this request, please do not hesitate to have your staff contact David Jaimes, Manager, Capital Construction for additional information.

Sincerely,

Patricial Bolger, Chair
Board of Trustees

cc: Honourable Martin Long, Minister of Infrastructure
Joanne Pitman, Chief Superintendent
Dany Breton, Superintendent, Facilities & Environmental Services

report to Board of Trustees

Proposed Amendments to Results and Operational Expectations Policies

Date	June 24, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Patricia Bolger, Board Chair
Purpose	Decision
Governance Policy Reference	GC-2: Governing Commitments GC-3: Board Job Description Results 2: Academic Achievement OE-2: Learning Environment/Treatment of Students
Resource Person(s)	Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- THAT the Board of Trustees gives second reading, and thereby final approval, to the amendments to Results 2: Academic Success policy, as provided in Attachment I to this report.
- THAT the Board of Trustees gives second reading, and thereby final approval, to the amendments to Operational Expectations 2: Learning Environment/Treatment of Students policy, as provided in Attachment II to this report.

2 | Background

The Board of Trustees met regularly from August, 2024 to April, 2025 to review its Results 2: Academic Success policy and Operational Expectations 2: Learning Environment/Treatment of Students policy. On May 20, 2025 the Board gave first reading to the proposed amendments. The Chief Superintendent provided the Board with reports on “Results 2: Academic Success – Implications of Proposed Changes to Results Policy” and “Impact Statement – OE-2: Learning Environment/Treatment of Students” on June 10, 2025.



3 | Analysis

The Board of Trustees operates under a policy governance model whereby the Board provides leadership for the CBE by setting direction through policy. Section 33(1)(h) of the Education Act mandates that the Board establish governance and organizational structures for the CBE. Day to day operations and leadership of the system lays with the Chief Superintendent who is responsible for carrying out duties as assigned by the Board. The Board governs the Calgary Board of Education (CBE) through a set of carefully crafted policies statements that set out the Results (learning outcomes for each student), Operational Expectations (the boundaries of day-to-day operations including both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate), Governance Culture (how the Board works) and Board/Chief Superintendent Relationship (delegation to and evaluation of the Board's single employee). Under the Board's leadership, the Chief Superintendent is empowered to make all decisions save and except those matters that cannot be delegated by law or those specifically reserved for the Board of Trustees.

The Results policies define the outcome the organization is expected to achieve for each student it serves. The Results policies are the performance targets for the Chief Superintendent and the organization, and form the basis for judging the success of the organization and the Chief Superintendent on reasonable progress towards achieving the Results.

The Operational Expectations policies define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board's stated values about operational conditions and actions as set out in these policies

Following final approval of the policy revisions, the Chief Superintendent provides reasonable interpretations and proposed indicators that demonstrate successful performance for each policy. The reasonable interpretations and indicators are subject to Board approval, and, following such approval, will form the basis for annual monitoring of these policies. Until this work is complete, monitoring of these policies will continue in their current form. It is anticipated that earliest, monitoring of the revised policies will commence in the 2026-27 school year.

4 | Conclusion

The Board of Trustees to consider final reading of proposed amendments to the Results 2: Academic Success and OE-2: Learning Environment/Treatment of Students.

ATTACHMENTS

Attachment I	Results 2: Academic Success (proposed revisions shown in track changes)
Attachment II	OE-2: Learning Environment/Treatment of Students (proposed revisions shown in track changes)

Board of Trustees' Governance Policy

RESULTS

R-2: Academic Success

Monitoring Method: Public Report to the Board of Trustees

Monitoring Frequency: Annual

Each student will ~~be literate and numerate, able to learn,~~ integrate and apply the knowledge, skills, ~~attitudes~~ and competencies ~~acquired across all academic disciplines~~ they will need for future success.

Students will:

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

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

2.1 Be literate.

2.2 Be numerate.

2.3 Complete high school.

Adopted: ~~June 18, 2019~~



Board of Trustees' Governance Policy

OPERATIONAL EXPECTATIONS

OE-2: Learning Environment/Treatment of Students

Monitoring Method: Public Report to the Board of Trustees

Monitoring Frequency: Annual

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

The Chief Superintendent shall:

2.1 Provide a safe and healthy learning environment.

~~2.2 Promote social and emotional wellbeing.~~

~~2.3 Foster a sense of belonging.~~

~~2.4 Encourage respect for diversity and self-expression.~~

2.2 Maintain a welcoming, supportive, caring and respectful learning environment.

2.3 Provide opportunities for student voice that impacts welcoming, supportive and respectful learning environments.

2.4 Use equity as a guiding principle for allocating resources to the learning environment.

2.5 Respond appropriately to behaviours that are inconsistent with the established student code of conduct ~~breaches~~.

Adopted: ~~April 27, 2021~~

report to Board of Trustees

Proposed Amendments to Governance Culture Policies

Date	June 24, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Patricia Bolger Board Chair
Purpose	Decision
Governance Policy Reference	GC-2: Governing Commitments GC-6: Annual Work Plan GC-7: Trustee Code of Conduct
Resource Person(s)	Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- THAT the Board of Trustees gives first reading to the amendments to Governance Culture 6: Annual Work Plan policy, as provided in Attachment I to this report.
- THAT the Board of Trustees gives second reading, and thereby final approval, to the amendments to Governance Culture 6: Annual Work Plan policy, as provided in Attachment I to this report.
- THAT the Board of Trustees gives first reading to the amendments to Governance Culture 7: Trustee Code of Conduct policy, as provided in Attachment II to this report.
- THAT the Board of Trustees gives second reading, and thereby final approval, to the amendments to Governance Culture 7: Trustee Code of Conduct policy, as provided in Attachment II to this report.



2 | Background

The Board of Trustees regularly reviews its policies and procedures in accordance with section 4 of the *Board Procedures Regulation* (AR 82/2019) which states:

“4 The board must

- (a) Establish policies and procedures governing the conduct of meetings of the board and the administration and business of the board, and
- (b) Monitor and evaluate the effectiveness of the established policies and procedures on a regular basis.”

Furthermore, Governance Culture Policy 2: Governing Commitments sets out the expectation that the Board will regularly and systematically monitor and evaluate the effectiveness of all Board policies.

3 | Analysis

The Board of Trustees operates under a policy governance framework whereby the Board provides leadership for the CBE by setting direction through policy. Section 33(1)(h) of the *Education Act* mandates that the Board establish governance and organizational structures for the CBE.

Day to day operations and leadership of the system lays with the Chief Superintendent who is responsible for carrying out duties as assigned by the Board (Section 33(1)(j) of the *Education Act*). The Board governs the system through policies that set out the Results (learning outcomes), Operational Expectations (the boundaries of day-to-day operations), Governance Culture (how the Board works) and Board/Chief Superintendent Relationship (delegation to and evaluation of the Board's single employee).

Board policies enable the Board of Trustees to effectively lead, direct, inspire and control the outcomes and operations of the Calgary Board of Education through a set of carefully crafted policy statements and the effective monitoring of them. Under the Board's leadership the Chief Superintendent is empowered to make all decisions save and except those matters that cannot be delegated by law or those specifically reserved for the Board of Trustees.

The Governance Culture Policies clearly define the individual and collective behaviour required by the Board and Trustees to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.

As part of the ongoing work of the Board with the support of the Board Governance Committee, Governance Culture 6: Annual Work Plan and GC-7:

Trustee Code of Conduct were reviewed to identify areas of improvement including providing additional clarity and transparency by the Board of Trustees.

4 | Conclusion

The Board of Trustees to consider proposed amendments to the Governance Culture 6: Annual Work Plan and GC-7: Trustee Code of Conduct.

ATTACHMENTS

Attachment I	GC-6: Annual Work Plan (proposed amendments)
Attachment II	GC-7: Trustee Code of Conduct (proposed amendments)

Board of Trustees' Governance Policy

GOVERNANCE CULTURE GC-6: Annual Work Plan

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annual

The Board will follow an annual work plan that includes annual monitoring of Board Policies; engagements with parents, students and the community in matters related to education; board development sessions and other Board accountabilities.

The annual planning cycle will run from September to June of each school year to allow the Chief Superintendent to properly align internal operational systems and processes to achieve the subsequent year's Board-determined priorities.

~~The Board will follow an annual work plan that includes continuing monitoring and review of all policies, dialogue sessions with community, employee and student groups; and activities to improve Board performance.~~

~~6.1—The annual planning cycle will end each school year in June to allow the Chief Superintendent to properly align internal operational systems and processes to achieve the subsequent year's Board-determined priorities.~~

~~6.2—The Board's annual work plan for each school year will include:~~

- ~~a. in accordance with section 34(d) of the *Education Act*, Governance Culture 2.4(c) and Governance Culture 3.3 scheduled dialogue sessions with stakeholder groups and persons whose viewpoints are considered helpful to the Board;~~
- ~~b. governance improvement activities, including orientation of candidates and new Board members in the Board's governance and other discussions by the Board about means to improve its own performance, especially Board member knowledge and skill building;~~
- ~~c. scheduled monitoring of all policies; and~~
- ~~d. other events and activities that are part of the Board's responsibilities and interests.~~

Adopted: ~~June 22, 2021~~

Policy Exhibits:
GC-6E: Annual Work Plan



Board of Trustees' Governance Policy

GOVERNANCE CULTURE GC-6E: Annual Work Plan – [YEAR]

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annual

MONTH	GC/ B/CSR	OE	RESULTS	STRATEGIC DIALOGUE/EN GAGEMENT	BOARD DEVELOPMENT SESSION/GENE RATIVE DISCUSSION	OTHER BOARD ACCOUNTABILITIES
<u>YEAR</u> SEP						
OCT						
NOV						
DEC						
<u>YEAR</u> JAN						
FEB						
MAR						
APR						
MAY						
JUNE						

RI Reasonable Interpretation; I Indicators; M Monitoring of compliance or reasonable progress; RM Re-monitoring

Dates of Private Meetings in Red

Approved:

Board of Trustees' Governance Policy

GOVERNANCE CULTURE GC-7: Trustee Code of Conduct

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annual

The Board and trustees will conduct themselves lawfully, with integrity and high ethical standards. This includes proper use of authority and appropriate decorum in group and individual behaviour. Trustees shall model the behaviors expected of employees and students and to build public confidence and credibility.

- 7.1 While elected from specific wards, trustees have a duty to act honestly, in good faith, and in the best interest of The Calgary Board of Education.
- 7.2 Each trustee is responsible to comply with this Trustee Code of Conduct. Trustees shall also comply with Board Policies (as defined in Board Policy GC-3: Board Job Description).
- 7.3 Trustees shall accept that authority rests with the Board. No individual trustee shall act on behalf of the Board other than as delegated or authorized by the Board.
- 7.4 Trustees shall honour their fiduciary responsibilities which supersedes any conflicting loyalty including, but not limited to, the following:
 - a. any loyalty a trustee may have to any other advocacy, interest or political groups;
 - b. loyalty based upon membership on other boards or staffs;
 - c. the personal interest of any trustee who is also a parent or guardian of a student in the organization; and
 - d. being a relative of an employee of the organization.
- 7.5 Trustees will not attempt to exercise individual authority over the organization.
 - a. Trustees will not assume personal responsibility for resolving operational problems or complaints. Trustees will refer persons lodging operational complaints to the appropriate organizational level of impact.



Board of Trustees' Governance Policy

GOVERNANCE CULTURE GC-7: Trustee Code of Conduct

- b. Trustees will not personally direct the Chief Superintendent, any employee or any part of the operational organization.
 - c. Trustees will not publicly express individual negative judgments about Chief Superintendent or employee performance.
 - d. Trustees shall reflect Board Policies and resolutions when communicating to the public.
 - e. Trustees shall support the decision of the Board on matters, regardless of the trustee's personal position on the issue.
 - f. As public representatives of the Board, trustees must act with discretion and be judicious in what information they share with members of the public and post on social media. Trustees must recognize that their online activity and interactions with the public can dramatically affect the general public's perception of the trustee, the Board, The Calgary Board of Education, employees and schools within The Calgary Board of Education.
- 7.6 To build trust among trustees and to ensure an environment conducive to effective governance, trustees will:
- a. focus on issues rather than personalities;
 - b. respect decisions of the Board;
 - c. exercise honesty in all written and interpersonal interaction, never intentionally misleading, surprising or misinforming each other;
 - d. criticize privately, praise publicly;
 - e. make every reasonable effort to protect the integrity and promote the positive image of the organization and one another; and
 - f. never embarrass each other or the organization.
- 7.7 Trustees will exercise the powers and duties of their office honestly and in good faith, and will exercise a degree of care, diligence and skill that a reasonably prudent person would exercise in a comparable circumstance.



Board of Trustees' Governance Policy

GOVERNANCE CULTURE GC-7: Trustee Code of Conduct

- 7.8 Trustees shall attend and take part in all meetings of the Board and Committee meetings as assigned on a regular and punctual basis. Repeated unexcused absences, partial attendance or late attendance by trustees may be cause for disciplinary action, as determined by the Board.
- 7.9 Trustees recognize that the Board Chair is the official spokesperson of the Board.
- 7.10 Trustees shall keep confidential any personal, business, privileged or confidential information obtained in their capacity as a trustee and not disclose that information except when authorized by law or by the Board to do so. Trustees must not:
- a. disclose or release by any means to the public, including the media, any confidential information acquired by virtue of their office unless authorized by law or the Board to do so;
 - b. access or attempt to gain access to confidential information in the custody and control of the CBE unless it is necessary for the performance of the trustee's duties and access is not otherwise limited by the Board, and only then if through established channels and in accordance with the Board's policies; and
 - c. use confidential information for personal benefit or for the benefit of any other organization or individual.
- 7.11 Trustees shall be familiar with the *Education Act*, Board Policies (as defined in GC-3: Board Job Description) and other applicable rules of procedure and proper conduct of a Board meeting.
- 7.12 Trustees shall disclose the nature of any personal or pecuniary conflict of interest in accordance with the requirements of GC-8: Trustee Conflict of Interest.
- 7.13 Trustees will comply with the requirement of Administrative Regulation 1062: Responsible Use of Electronic Information Resources; [Protocol for Elected Official, Dignitary, Indigenous Elder and Knowledge Keeper Involvement at CBE Events](#); and [Protocol for School and Staff Involvement in Election Campaigns](#) (as may be amended from time to time).



- 7.14 Trustees are expected to co-operate in supporting compliance with Board Policies and this Code of Conduct.

Property of the Calgary Board of Education



Board of Trustees'
Governance Policy

GOVERNANCE CULTURE
GC-7: Trustee Code of Conduct

- 7.15 The failure by trustees to conduct themselves in accordance with the Trustee Code of Conduct and/or Board Policies may result in the Board instituting sanctions.
- 7.16 A trustee shall not advance allegations and/or a breach of this Code of Conduct that are vexatious against another trustee.
- 7.17 Trustees may be disqualified and required to resign if the trustee commits a disqualifying action pursuant to section 87 or 88 of the *Education Act*.

Adopted: June 22, 2021

Policy Exhibits:
GC-7E: Code of Conduct Sanctions



report to Board of Trustees

Proposed Amendments to Reasonable Interpretation and Indicators for Operational Expectations Policies

Date	June 24, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Brad Grundy, Chief Financial Officer Dany Breton, Superintendent, Facilities and Environmental Services Kelly Ann Fenney, General Counsel
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR-4: Authority of the Chief Superintendent Operational Expectations OE-1: Global Operational Expectations
Resource Person(s)	Patricia Minor, Corporate Secretary Mark Bylsma, Coordinator, Policy

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the amendments to the reasonable interpretations and indicators for OE-1: Global Operational Expectations, as provided in Attachment I to this report.
- THAT the Board of Trustees approves the amendments to the reasonable interpretations and indicators for OE-5: Financial Planning, as provided in Attachment II to this report.
- THAT the Board of approves the amendments to the reasonable interpretations and indicators for OE-8: Communicating and Engaging With the Public, as provided in Attachment III to this report

2 | Issue

OE-1: Global Operational Expectations policy has been updated with edits to the language around risk management. Revisions to the Reasonable Interpretation and Indicators for OE-1, specifically 1.2, are being proposed to reflect the policy updates.

To better align with Alberta Education requirements, OE-5: Financial Planning policy language in 5.6.d was updated. The Reasonable Interpretation and Indicators exhibit now needs to be updated to reflect this policy change.

To reflect revisions in OE-8: Communicating and Engaging With the Public policy, the Reasonable Interpretation and Indicators exhibit is now updated to reflect the same changes, including in Indicator 8.4.3, an update to the title of the Alberta Education Assurance Survey, formerly known as the Accountability Pillar Survey.

3 | Background

OE-1: Global Operational Expectations policy was revised to update language around risk management and remove language associated with enterprise risk management. The Board of Trustees approved this revised language on June 10, 2025.

OE-5: Financial Planning

The Board of Trustees amended the language in OE-5, effective February 2023. Specifically, the language in 5.6.d now reads “Ensure any request for use of operating reserves...considers the risks and opportunities including sustainability and the ability to replenish operating reserves”. This edit removed the specific requirement to maintain reserves “at a minimum of 3 percent of prior total expenditures, less external block expenditures.” Alberta Education adjusts the requirement for school jurisdictions operational reserves from time to time. Recently, this has fallen within a range of percentage instead of a specific static threshold. The proposed amendments are coming to align the Reasonable Interpretation and Indicators with policy.

OE-8: Communicating and Engaging With the Public

The Board of Trustees amended the language in OE-8 policy, effective February 2023 to include “post-secondary institutions” in the definition for communities. Similarly, in spring 2021, Alberta Education changed the title of the Accountability Pillar Survey to the Assurance Survey. The proposed amendments are coming to align the Reasonable Interpretation and Indicators with policy, as well as with the new title of the Alberta Education Assurance Survey.

OE-1: Global Operational Expectations

Previous 1.2:	Current 1.2 (approved June 10, 2025):
Appropriately manage risks related to the strategic and operational objectives of The Calgary Board of Education, including but not limited to risk identification, prioritization, assessment, mitigation, monitoring and reporting.	Appropriately manage risks related to the strategic and operational objectives of The Calgary Board of Education.

With the enterprise risk management terminology removed from 1.2, the proposed Reasonable Interpretation is as follows:

Previous Reasonable Interpretation of 1.2	Proposed Reasonable Interpretation of 1.2
<p>The Chief Superintendent shall ensure that activities and conditions within the CBE support the reliable achievement of strategic and operational objectives over time and within available financial resources.</p> <p>The Chief Superintendent interprets:</p> <ul style="list-style-type: none"> • <i>appropriately manage risks</i> to mean that the effects of uncertainty on strategic and operational objectives are addressed through the coordinated allocation and prioritization of resources and investments to minimize, and control risk likelihood and/or impact, or to maximize the realization of opportunities within the CBE's agreed risk appetite and risk tolerance levels; • <i>strategic and operational objectives</i> to mean the Board of Trustees' Results priorities as well as the strategic objectives and outcomes set out in the CBE's Three-Year Education Plan; 	<p>The Chief Superintendent shall ensure that activities and conditions within the CBE support the reliable achievement of strategic and operational objectives over time and within available financial resources.</p> <p>The Chief Superintendent interprets:</p> <ul style="list-style-type: none"> • <i>appropriately manage risks</i> to mean that CBE administration proactively identifies and analyzes risks and develops responses to support achievement of Results and key outcomes in the Education Plan; • <i>strategic and operational objectives</i> to mean the Board of Trustees' Results priorities as well as the key outcomes set out in CBE's Education Plan.

- *risk identification* to mean a wide-ranging analysis of activities and occurrences that could impede the CBE from achieving its strategic and operational objectives over the short term and long term;

- *risk prioritization* to mean the ranking of identified risks based on a combination of the risks likelihood of occurrence and impact on the achievement of the CBE's strategic and operational objectives;
- *risk assessment* to mean identifying the significance of events that might affect the achievement of the CBE's strategic and operational objectives. Risk assessment includes consideration of the likelihood of a risk occurring and the impact or consequence of the risk on the achievement of the CBE's strategic and operational objectives and outcomes;

- *risk mitigation* to mean a risk modification process to bring the amount of risk within the CBE's overall risk appetite or specific risk tolerance levels;

- *risk monitoring* to mean planning, gathering, and analyzing information, recording results, and providing feedback;

To ensure risk management remains a demonstrable priority of the Chief Superintendent, the following indicators are proposed:

Previous Indicators	Proposed Indicators
<p>1. The CBE is making reasonable progress towards the Results on an annual basis as indicated in annual Results reporting.</p> <p>2. Risks to the achievement of the CBE's strategic and operational objectives are managed within the</p>	<p>1. Reports to the Board will provide analysis and responses to potential material risks of proposed decisions.</p> <p>2. In CBE financial reports, CBE administration will assess and report on the financial health and material operational risks that impact achievement of the strategic</p>

Board's risk appetite and risk tolerance levels.	<p>objectives of CBE Education Plan and Board Results policies.</p> <p>3. CBE demonstrates compliance with 95% or more of Operational Expectations Indicators monitored in each school year.</p>
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OE-5: Financial Planning

Alberta Education makes adjustments from time to time to the required level of reserves that a school jurisdiction is required to hold. In recent school years, the requirement indicates a range of the total budget that must be accounted for in reserves. Given this reality, the subsequent approved edits to the language in Operational Expectation 5.6, it was agreed that Indicator 5.6.1 would be edited.

Previous OE-5.6.d	Current OE-5.6.d (approved February 21, 2023)
<p>5.6 Ensure any request for use of operating reserves:</p> <p>d. considers the risks and opportunities including sustainability and the ability to replenish operating reserves to a minimum of three percent of operating expenses</p>	<p>5.6 Ensure any request for use of operating reserves:</p> <p>d. considers the risks and opportunities including sustainability and the ability to replenish operating reserves</p>

The Reasonable Interpretation for 5.6 is proposed to be edited as follows:

Previous Reasonable Interpretation for 5.6	Proposed Reasonable Interpretation for 5.6
<p>The Chief Superintendent shall ensure that operating reserves are kept at a minimum threshold of three percent allowing the organization to support and respond to emergent financial and operational risks. A sustainable operation reserve will include criteria for requests from reserves and a plan for replenishing reserves if below the minimum threshold of three percent.</p> <p>The Chief Superintendent interprets:</p>	<p>The Chief Superintendent shall ensure that operating reserves are kept at levels compliant with Alberta Education guidelines allowing the organization to support and respond to emergent financial and operational risks. A sustainable operation reserve will include criteria for requests from reserves and a plan for replenishing reserves if below levels compliant with Alberta Education guidelines.</p> <p>The Chief Superintendent interprets:</p> <ul style="list-style-type: none"> <i>operating reserves to mean assets (unrestricted fund balance</i>

<ul style="list-style-type: none"> • <i>operating reserves</i> to mean assets (unrestricted fund balance that are available for use) set aside for the organization to use in the event of an unanticipated loss of revenue or increase in expenses necessary to meet statutory obligations; • <i>minimize disruption</i> to mean taking reasonable steps to ensure the continuity of learning across the CBE; • <i>unanticipated</i> to mean events, action, or activities that could not or cannot be reasonably foreseen; • <i>one year investment in learning opportunities</i> to mean funds used from reserves would only be for the current school year and any programming the funds support would either need to be sustainable within the budget or terminated; • <i>sustainability</i> to mean affordable over time within allocated resources; and • <i>external block expenditures</i> to mean programs associated with projects and activities that do not fall within regular program areas under the Early Childhood Services (ECS) to grade 12 Education mandated areas 	<p><i>that are available for use) set aside for the organization to use in the event of an unanticipated loss of revenue or increase in expenses necessary to meet statutory obligations;</i></p> <ul style="list-style-type: none"> • <i>minimize disruption to mean taking reasonable steps to ensure the continuity of learning across the CBE;</i> • <i>unanticipated to mean events, action, or activities that could not or cannot be reasonably foreseen;</i> • <i>one year investment in learning opportunities to mean funds used from reserves would only be for the current school year and any programming the funds support would either need to be sustainable within the budget or terminated;</i> • <i>sustainability to mean affordable over time within allocated resources</i>
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Indicator 5.6.1 is proposed to be edited as follows:

Previous Indicator 5.6.1	Proposed Indicator 5.6.1
Operating reserves are maintained at a minimum of 3 percent of prior total	Operating reserves are maintained at levels compliant with Alberta Education guidelines.

expenditures, less external block expenditures.	
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OE-8: Communicating and Engaging With the Public

Based on the updated language approved in Operational Expectation 8 and the update to the title of the annual Alberta Education Assurance Survey (from Alberta Education Accountability Pillar Survey), the language in the Reasonable Interpretation and Indicators for OE-8 will now also reflect these updates.

Previous OE-8	Current OE-8 (approved February 21, 2023)
The Board of Trustees believes that working with our communities is a critical component to building relationships that support student success, The Calgary Board of Education and public education. Communities include students, parents, school councils, staff, members of the public, corporate and community partners, and all levels of government. We value relationships based on mutual respect, courtesy, honesty, freedom of information and protection of privacy.	The Board of Trustees believes that working with our communities is a critical component to building relationships that support student success, the Calgary Board of Education and public education. Communities include students, parents, school councils, staff, post-secondary institutions , members of the public, corporate and community partners, and all levels of government. We value relationships based on mutual respect, courtesy, honesty, freedom of information and protection of privacy.

There are no changes to the Reasonable Interpretation from the above edit.

Indicator 8.4.3 is updated as follows based on changes made to the title of the annual Alberta Education Assurance Survey, previously the Alberta Education Accountability Pillar Survey. The end of the Indicator is also edited to remove the limit for improvement.

Previous Indicator 8.4.3	Proposed Indicator 8.4.3
The percentage of parents indicating agreement with the suite of questions from the CBE Annual Parental Involvement results, as determined by Alberta Education's Accountability Pillar Survey will be maintained plus or minus two percentage points.	The percentage of parents indicating agreement with the suite of questions from the CBE Annual Parental Involvement results, as determined by Alberta Education's Assurance Survey will be maintained within two percentage points or improved.

5 | Financial Impact

Given the nature of these updates, there is no anticipated financial impact.

6 | Implementation Consequences

Implementation of these updates in language and structure in each of OE-1, OE-5 and OE-8 serve to ensure language and terminology in the Board of Trustees Operational Expectations and the associated Reasonable Interpretation and Indicators documents is accurate and consistent. These updates can be implemented for the 2025/2026 monitoring year.

7 | Conclusion

The updates to the Reasonable Interpretation and Indicators documents for each of OE-1: Global Operational Expectations, OE-5: Financial Planning and OE-8: Communicating and Engaging With the Public bring them into alignment with current language in each Operational Expectation.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: OE-1(E): Reasonable Interpretations and Indicators (proposed amendments shown in track changes)
- Attachment II: OE-5(E): Reasonable Interpretations and Indicators (proposed amendments shown in track changes)
- Attachment III: OE-8(E): Reasonable Interpretations and Indicators (proposed amendments shown in track changes)

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined in policy the individual and collective behaviour required to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.

Board/Chief Superintendent Relationship: The Board defined in policy the degree of authority delegated to the Chief Superintendent, and set out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.

Results: These policies define the outcome the organization is expected to achieve for each student it serves. The Results policies are the performance targets for the Chief Superintendent and the organization, and form the basis for judging the success of the organization and the Chief Superintendent on reasonable progress towards achieving the Results.Minor

Operational Expectations: These policies define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board's stated values about operational conditions and actions as set out in these policies.

Property of the Calgary Board of Education



OPERATIONAL EXPECTATIONS

OE-1E: Global Operational Expectations
Reasonable Interpretation and Indicators

Monitoring Method: Board Self-assessment

Monitoring Frequency: Annual

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.

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 *Education 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, prudent, in compliance with Board policy and preserve the organization's public image and credibility.

Interpretation |

The Chief Superintendent is responsible for ensuring the organization operates within the boundaries of law and Board of Trustees policies. Having consistent



OPERATIONAL EXPECTATIONS**OE-1E: Global Operational Expectations
Reasonable Interpretation and Indicators**

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; and
- *practice, activity, decision or organizational condition* to mean the day-to-day operations of The Calgary Board of Education.

Indicators |

1. Employees are informed of the expectations for their conduct in the context of their employment through the CBE Employee Code of Conduct:
 - a) at the point of hire, as evidenced by new employee acknowledgement;
 - b) annually by school principals; and
 - c) annually by supervisors.
2. Administrative Regulations are reviewed and revised according to the identified work plan.

- 1.2 Appropriately manage risks related to the strategic and operational objectives of The Calgary Board of Education ~~including but not limited to risk identification, prioritization, assessment, mitigation, monitoring and reporting.~~

Interpretation |

The Chief Superintendent shall ensure that activities and conditions within the CBE support the reliable achievement of strategic and operational objectives over time and within available financial resources.

The Chief Superintendent interprets:

- *appropriately manage risks* to mean that ~~the effects of uncertainty on strategic and operational objectives are addressed through the coordinated allocation and prioritization of resources and investments to minimize, and control risk likelihood and/or impact, or to maximize the realization of opportunities within the CBE's agreed risk appetite and risk tolerance levels; CBE administration proactively identifies and analyzes risks and develops responses to support achievement of Results and key outcomes in the Education Plan;~~
- *strategic and operational objectives* to mean the Board of Trustees' Results priorities as well as ~~key the strategic objectives and~~ outcomes set out in the CBE's ~~Three-Year~~ Education Plan;

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Board of Trustees' Governance Policy

OPERATIONAL EXPECTATIONS

OE-1E: Global Operational Expectations Reasonable Interpretation and Indicators

- *risk identification* to mean a wide-ranging analysis of activities and occurrences that could impede the CBE from achieving its strategic and operational objectives over the short term and long term;
- *risk prioritization* to mean the ranking of identified risks based on a combination of the risks likelihood of occurrence and impact on the achievement of the CBE's strategic and operational objectives;
- *risk assessment* to mean identifying the significance of events that might affect the achievement of the CBE's strategic and operational objectives. Risk assessment includes consideration of the likelihood of a risk occurring and the impact or consequence of the risk on the achievement of the CBE's strategic and operational objectives and outcomes;
- *risk mitigation* to mean a risk modification process to bring the amount of risk within the CBE's overall risk appetite or specific risk tolerance levels;
- *risk monitoring* to mean planning, gathering, and analyzing information, recording results, and providing feedback;
- *risk reporting* to mean the communicating risk management activities and outcomes across the organization; and
- *reliable achievement* to mean that risk is managed to mitigate any barriers to achievement of the strategic and operational objectives in the short and long term.

Indicators |

1. The CBE is making reasonable progress towards the Results on an annual basis as indicated in annual Results reporting. Reports to the Board will provide analysis and responses to potential material risks of proposed decisions.
2. Risks to the achievement of the CBE's strategic and operational objectives are managed within the Board's risk appetite and risk tolerance levels. In CBE financial reports, CBE administration will assess and report on the financial health and material operational risks that impact achievement of the strategic objectives of CBE Education Plan and Board Results policies.
3. CBE demonstrates compliance with 95% or more of Operational Expectations Indicators monitored in each school year.

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- 1.3 Take reasonable actions to ensure that the organization, the Board or employees are not recklessly exposed to legal liability

Interpretation |



The Chief Superintendent interprets *recklessly expose* as allowing conditions to exist which prevent The Calgary Board of Education from obtaining insurance coverage.

Indicators |

1. The 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.



Board of Trustees'
Governance Policy

OPERATIONAL EXPECTATIONS

**OE-1E: Global Operational Expectations
Reasonable Interpretation and Indicators**

2. Zero instances of CBE's insurers refusing to insure the CBE due to the existence of hazardous conditions.
3. Standard form contracts are available and utilized for master agreements, purchasing.
4. Clearly defined processes are in place and utilized for approval of offsite activities.

Approved: October 27, 2020

Board of Trustees' Governance Policy

OPERATIONAL EXPECTATIONS

OE-5E: Financial Planning
Reasonable Interpretation and Indicators

Monitoring Method: Board Self-assessment

Monitoring Frequency: Annual

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

Interpretation |

The Chief Superintendent ensures that the CBE, as stewards of public funds, engages in careful and intentional planning for use of available funding that is aligned with the CBE mission, vision and values essential to support student learning and provide assurance to the community.

The Chief Superintendent interprets:

- *prudent financial planning* to mean the allocation of financial and other resources and investments necessary to achieve the strategic and operational objectives within the Results and the Three-Year Education Plan consistent with the CBE's overall risk appetite and specific risk tolerances;
- *prudent financial management* to mean having the processes and controls in place to balance the cost and benefit for budget decisions with available funding; and
- *public confidence* to mean the ability for members of the community to understand the rationale for budget decisions through transparent financial reporting.

The Chief Superintendent shall:

5.1 Avoid short and long-term fiscal jeopardy.

Interpretation |

The Chief Superintendent is responsible for ensuring the financial health of the Calgary Board of Education is sufficient to avoid short and long term fiscal jeopardy.

The Chief Superintendent interprets:

- *financial health* to mean having sufficient and appropriate financial and other resources necessary to meet statutory obligations and achieve the CBE's strategic and operational objectives;



Board of Trustees' Governance Policy

OPERATIONAL EXPECTATIONS

OE-5E: Financial Planning Reasonable Interpretation and Indicators

- *short-term fiscal jeopardy* to mean the inability to meet financial and statutory obligations occurring within the current school year;
- *long-term fiscal jeopardy* to mean the inability to meet financial and statutory obligations occurring within the 3- and 5-year period;
- *financial obligations* to mean the liabilities and operating indebtedness of the CBE; and
- *statutory obligations* to mean the legal obligations imposed upon the CBE by statute and regulation.

Indicators |

1. The financial health indicators demonstrate that the CBE is able to avoid fiscal jeopardy over the short and long term.

5.2 Develop budget-planning assumptions.

Interpretation |

The Chief Superintendent ensures that the identification of key principles, variables and risks that drive budget decisions is an important component of the budget process and is critical to consistency and transparency.

The Chief Superintendent interprets:

- *budget-planning assumptions* to mean the identification of a range of controllable and non-controllable factors that impact the ability of the CBE to achieve its Results priorities and the CBE's operational and strategic objectives.

Indicators |

1. Budget planning contains evidence of analysis, projections, adjustments and developments.
2. The Budget Assumptions Report reflects the Board's values and identifies the critical and relevant factors impacting the development and balancing of the budget.

5.3 Develop a budget that is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year as set out in the Annual Summative Evaluation.



Board of Trustees' Governance Policy

OPERATIONAL EXPECTATIONS

OE-5E: Financial Planning Reasonable Interpretation and Indicators

Interpretation |

The Chief Superintendent ensures that the budget reflects the focus on student learning by articulating the impact of the budget on the CBE's ability to achieve Results and strategic and operational objectives while avoiding fiscal jeopardy.

The Chief Superintendent interprets:

- *summary format understandable to the Board* to mean the format required by Alberta Education with supplemental information as required to enhance public understanding; and
- *the relationship between the budget and Results priorities and any Operational Expectations goals for the year* to mean that the budget reflects the priorities of the Three-Year Education Plan and the goals as set out in the Annual Summative Evaluation.

Indicators |

1. The budget presented to the Board of Trustees demonstrates alignment with the Three-Year Education Plan and achievement of the Results and appropriately manages risk.

5.4 Ensure prudent financial management that does not materially deviate from the budget.

Interpretation |

The Chief Superintendent ensures consistent expectations for financial management that operates within the approved budget while managing strategic and operational risks.

The Chief Superintendent interprets:

- *prudent financial planning* to mean the allocation of financial and other resources and investments necessary to achieve the strategic and operational objectives consistent with the CBE's overall risk appetite and risk tolerance levels; and
- *materially deviates from the budget* to mean quantitative variances from the approved budget including:
 - any change in approved use of reserves;
 - reserves are below the threshold established by the board;
 - creation of a deficit in any amount;
 - an annual negative variance from planned net operating surplus of \$5 million or more; and



Board of Trustees' Governance Policy

OPERATIONAL EXPECTATIONS

OE-5E: Financial Planning Reasonable Interpretation and Indicators

- any line item in the quarterly variance reports that varies by greater than 1% and \$500,000.

Indicators |

1. Budget variances do not materially deviate from the approved budget.

5.5 Ensure that prior Board approval is received for all expenditures from reserve funds and for all transfers between operating reserves, capital reserves or committed operating surplus.

Interpretation |

The Chief Superintendent ensures that the Board of Trustees authorizes the use of or transactions between operating reserve funds of any kind.

The Chief Superintendent interprets:

- *operating reserves* to mean any surpluses from prior years that may be used as a one-time funding source for any purpose with Ministerial approval;
- *capital reserves* to mean the proceeds from the disposition of land and buildings and surpluses from prior years that have been designated as a one-time funding source for capital purposes with Board of Trustee approval; and
- *committed operating surplus* to mean any surplus from the prior year that has been appropriated to fund a previously approved undertaking that continues into the following year.

Indicators |

1. All use of reserve funds will occur with the prior approval of the Board of Trustees.
2. All transfers between reserve funds will occur with prior approval of the Board of Trustees.
3. All debt arrangements will occur with the prior approval of the Board of Trustees.



Board of Trustees' Governance Policy

OPERATIONAL EXPECTATIONS

OE-5E: Financial Planning Reasonable Interpretation and Indicators

- 5.6 Ensure any request for use of operating reserves:
- is to minimize disruption due to unanticipated negative budget variances within the school year; or
 - is to ease transitions due to significant shifts in policy or statutory obligations; or
 - is for a one year investment in learning opportunities; and
 - considers the risks and opportunities including sustainability and the ability to replenish operating reserves ~~to a minimum of three percent of operating expenses~~

Interpretation |

The Chief Superintendent shall ensure that operating reserves are kept at levels compliant with Alberta Education guidelines ~~a minimum threshold of three percent~~ allowing the organization to support and respond to emergent financial and operational risks. A sustainable operation reserve will include criteria for requests from reserves and a plan for replenishing reserves if below levels compliant with Alberta Education guideline ~~the minimum threshold of three percent~~.

The Chief Superintendent interprets:

- operating reserves* to mean assets (unrestricted fund balance that are available for use) set aside for the organization to use in the event of an unanticipated loss of revenue or increase in expenses necessary to meet statutory obligations;
- minimize disruption* to mean taking reasonable steps to ensure the continuity of learning across the CBE;
- unanticipated* to mean events, action, or activities that could not or cannot be reasonably foreseen;
- one year investment in learning opportunities* to mean funds used from reserves would only be for the current school year and any programming the funds support would either need to be sustainable within the budget or terminated;
- sustainability* to mean affordable over time within allocated resources; and
- ~~external block expenditures to mean programs associated with projects and activities that do not fall within regular program areas under the Early Childhood Services (ECS) to grade 12 Education mandated areas~~

Indicators |

- Operating reserves are maintained at ~~a minimum of 3 percent of prior total expenditures, less external block expenditures,~~ levels compliant with Alberta Education guidelines.



2. Any request for reserves meets established criteria for that request.

| Approved: ~~October 27, 2020~~

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Board of Trustees' Governance Policy

OPERATIONAL EXPECTATIONS

OE-8E: Communicating and Engaging With the Public Reasonable Interpretation and Indicators

Monitoring Method: Board Self-assessment

Monitoring Frequency: Annual

The Board of Trustees believes that working with our communities is a critical component to building relationships that support student success, The Calgary Board of Education and public education. Communities include students, parents, school councils, staff, post-secondary institutions, members of the public, corporate and community partners, and all levels of government. We value relationships based on mutual respect, courtesy, honesty, freedom of information and protection of privacy.

Interpretation |

In the course of our work it is important to build positive relationships with various stakeholders that are characterized by:

- clearly stated roles, responsibilities and contributions;
- clear and understood decision-making processes where voice is valued; and
- collective support for student success.

The Chief Superintendent interprets:

- *communities* to mean stakeholders that share a commonality as it relates to CBE business;
- *corporate and community partners* to mean organizations or individual members of the public that provide support and/or services that contribute to student success;
- *all levels of government* to mean representatives of municipal, provincial and federal ministries and/or departments;
- *mutual respect* to mean clearly stated roles and responsibilities between CBE authorities and participants;
- *courtesy* to mean the interactions with the public are open, respectful and cooperative;
- *honesty* to mean communicating information clearly, candidly and in a timely manner; and
- *freedom of information and protection of privacy* to mean the sharing of information as appropriate in compliance with relevant legislation.

The Chief Superintendent shall:



Board of Trustees' Governance Policy

OPERATIONAL EXPECTATIONS

OE-8E: Communicating and Engaging With the Public Reasonable Interpretation and Indicators

- 8.1 Ensure the timely flow of information, appropriate input, and strategic two-way dialogue between the organization and its communities to build understanding and support for organizational efforts.

Interpretation |

Engaging with our public is a critical component to building relationships that support public education and student success.

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information;
- *flow* to mean provision and/or distribution;
- *appropriate input* to mean perspective, ideas, comment and opinion sought from public with clear expectations for how the input will be used;
- *strategic* to mean in consideration of the vision, plans and challenges facing the organization as a whole;
- *two-way dialogue* to mean sharing, informing, listening, exchange of ideas and responding;
- *understanding* to mean fact-based knowledge about the organization; and
- *support* to mean agreement with the vision, values and work of the organization.

Indicators |

1. 100 per cent of system-level communications will enable feedback or provide the public with the ability to ask questions.
2. The Dialogue Framework is being used with affected stakeholders to help inform decision making.
3. 90 per cent of public enquiries received at the system level by voice mail and email are acknowledged within two business days.

- 8.2 Ensure that school councils are supported in performing their mandated role.



Board of Trustees' Governance Policy

OPERATIONAL EXPECTATIONS

OE-8E: Communicating and Engaging With the Public Reasonable Interpretation and Indicators

Interpretation |

Involved and informed school communities have the potential to make a significant impact on student success.

The Chief Superintendent interprets:

- *school councils* to mean a collective association of individuals as identified by Alberta Education in each school, working collaboratively with the principals and school community; and
- *mandated role* to mean serving in an advisory capacity to the principal and Board of Trustees respecting matters related to the school.

Indicators |

1. Available school council resources are accessed through the corporate website.
2. Information is shared on a timely basis with school councils.
3. Principals confirm that school councils are offered opportunities to provide input and feedback on the school development plan.
4. Principals confirm that school councils are offered opportunities to provide input and feedback on the school based budget.

8.3 Effectively handle complaints and concerns.

Interpretation |

Contributing to the success of an effective organization is the provision for a process which addresses concerns and complaints.

The Chief Superintendent interprets:

- *effectively* to mean reviewed and responded to within reasonable or posted time frames utilizing existing mechanisms and processes; and
- *complaints and concerns* to mean a formal expression of discontent:
 - about the values, customs or regulations of the CBE;
 - within the context of their relationship with the CBE; and
 - requiring a response.

Indicators |

1. 90 per cent of concerns and complaints received at the Area and system level are responded to within the stated time frames as outlined in AR 5007.



Board of Trustees' Governance Policy

OPERATIONAL EXPECTATIONS

OE-8E: Communicating and Engaging With the Public Reasonable Interpretation and Indicators

2. Principals and system leaders confirm the approved concerns and complaints process is used.

8.4 Reasonably include people in decisions that affect them.

Interpretation |

Better decisions are made when people work together to solve problems and find solutions.

The Chief Superintendent interprets:

- *reasonably include* to mean sensible, fair and appropriate opportunities are offered to provide feedback to the decision-making process; and
- *decisions that affect them* to mean those choices that are made that directly impact individuals.

Indicators |

1. 100 per cent of community engagement processes are organized for reasonable and appropriate participation in decision-making as identified in the Dialogue Framework.
2. 60 percent of participants responding to the post engagement evaluation indicate satisfaction with their involvement in the individual engagement meeting.
3. The percentage of parents indicating agreement with the suite of questions from the CBE Annual Parental Involvement results, as determined by Alberta Education's ~~Assurance~~ ~~Accountability~~ ~~Pillar~~ Survey will be maintained plus or minus two percentage points.
4. Principals confirm staff involvement in school decisions as required by collective agreements.
5. The Chief Superintendent will provide opportunities for school based staff to provide feedback on identified issues.

Approved: ~~October 10, 2017~~



**operational
expectations
monitoring report****OE-5: Financial Planning**

Monitoring report for the
school year 2023-2024

Report date:
June 10, 2025

CHIEF SUPERINTENDENT CERTIFICATION

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

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

Signed: 
Joanne Pitman, Chief Superintendent

Date: June 10, 2025

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 5: Financial Planning, the Board of Trustees:

- ☐ Finds the evidence to be compliant
☐ Finds the evidence to be compliant with noted exceptions
☐ Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



OE-5: Financial Planning

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE 5: Financial Planning were approved on October 10, 2017. The Board was last presented with the annual monitoring report for OE 5 on June 11, 2024. This report includes data available from the 2023-2024 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
5.1	5.1.1	Compliant
5.2	5.2.1	Compliant
5.2	5.2.2	Compliant
5.3	5.3.1	Compliant
5.4	5.4.1	Compliant
5.5	5.5.1	Compliant
5.5	5.5.2	Compliant
5.5	5.5.3	Compliant
5.6	5.6.1	Non- Compliant
5.6	5.6.2	Compliant



OE-5: Financial Planning

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

Board-approved Interpretation |

The Chief Superintendent ensures that the CBE, as stewards of public funds, engages in careful and intentional planning for use of available funding that is aligned with the CBE mission, vision and values essential to support student learning and provide assurance to the community.

The Chief Superintendent interprets:

- *prudent financial planning* to mean the allocation of financial and other resources and investments necessary to achieve the strategic and operational objectives within the Results and the Three-Year Education Plan consistent with the CBE's overall risk appetite and specific risk tolerances;
- *prudent financial management* to mean having the processes and controls in place to balance the cost and benefit for budget decisions with available funding; and
- *public confidence* to mean the ability for members of the community to understand the rationale for budget decisions through transparent financial reporting.

The Chief Superintendent shall:

5.1	Avoid short and long term fiscal jeopardy.	Compliant
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The Chief Superintendent is responsible for ensuring the financial health of the Calgary Board of Education is sufficient to avoid short and long term fiscal jeopardy.

The Chief Superintendent interprets:

- *financial health* to mean having sufficient and appropriate financial and other resources necessary to meet statutory obligations and achieve the CBE's strategic and operational objectives;
- *short-term fiscal jeopardy* to mean the inability to meet financial and statutory obligations occurring within the current school year;



OE-5: Financial Planning

- *long-term fiscal jeopardy* to mean the inability to meet financial and statutory obligations occurring within the 3- and 5-year period;
- *financial obligations* to mean the liabilities and operating indebtedness of the CBE; and
- *statutory obligations* to mean the legal obligations imposed upon the CBE by statute and regulation.

Board-approved Indicators and *Evidence of Compliance*

5.1.1	The financial health indicators demonstrate that the CBE is able to avoid fiscal jeopardy over the short and long term.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Financial Health Matrix is provided as an appendix to the Quarterly Financial report and reviews specific indicators to assess the short term and long term health of the CBE. In addition, an enhanced version of the Financial Health Matrix forms part of the Year End Financial reporting.

November 28, 2023 - 2022-2023 Fourth Quarter Budget Variance Report
 February 13, 2024 – 2023-2024 First Quarter Budget Variance Report
 March 19, 2024 – 2023-2024 Second Quarter Budget Variance Report
 June 18, 2024 – 2023-2024 Third Quarter Budget Variance Report
 November 28, 2023 – 2022-2023 Financial Results

Evidence demonstrates all indicators in subsection 1 are in compliance.



OE-5: Financial Planning

5.2	Develop budget-planning assumptions.	Compliant
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The Chief Superintendent ensures that the identification of key principles, variables and risks that drive budget decisions is an important component of the budget process and is critical to consistency and transparency.

The Chief Superintendent interprets:

- *budget-planning assumptions* to mean the identification of a range of controllable and non-controllable factors that impact the ability of the CBE to achieve its Results priorities and the CBE's operational and strategic objectives.

Board-approved Indicators and Evidence of Compliance |

5.2.1	Budget planning contains evidence of analysis, projections, adjustments and developments.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Budget Assumption Report was presented to the Board of Trustees on April 9, 2024.

5.2.2	The Budget Assumptions Report reflects the Board's values and identifies the critical and relevant factors impacting the development and balancing of the budget.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Budget Assumption Report was presented to the Board of Trustees on April 9, 2024.

Evidence demonstrates all indicators in subsection 2 are in compliance.



OE-5: Financial Planning

5.3	Develop a budget that is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year as set out in the Annual Summative Evaluation.	Compliant
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The Chief Superintendent ensures that the budget reflects the focus on student learning by articulating the impact of the budget on the CBE's ability to achieve Results and strategic and operational objectives while avoiding fiscal jeopardy.

The Chief Superintendent interprets:

- *summary format understandable to the Board* to mean the format required by Alberta Education with supplemental information as required to enhance public understanding; and
- *the relationship between the budget and Results priorities and any Operational Expectations goals for the year* to mean that the budget reflects the priorities of the Three-Year Education Plan and the goals as set out in the Annual Summative Evaluation.

Board-approved Indicators and *Evidence of Compliance* |

5.3.1	The budget presented to the Board of Trustees demonstrates alignment with the Three-Year Education Plan and achievement of the Results and appropriately manages risk.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Operational Budget 2024-2025 was presented to the Board of Trustees on May 21, 2024 and May 28, 2024 and approved for submission to Alberta Education.

Evidence demonstrates all indicators in subsection 3 are in compliance.



OE-5: Financial Planning

5.4	Ensure prudent financial management that does not materially deviate from the budget.	Compliant
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The Chief Superintendent ensures consistent expectations for financial management that operates within the approved budget while managing strategic and operational risks.

The Chief Superintendent interprets:

- *prudent financial planning* to mean the allocation of financial and other resources and investments necessary to achieve the strategic and operational objectives consistent with the CBE's overall risk appetite and risk tolerance levels; and
- *materially deviates from the budget* to mean quantitative variances from the approved budget including:
 - any change in approved use of reserves;
 - reserves are below the threshold established by the board;
 - creation of a deficit in any amount;
 - an annual negative variance from planned net operating surplus of \$5 million or more; and
 - any line item in the quarterly variance reports that varies by greater than 1% and \$500,000.

Board-approved Indicators and Evidence of Compliance |

5.4.1	Budget variances do not materially deviate from the approved budget.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Quarterly variance reports provide explanations for variances in excess of 1% and \$500,000. The following quarterly variance reports were presented to the Board of Trustees in the 2023-2024 school year:

November 28, 2023 - 2022-2023 Fourth Quarter Budget Variance Report
 February 13, 2024 – 2023-2024 First Quarter Budget Variance Report
 March 19, 2024 – 2023-2024 Second Quarter Budget Variance Report
 June 18, 2024 – 2023-2024 Third Quarter Budget Variance Report

Evidence demonstrates all indicators in subsection 4 are in compliance.



OE-5: Financial Planning

5.5	Ensure that prior Board approval is received for all expenditures from reserve funds and for all transfers between operating reserves, capital reserves or committed operating surplus.	Compliant
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The Chief Superintendent ensures that the Board of Trustees authorizes the use of or transactions between operating reserve funds of any kind.

The Chief Superintendent interprets:

- *operating reserves* to mean any surpluses from prior years that may be used as a one-time funding source for any purpose with Ministerial approval;
- *capital reserves* to mean the proceeds from the disposition of land and buildings and surpluses from prior years that have been designated as a one-time funding source for capital purposes with Board of Trustee approval; and
- *committed operating surplus* to mean any surplus from the prior year that has been appropriated to fund a previously approved undertaking that continues into the following year.

Board-approved Indicators and *Evidence of Compliance* |

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

Evidence statement

The Financial Status of Reserves and Designated Funds at August 31, 2023 was presented to the Board of Trustees on November 28, 2023 and received approval for the use of reserve funds.



OE-5: Financial Planning

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

Evidence statement

The Financial Status of Reserves and Designated Funds at August 31, 2023 was presented to the Board of Trustees on November 28, 2023 and received approval for the use of reserve funds.

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

Evidence statement

There was no new debt acquired for the 2023-2024 school year.

Evidence demonstrates all indicators in subsection 5 are in compliance.



OE-5: Financial Planning

5.6	<p>Ensure any request for use of operating reserves:</p> <ul style="list-style-type: none"> a. is to minimize disruption due to unanticipated negative budget variances within the school year; or b. is to ease transitions due to significant shifts in policy or statutory obligations; or c. is for a one year investment in learning opportunities; and d. considers the risks and opportunities including sustainability and the ability to replenish operating reserves to a minimum of three percent of operating expenses. 	Compliant
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The Chief Superintendent shall ensure that operating reserves are kept at a minimum threshold of three percent allowing the organization to support and respond to emergent financial and operational risks. A sustainable operation reserve will include criteria for requests from reserves and a plan for replenishing reserves if below the minimum threshold of three percent.

The Chief Superintendent interprets:

- *operating reserves* to mean assets (unrestricted fund balance that are available for use) set aside for the organization to use in the event of an unanticipated loss of revenue or increase in expenses necessary to meet statutory obligations;
- *minimize disruption* to mean taking reasonable steps to ensure the continuity of learning across the CBE;
- *unanticipated* to mean events, action, or activities that could not or cannot be reasonably foreseen;
- *one year investment in learning opportunities* to mean funds used from reserves would only be for the current school year and any programming the funds support would either need to be sustainable within the budget or terminated;
- *sustainability* to mean affordable over time within allocated resources; and
- *external block expenditures* to mean programs associated with projects and activities that do not fall within regular program areas under the Early Childhood Services (ECS) to grade 12 Education mandated areas.



OE-5: Financial Planning**Board-approved Indicators and Evidence of Compliance |**

5.6.1	Operating reserves are maintained at a minimum of 3 percent of the prior year's total expenditures, less external block expenditures.	Non-Compliant
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The organization is non-compliant with this indicator.

Evidence statement

Operating Reserves were calculated as 2.8% as of August 31, 2023 as reported in the Financial Results 2022-23 report on November 28, 2023.

For 2023-2024, Alberta Education required school boards to maintain operating reserves between 1% and 3.2%. This indicator is under review to come into alignment with government of Alberta requirements.

Note that Alberta Education may amend the required range for reserve funds from time to time.

5.6.2	Any request for reserves meets established criteria for that request.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Financial Status of Reserves and Designated Funds at August 31, 2023 was presented to the Board of Trustees on November 28, 2023 and received approval for the use of reserve funds.

Evidence demonstrates one of two indicators in subsection 6 are in compliance.



OE-5: Financial Planning

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



**operational
expectations
monitoring report****OE-9: Facilities**


Monitoring report for the
school year 2023-2024

Report date:
June 10, 2025

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 9: Facilities, 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: 
Joanne Pitman, Chief Superintendent

Date: June 10, 2025

BOARD OF TRUSTEES ACTION

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

- ☐ Finds the evidence to be compliant
☐ Finds the evidence to be compliant with noted exceptions
☐ Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



OE-9: Facilities

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE 9: Facilities were approved on October 10, 2017. The Board was last presented with the annual monitoring report for OE 9 on June 11, 2024. This report includes data available from the 2023-2024 school year and contains evidence to support the following findings:

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



OE-9: Facilities

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

Board-approved Interpretation |

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

The Chief Superintendent interprets:

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

The Chief Superintendent shall:

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

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



OE-9: Facilities

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

9.1.1	100 percent of formally advanced safety related concerns (i.e., Indoor Environmental Quality Concern Registration and Hazard Reports) are responded to within the established timelines.	Compliant
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The organization is compliant with this indicator.

Evidence statement

In the 2023-2024 school year, all Indoor Environmental Quality Concern reports and Hazard reports were responded to within two work/school days or less. These included 33 hazard reports and 77 Indoor Environmental Quality Concern reports.

9.1.2	90 percent of maintenance work orders, requiring adherence to a provincial code, are inspected for conformance with the applicable technical provincial codes.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Maintenance work orders requiring permits were 100% compliant and adhered to provincial codes. A total of 911 work orders required the CBE to request permits and all of these were subsequently inspected and closed by the City as part of the permitting process.



OE-9: Facilities

9.1.3	95 percent of CBE schools and facilities are assessed annually at the Level 2 “Ordinary Tidiness” standard of caretaking and cleanliness.	Compliant
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The organization is compliant with this indicator.

Evidence statement

100% of CBE schools and facilities were assessed annually at a minimum at the Level 2 “Ordinary Tidiness” standard of caretaking and cleanliness.

9.1.4	100 percent of emergency maintenance and repair work requests are acted upon within 24 hours.	Compliant
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The organization is compliant with this indicator.

Evidence statement

100% of 6788 emergency maintenance and repair work requests were acted on within 24 hours.

Evidence demonstrates all indicators in subsection 1 are in compliance.



OE-9: Facilities

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

9.2.1	100 percent of new schools, constructed for the Calgary Board of Education are completed to the LEED Silver level of certification or higher.	Compliant
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The organization is compliant with this indicator.

Evidence statement

100% of new school construction projects completed in 2023-24 achieved a minimum LEED Silver certification. In the 2023-24 reporting year, CBE opened one new school and received LEED certification for two new schools that opened in the year prior. Bayside School (22-23) received LEED Silver, while Prairie Sky School (22-23) & North Trail High School (23-24) received LEED Gold.



OE-9: Facilities

9.2.2	100 percent of major modernizations will be assessed using the LEED score card.	Compliant
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The organization is compliant with this indicator.

Evidence statement

In the 2023-24 reporting year, no major modernizations were completed.

9.2.3	100 percent of the CBE portion of all site naturalization and school garden requests approved through the applicable process are completed.	Compliant
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The organization is compliant with this indicator.

Evidence statement

In the 2023-2024 school year, 100% of school naturalization or garden development requests were completed. Eight schools made requests and completed the approval process to establish their naturalization or garden areas.

Evidence demonstrates all indicators in subsection 2 are in compliance.



OE-9: Facilities

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and *Evidence of Compliance* |

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

Evidence statement

The Three-Year School Capital Plan 2025-2028 was approved by the Board of Trustees on March 19, 2024. Annual submission to Alberta Education includes one prioritized capital list consisting of both new school construction and major modernization requests.



OE-9: Facilities

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

Evidence statement

The 2024-2025 Modular Classroom Plan was approved by the Board of Trustees on October 24, 2023.

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

Evidence statement

The 2024-2034 Ten-Year Student Accommodation and Facilities Strategy was submitted and approved by the Board on June 25, 2024. The next Ten-Year strategy will be required in June 2027.

Evidence demonstrates all indicators in subsection 3 are in compliance.



OE-9: Facilities

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and *Evidence of Compliance* |

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

Evidence statement

92% of CBE school facilities are made available for public use on evenings and weekends. During the 2023-2024 school year, the CBE facilitated over 50,000 hours of public use activities in CBE schools.

Evidence demonstrates all indicators in subsection 4 are in compliance.



OE-9: Facilities

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

9.5.1	100% of all real property acquisitions, disposals and encumbrances will be approved by the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

During the 2023-2024 school year, Board and Ministerial approvals were obtained for disposition of four CBE properties, as well as approval for registration of a utility right of way agreement on one school property.



OE-9: Facilities

9.5.2	100% of new school construction and major modernization projects will be approved by the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The Board of Trustees approved 100% of new construction and major modernization projects. During the 2023-24 reporting year, CBE received capital approval for three new schools (Evanston Elementary School, Cornerstone High School and Redstone Elementary School) and one modernization (Annie Gale School). The Board of Trustees previously approved all projects through the Three-Year School Capital Plan.

Evidence demonstrates all indicators in subsection 5 are in compliance.



OE-9: Facilities

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

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

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

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

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

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



report to Board of Trustees

2025-26 Monitoring Adjustment to Results 3: Citizenship, Results 4: Personal Development and Results 5: Character

Date	June 24, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Michael Nelson, Superintendent, School Improvement Jennifer Turner, Superintendent, School Improvement
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board Results R-3: Citizenship R-4: Personal Development R-5: Character
Resource Person(s)	Michael Craig, Education Director, Research & Strategy and Program Evaluation



1 | Recommendation

It is recommended:

- THAT the Board of Trustees suspends the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2025-26 school year, with the exception of Results 3: Citizenship, section 3.2; Results 4: Personal Development, section 4.5.

2 | Issue

New curriculum implementation in kindergarten to grade 6 in the 2025-26 school year remains the primary focus for teachers. New curriculum implementation requires review and possible refinement of report cards in alignment with new curriculum. The totality of this work has implications for teacher workload, well-being and Results 3, 4 and 5 reporting.

3 | Background

The Board's annual work plan includes the scheduled monitoring of all policies. Consistent with this plan, the Results policies are monitored for reasonable progress over time against a set of Board approved indicators.

Alberta Education has identified that all Alberta school authorities will implement the updated grades K–3 Social Studies curriculum starting in September 2025.¹

As well, school authorities have the option to implement the grades 4 to 6 Social Studies curriculum. At this time, administration has determined that all grades 4 to 6 teachers will participate in the optional implementation for the 2025-26 school year.

4 | Analysis

The work tied to implementing a new curriculum includes, for example, staff familiarizing themselves with the new program of study for each course, understanding how the content is arranged, designing scope and sequence, identifying and accessing professional learning, vetting resources, considering assessment and reporting. This has implications for teacher workload and well-being.

Student achievement of Results on report cards is demonstrated in and through learning. The summative indicators of success are based on evidence collected from learning situations and the quality of learning experiences managed by the student.

¹ [Reference](#) | [How we got here](#) | [Alberta.ca](#)

As part of curriculum and instruction, teachers attend to the development of the skills associated with citizenship, personal development and character within the Programs of Study. The report card results gathered for the purposes of Results 3, 4 and 5 monitoring do not directly correlate to current or future curricular outcomes.

The monitoring of Results includes the report card indicators for the following policies:

- Results 3: Citizenship
 - Policy 3.1 Indicator 1
 - Policy 3.2 Indicator 1
 - Policy 3.3 Indicator 1
 - Policy 3.5 Indicator 1
- Results 4: Personal Development
 - Policy 4.2 Indicator 1
 - Policy 4.3 Indicator 1
 - Policy 4.5 Indicator 1
- Results 5: Character
 - Policy 5.2 Indicator 1
 - Policy 5.3 Indicator 1

Seven of these indicators are based on K-9 report card results for Results 3, 4 and 5. One indicator (Policy 3.2 Indicator 1) is based on the Social Studies Programs of Study report card results. One indicator (Policy 4.5 Indicator 1) is based on the Physical Education and Wellness, Health and CALM Programs of Study report card results.

Report card results for Results 3, 4, 5 could be reported for Gr. 7-9 for all nine indicators based on K-9 report card results indicators. For Policy 3.2, where report card results are reported based on the Social Studies Programs of Study, and Policy 4.5, where report card results are reported based on the Physical Education and Wellness, report card results for Results 3 and 4 could be reported for Kindergarten to Gr. 6.

The corresponding CBE Student Survey question results tied to Results 3, 4 and 5, will only be available for policies 3.4, 4.1 to 4.6 and 5.1 because in 2025-26 Results 3 & 5 are in a minor year of focus.

Please refer to the appendix for the detailed comparison between current reporting and proposed reporting for 2025-26 monitoring.

The suspension of the K-6 results within K-9 report card indicators should not impact future target setting. The reason being that report card results have been historically very high and as such, not in need of targeted work.

5 | Financial Impact

There are no financial implications to this decision.

6 | Implementation Consequences

If the recommendation is adopted, K-6 report card results would not be included in any of the indicators tied to K-9 report cards, with the exceptions of Policy 3.2 and Policy 4.5. For Policy 3.2, K-6 results would be based on the Social Studies Programs of Study report card stem results. For Policy 4.5, K-6 results would be based on the Physical Education and Wellness Programs of Study, report card well-being stem results.

7 | Conclusion

The work tied to the Results is done within the teaching and learning tied to the Programs of Study. Implementation of a new curriculum requires a great deal of work on the part of teachers.

Given the implications of new curriculum implementation on teacher workload, removing the reporting of Results 3, 4 and 5 for students in K-6 would allow teachers to focus and allow for measured adjustments to required reporting.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

APPENDIX

Appendix I: Current and Proposed 2025-26 Monitoring

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

appendix

Current and Proposed 2025-26 Monitoring

This appendix includes Results policies and indicators broken out by current monitoring and proposed 2025-26 monitoring.

The administration for Results questions within the new CBE student survey was organized to have questions related to Results 3: Citizenship, Results 4: Personal Development and Results 5: Character administered in full once every three years and to a minor extent during the other two years of the three-year cycle.

In a minor year, a smaller selection of survey questions is administered based on where the Chief Superintendent sees an opportunity for growth or where the Board of Trustees identifies an area of concern or exception. The major and minor foci for the monitoring years 2024-25, 2025-26 and 2026-27 are as follows:

Results	2024-25	2025-26	2026-27
Results 3	major focus	minor focus	minor focus
Results 4	minor focus	major focus	minor focus
Results 5	minor focus	minor focus	major focus

In the tables, “likely not monitored” has been added where the Results are a minor focus of that year.



Results 3 2025-26 Monitoring	
Current for 2025-26	Proposed for 2025-26
Policy 3.1 Indicator 1 K - 9 Percentage of students in kindergarten-grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.	Policy 3.1 Indicator 1 K - Gr 6 Not collected Gr 7 - 9 Percentage of students in kindergarten-grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.
Policy 3.1 Indicator 2 Gr 11, 12 Minor year; likely not monitored Percentage of high school students who report that they exercise their democratic rights and responsibilities within the learning community; as indicated by the Overall Agreement of the Learning Community Citizenship Summary Measure from the CBE Student Survey.	Policy 3.1 Indicator 2 Gr 11, 12 No change Minor year; likely not monitored
Policy 3.1 Indicator 3 Gr 11, 12 Minor year; likely not monitored Percentage of high school students who report that they have participated in community service, school service or volunteer work to help others; as indicated by the Overall Agreement of the Service Summary Measure from the CBE Student Survey.	Policy 3.1 Indicator 3 Gr 11, 12 No change Minor year; likely not monitored

Results 3 2025-26 Monitoring	
Current for 2025-26	Proposed for 2025-26
Policy 3.2 Indicator 1 K - 9 Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.	Policy 3.3 Indicator 1 K - 9 No change
Policy 3.2 Indicator 2 Gr 5, 6, 8, 9, 11, 12 Minor year; likely not monitored Percentage of students who report they understand what it means to be a responsible citizen in their local and national communities; as indicated by the Overall Agreement of the Local and National Citizenship Summary Measure from the CBE Student Survey.	Policy 3.3 Indicator 2 Gr 5, 6, 8, 9, 11, 12 No change Minor year; likely not monitored
Policy 3.3 Indicator 3 Gr 5, 6, 8, 9, 11, 12 Minor year; likely not monitored Percentage of students who report they understand what it means to be a responsible global citizen; as indicated by the Overall Agreement of the Global Citizenship Summary Measure from the CBE Student Survey.	Policy 3.3 Indicator 3 Gr 5, 6, 8, 9, 11, 12 No change Minor year; likely not monitored

Results 3 2025-26 Monitoring	
Current for 2025-26	Proposed for 2025-26
Policy 3.3 Indicator 1 K - 9 Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.	Policy 3.3 Indicator 1 K - Gr 6 Not collected Gr 7 - 9 Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.
Policy 3.3 Indicator 2 Gr 11, 12 Minor year; likely not monitored Percentage of high school students who report they value other cultures; as indicated by the Overall Agreement of the Embracing Culture Summary Measure from the CBE Student Survey.	Policy 3.3 Indicator 2 Gr 11, 12 No change Minor year; likely not monitored
Policy 3.3 Indicator 3 Gr 11, 12 Minor year; likely not monitored Percentage of high school students who report they appreciate and learn from the perspectives of others; as indicated by the Overall Agreement of the Diversity and Inclusion Summary Measure from the CBE Student Survey.	Policy 3.3 Indicator 3 Gr 11, 12 No change Minor year; likely not monitored

Results 3 2025-26 Monitoring	
Current for 2025-26	Proposed for 2025-26
<p>Policy 3.4 Indicator 1 Gr 5, 6, 8, 9, 11, 12</p> <p>While a minor year; this summary measure is informed by enduring questions asked each year; likely monitored.</p> <p>Percentage of students who report they take action to protect the environment and use resources responsibly; as indicated by the Overall Agreement of the Environmental Stewardship Summary Measure from the CBE Student Survey.</p>	<p>Policy 3.4 Indicator 1 Gr 5, 6, 8, 9, 11, 12</p> <p>No change</p> <p>While a minor year; this summary measure is informed by enduring questions asked each year; likely monitored.</p>

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Results 3 2025-26 Monitoring	
Current for 2025-26	Proposed for 2025-26
Policy 3.5 Indicator 1 K - 9 Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.	Policy 3.5 Indicator 1 K - Gr 6 Not collected Gr 7 - 9 Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.
Policy 3.5 Indicator 2 Gr 11, 12 Minor year; likely not monitored Percentage of high school students who report they work and communicate effectively with others; as measured by the Overall Agreement of the Collaborative Skills Summary Measure from the CBE Student Survey.	Policy 3.5 Indicator 2 Gr 11, 12 No change Minor year; likely not monitored



Results 4 2025-26 Monitoring	
Current for 2025-26	Proposed for 2025-26
Policy 4.1 Indicator 1 Alberta Education Assurance Measure Percentage of CBE students who return to school after dropping out; as reported by Alberta Education.	Policy 4.1 Indicator 1 Alberta Education Assurance Measure No change
Policy 4.1 Indicator 2 Gr 5, 6, 8, 9, 11, 12 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 from the CBE Student Survey.	Policy 4.1 Indicator 2 Gr 5, 6, 8, 9, 11, 12 Major year; no change
Policy 4.1 Indicator 3 Gr 5, 6, 8, 9, 11, 12 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.	Policy 4.1 Indicator 3 Gr 5, 6, 8, 9, 11, 12 Major year; no change

Results 4 2025-26 Monitoring	
Current for 2025-26	Proposed for 2025-26
Policy 4.2 Indicator 1 K - 9 Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards.	Policy 4.2 Indicator 1 K - Gr 6 Not collected Gr 7 - 9 Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards.
Policy 4.2 Indicator 2 Gr 11, 12 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 CBE Student Survey.	Policy 4.2 Indicator 2 Gr 11, 12 Major year; no change
Policy 4.2 Indicator 3 Gr 11, 12 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 CBE Student Survey.	Policy 4.2 Indicator 3 Gr 11, 12 Major year; no change
Policy 4.2 Indicator 4 Gr 11, 12 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 CBE Student Survey.	Policy 4.2 Indicator 4 Gr 11, 12 Major year; no change

Results 4 2025-26 Monitoring	
Current for 2025-26	Proposed for 2025-26
Policy 4.3 Indicator 1 K - 9 Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.	Policy 4.3 Indicator 1 K - Gr 6 Not collected Gr 7 - 9 Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.
Policy 4.3 Indicator 2 Gr 11, 12 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 CBE Student Survey.	Policy 4.3 Indicator 2 Gr 11, 12 Major year; no change



Results 4 2025-26 Monitoring	
Current for 2025-26	Proposed for 2025-26
Policy 4.4 Indicator 1 Gr 5, 6, 8, 9, 11, 12 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.	Policy 4.4 Indicator 1 Gr 5, 6, 8, 9, 11, 12 Major year; no change

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Results 4 2025-26 Monitoring	
Current for 2025-26	Proposed for 2025-26
Policy 4.5 Indicator 1 K - Gr 6 Percentage of students experiencing success with the learning outcomes of the Physical Education and Wellness Programs of Study; as measured by the well-being stem on student report cards. Gr 7 - 12 Percentage of students experiencing success with the learning outcomes of the Health/CALM Programs of Study; as measured by student report cards.	Policy 4.5 Indicator 1 K - Gr 6 No change Gr 7 - 12 No change
Policy 4.5 Indicator 2 Gr 5, 6, 8, 9, 11, 12 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 CBE Student Survey.	Policy 4.5 Indicator 2 Gr 5, 6, 8, 9, 11, 12 Major year; no change
Policy 4.5 Indicator 3 Gr 5, 6, 8, 9, 11, 12 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 CBE Student Survey.	Policy 4.5 Indicator 3 Gr 5, 6, 8, 9, 11, 12 Major year; no change
Policy 4.5 Indicator 4 Gr 5, 6, 8, 9, 11, 12 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 CBE Student Survey.	Policy 4.5 Indicator 4 Gr 5, 6, 8, 9, 11, 12 Major year; no change

Results 4 2025-26 Monitoring	
Current for 2025-26	Proposed for 2025-26
Policy 4.6 Indicator 1 Gr 5, 6, 8, 9, 11, 12 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.	Policy 4.6 Indicator 1 Gr 5, 6, 8, 9, 11, 12 Major year; no change
Policy 4.6 Indicator 2 Gr 5, 6, 8, 9, 11, 12 Percentage of students who report they use technology to explore personal interests and ideas; as measured by Overall Agreement of the Technology Fluency Summary Measure from the CBE Student Survey.	Policy 4.6 Indicator 2 Gr 5, 6, 8, 9, 11, 12 Major year; no change
Policy 4.6 Indicator 3 Gr 5, 6, 8, 9, 11, 12 Percentage of students who report they can use technology to communicate effectively with others; as indicated by Overall Agreement of the Technological Communication Summary Measure from the CBE Student Survey.	Policy 4.6 Indicator 3 Gr 5, 6, 8, 9, 11, 12 Major year; no change
Policy 4.6 Indicator 4 Gr 5, 6, 8, 9, 11, 12 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.	Policy 4.6 Indicator 4 Gr 5, 6, 8, 9, 11, 12 Major year; no change

Results 5 2025-26 Monitoring	
Current for 2025-26	Proposed for 2025-26
<p>Policy 5.1 Indicator 1 Gr 5, 6, 8, 9, 11, 12 Minor year; likely not monitored</p> <p>Percentage of students who report they do what they believe is right even when it is difficult or unpopular to do so; as indicated by the Overall Agreement of the Doing What is Right Summary Measure from the CBE Student Survey.</p>	<p>Policy 5.1 Indicator 1 Gr 5, 6, 8, 9, 11, 12 No change Minor year; likely not monitored</p>
<p>Policy 5.1 Indicator 2 Gr 5, 6, 8, 9, 11, 12 While a minor year; this summary measure is informed by enduring questions asked each year; likely monitored.</p> <p>Percentage of students who report they respectfully challenge policies or decisions with which they may not agree; as indicated by the Overall Agreement of the Respectfully Challenging Policies or Decisions Summary Measure from the CBE Student Survey.</p>	<p>Policy 5.1 Indicator 2 Gr 5, 6, 8, 9, 11, 12 No change While a minor year; this summary measure is informed by enduring questions asked each year; likely monitored.</p>
<p>Policy 5.1 Indicator 3 Gr 5, 6, 8, 9, 11, 12 Minor year; likely not monitored</p> <p>Percentage of students who report they use technology responsibly and with integrity; as indicated by the Overall Agreement of the Technological Responsibility Summary Measure from the CBE Student Survey.</p>	<p>Policy 5.1 Indicator 3 Gr 5, 6, 8, 9, 11, 12 No change Minor year; likely not monitored</p>

Results 5 2025-26 Monitoring	
Current for 2025-26	Proposed for 2025-26
Policy 5.2 Indicator 1 K - 9 Percentage of students in kindergarten to grade 9 reported to make responsible decisions; as measured by student report cards.	Policy 5.2 Indicator 1 K - Gr 6 Not collected Gr 7 - 9 Percentage of students in kindergarten to grade 9 reported to make responsible decisions; as measured by student report cards.
Policy 5.2 Indicator 2 Gr 11, 12 Minor year; likely not monitored Percentage of high school students who report they think about the impact of their decisions and actions before they proceed; as measured by Overall Agreement of the Critical Reflection Summary Measure from the CBE student survey.	Policy 5.2 Indicator 2 Gr 11, 12 No change Minor year; likely not monitored
Policy 5.2 Indicator 3 Gr 11, 12 Minor year; likely not monitored Percentage of high school students who report they follow community expectations and their own convictions as they participate in and represent their learning; as measured by Overall Agreement on the Expectations and Convictions Summary Measure from the CBE Student Survey.	Policy 5.2 Indicator 3 Gr 11, 12 No change Minor year; likely not monitored



Results 5 2025-26 Monitoring	
Current for 2025-26	Proposed for 2025-26
Policy 5.3 Indicator 1 K - 9 Percentage of students in kindergarten to grade 9 reported to treat others with respect and compassion; as measured by student report cards.	Policy 5.3 Indicator 1 K - Gr 6 Not collected Gr 7 - 9 Percentage of students in kindergarten to grade 9 reported to treat others with respect and compassion; as measured by student report cards.
Policy 5.3 Indicator 2 Gr 11, 12 Minor year; likely not monitored Percentage of high school students who report they think about their own needs and the needs of others when making decisions; as measured by Overall Agreement on the Thoughtful Decision Making Summary Measure on the CBE Student Surveys.	Policy 5.3 Indicator 2 Gr 11, 12 No change Minor year; likely not monitored
Policy 5.3 Indicator 3 Gr 11, 12 Minor year; likely not monitored Percentage of high school students who report they listen to and respond to the needs of others; as measured by Overall Agreement on the Compassion and Empathy Summary Measure from the CBE Student Survey.	Policy 5.3 Indicator 3 Gr 11, 12 No change Minor year; likely not monitored

report to Board of Trustees

Locally Developed Courses

Date	June 24, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Jennifer Turner, Superintendent of School Improvement Michael W. Nelson, Superintendent of School Improvement
Governance Policy Reference	Locally Developed Courses R-2: Academic Success OE-3: Instructional Program
Resource Person(s)	Ken Weipert, Education Director, School Improvement Tammy Watt, Specialist, School Improvement

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the recommendations for Locally Developed Courses for school use in the Calgary Board of Education for the authorization periods set by Alberta Education's policy.



2 | Issue

Alberta Education's "Guide to Education" under School Authority Procedures indicates,

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

To be able to offer the sequences for students, Board of Trustee approval is required.

Alberta Education's online database provides the appropriate information to be included in this report and is listed under Section 4 | Analysis.

3 | Background

The Calgary Board of Education supports students' learning by enhancing and extending Alberta Education's provincial curriculum with Locally Developed Courses. Creating or acquiring a Locally Developed Course begins with identifying interests and needs of students. The Education Director responsible for Locally Developed Courses, in collaboration with Specialists, supports creating or acquiring Locally Developed Courses for Board of Trustee approval. To meet Alberta Education's requirements, a Locally Developed Course requires a certificated teacher.

Before developing a Locally Developed Course, existing Locally Developed Courses are reviewed to determine if there is existing curriculum that will meet the identified interests and needs of students. If there is a sequence available, the Locally Developed Course is acquired and submitted to the Board of Trustees for approval. If there isn't, with the Education Director responsible for Locally Developed Courses support, the sequence is developed for Board of Trustee approval.

The proposed sequence includes an overall description, outlines the student need, and determines implementation requirements. Implementation requirements describe only what is needed to offer the sequence such as equipment, student safety, and/or an awareness of sequence sensitivity.

The proposed sequence will include a minimum of one course at the grade 10 level; and/or include grade 11 and/or include grade 12. The course name identified with level 15, 25, or 35 behind the name; will include a specific description that indicates the difference and benefit for the student enrolled in the 15, 25, and/or 35 level.

The proposed sequence outlines the progression to determine the prerequisites. The proposed sequence will also include a comparison to existing authorized curriculum for identified overlap, if any. If there is overlap, but not significant, a rationale is provided to support the need for the proposed sequence.

The proposed sequence, consisting of the overall description, student need, implementation requirements, course levels, prerequisites, and comparison to existing authorized curriculum form the front matter of the Locally Developed Course and is submitted to Alberta Education as an active sequence request for review.

If the proposed front matter of the sequence meets Alberta Education requirements, the active courses, 15, 25, and/or 35 are developed with Topics (main idea, essential understandings, organizing ideas), General Outcomes and Specific Outcomes. The active courses are submitted for review by Alberta Education. If Alberta Education accepts the information in the active courses, the finalized sequence is submitted for Board of Trustee approval.

Locally Developed Courses are authorized for a maximum period of four years. Prior to expiry, continuing an existing developed and acquired course involves a review for student need. The review process includes evaluating if the sequence content is current, student enrollment data changes (increasing or decreasing) and/or if another sequence is more suitable to meet students' learning needs. Recommendations for developing, continuing or expiring Locally Developed Courses are submitted for Board of Trustee approval.

Alberta Education's database has removed an approved start date of September 1st to allow flexibility for student enrollment when the school year begins prior to September 1st of the renewal year.

Board of Trustee minutes indicating approval are submitted to Alberta Education for authorization by the Minister of Education.

4 | Analysis

Procedures for authorizing a Locally Developed Course outlined in the *Guide to Education* include the expectation that all school authorities have a board motion approving developed, acquired, and withdrawn Locally Developed Courses.

Authorization from the Minister of Education and by Alberta Education is ongoing. As sequences are finalized and authorized, the Calgary Board of Education continues to add those sequences having student interest. Since the report to the Board of Trustees dated April 22, 2025, the sequence recommendations in this report have been approved by Alberta Education and require Board of Trustee approval.

Developed | by and for use in the Calgary Board of Education

The courses listed in the table below, developed by Calgary Board of Education employees have been authorized by Alberta Education. Because of newly generated student interest *Epidemiology: Study of Pandemics* was updated, and *Music Theory (Advanced)* was completed. It is recommended these courses be approved for use in the Calgary Board of Education for the duration indicated from the First Year until the Last Year.

Course Name	Version	Course Code	First Year	Last Year
Epidemiology: Study of Pandemics 15	3 Credits (2025-2029)	LDC1156	2025-2026	2028-2029
Epidemiology: Study of Pandemics 15	5 Credits (2025-2029)	LDC1156	2025-2026	2028-2029
Music Theory (Advanced) 35	5 Credits (2025-2029)	LDC3154	2025-2026	2028-2029

Acquired | by and for use in the Calgary Board of Education

Authorization of courses is on going and timing of acquisition is dependent on the authoring jurisdiction's ability to meet the complexity of writing and submitting sequences. The courses listed in the table below are authorized by Alberta Education. It is recommended these courses be approved for use in the Calgary Board of Education for the duration indicated from the First Year until the Last Year.

Acquired Course	Version	Course Code	First Year	Last Year
Artificial Intelligence 25	5 Credits (2025-2027)	LDC2026	2025-2026	2026-2027
Artificial Intelligence 35	5 Credits (2025-2027)	LDC3026	2025-2026	2026-2027
Chemistry (Advanced) 35	3 Credits (2025-2029)	LDC3138	2025-2026	2028-2029
Content Literacy Level 1 15	3 Credits (2025-2029)	LDC0010	2025-2026	2028-2029
Content Literacy Level 1 15	5 Credits (2025-2029)	LDC0010	2025-2026	2028-2029
Content Literacy Level 2 15	3 Credits (2025-2029)	LDC2035	2025-2026	2028-2029
Content Literacy Level 2 15	5 Credits (2025-2029)	LDC2035	2025-2026	2028-2029
European History 35	3 Credits (2025-2029)	LDC3257	2025-2026	2028-2029
European History 35	5 Credits (2025-2029)	LDC3257	2025-2026	2028-2029
Forensic Studies 25	3 Credits (2025-2029)	LDC2256	2025-2026	2028-2029
Forensic Studies 35	3 Credits (2025-2029)	LDC3256	2025-2026	2028-2029
Forensic Studies 35	5 Credits (2025-2029)	LDC3256	2025-2026	2028-2029

Acquired Course	Version	Course Code	First Year	Last Year
Leadership, Character & Social Responsibility 15	3 Credits (2025-2029)	LDC1509	2025-2026	2028-2029
Leadership, Character & Social Responsibility 15	5 Credits (2025-2029)	LDC1509	2025-2026	2028-2029
Leadership, Character & Social Responsibility 25	3 Credit (2025-2029)	LDC2509	2025-2026	2028-2029
Leadership, Character & Social Responsibility 25	5 Credits (2025-2029)	LDC2509	2025-2026	2028-2029
Leadership, Character & Social Responsibility 35	3 Credits (2025-2029)	LDC3509	2025-2026	2028-2029
Leadership, Character & Social Responsibility 35	5 Credits (2025-2029)	LDC3509	2025-2026	2028-2029
Theory of Knowledge (Higher) 25	3 Credits (2025-2029)	LDC2152	2025-2026	2028-2029
Theory of Knowledge (Higher) 35	3 Credits (2025-2029)	LDC3152	2025-2026	2028-2029

Withdrawal | from the approved Calgary Board of Education's course board.

The developing jurisdiction determined that the courses listed below would better support student learning by removing the barrier of prerequisites. It is recommended that this sequence be withdrawn from the authorized course listing for the Calgary Board of Education and with the Board of Trustee approval and acquire the new replacement sequence.

Course Name	Version	Course Code	First Year	Last Year
Content Literacy 15	3 credits (2021-2022)	LDC0010	2021-2022	2024-2025
Content Literacy 15	5 credits (2021-2022)	LDC0010	2021-2022	2024-2025
Content Literacy 25	3 credits (2021-2022)	LDC0020	2021-2022	2024-2025
Content Literacy 25	5 credits (2021-2022)	LDC0020	2021-2022	2024-2025

5 | Implementation Consequences

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

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

The Chief Superintendent shall:

3.1 Plan for and provide challenging, relevant and high quality programming opportunities that consider the educational needs of

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

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

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

A decision by the originating district to continue developing, acquiring, and removing sequences with approval from the Board of Trustees forms an official course listing. The Calgary Board of Education's intention is to facilitate seamless access for students. Approved Locally Developed Courses for students in Kindergarten to Grade 12 are available to all staff in the Calgary Board of Education through Insite.

6 | Conclusion

Board of Trustee's approval of all Locally Developed Courses will ensure that the Calgary Board of Education is compliant with the *Guide to Education* requirements. Approval of these sequences will enable the Calgary Board of Education to be innovative and responsive to the learning needs of our students.



JOANNE PITMAN
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.

Property of the Calgary Board of Education



report to Board of Trustees

Revision to the Schedule of Regular Meetings

Date	June 24, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments GC-6: Annual Work Plan

1 | Recommendation

- THAT the Board of Trustees approves revisions to the Schedule of Regular Meetings:
 - to add a Regular Meeting on September 23, 2025, at 11:00 a.m.
 - to add a Regular Meeting on October 14, 2025, at 11:00 a.m.

2 | Background

On June 18, 2024, at the Board of Trustees' Organizational Meeting, the Board approved the Schedule of Regular Meetings for September 2024 through June 2025. It has been brought to the Board's attention that it would be beneficial to revise the Schedule of Regular Meetings.



report to Board of Trustees

Construction Projects Status Report

Date	June 24, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Reference	Policy Operational Expectations OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Trevor Fenton, Director, Facility Projects David Jaimes, Manager, Capital Construction Colt Chesney, Project Manager, Facility Projects

1 | Recommendation

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

2 | Issue

The Chief Superintendent is required to provide the Board of Trustees with an update regarding the status of major capital projects including new schools, modernizations, additions and Modular Classroom Program (MCP) projects currently under development or construction.



3 | Background

The Calgary Board of Education (CBE) has received construction approval for four new schools and one modernization, design approval for ten new schools and one modernization and planning approval for one new school. Additionally, pre-planning activities are approved for two modernizations.

On March 4, 2022, the Government of Alberta (GoA) announced “Design and Construction” approval of a middle school for Evanston. On December 14, 2022, Alberta Infrastructure (AI) advised that Evanston middle school will be delivered via a design-build delivery method. The design-build contract was awarded in November 2023 and construction commenced on April 25, 2024.

On March 1, 2023, the GoA announced the approval of “Design and Construction” funding for the modernization of John G. Diefenbaker High School. A pre-design report outlining findings from stakeholder engagement and consultant site reviews was issued in December 2023. On April 16, 2024, Alberta Education (AE) granted approval to extend project timelines to allow CBE to conduct additional planning activities to further evaluate the project scope prior to proceeding with design. The CBE is now awaiting word from the GoA on next steps.

On March 1, 2023, the GoA announced the approval of “Pre-Planning” funding for modernizations at A.E. Cross School and Sir John A. Macdonald School (SJAM). On February 7, 2024, funding approval was received for these projects, allowing the commencement of condition assessments of each facility. The final facility condition reports have been received. A.E. Cross School was determined to be in ‘Good’ condition with no outstanding areas of concern, while SJAM was determined to be in ‘Fair’ condition with select building systems requiring upgrades. Maintenance & Renewal (M&R) funding has been allocated to address the outstanding areas of concern at SJAM over the next two to four years, which will result in the condition rating increasing from ‘Fair’ to ‘Good’. Due to the relatively good condition of these schools, major modernization is not required and this will be the last update for these projects.

On March 1, 2024, the GoA announced approval of “Design and Construction” funding for a new elementary school in the community of Evanston and “Design” funding for a new elementary school in the community of Redstone and a new high school in the community of Cornerstone. On August 8, 2024, the GoA approved a capacity increase of the Cornerstone high school from 1,800 to 2,410 students. On December 3, 2024, the GoA approved a capacity increase of Redstone elementary from 600 to 890 students. AI commenced pre-design work on August 6, 2024 for Evanston elementary, October 7, 2024 for Redstone elementary and December 13, 2024 for Cornerstone high school, with this work currently ongoing. On February 15, 2025 the GoA announced construction approval for both Redstone elementary and Cornerstone high school. All three schools will be delivered as Public-Private Partnership (P3) projects.

On March 1, 2024, the GoA announced approval of “Design” funding for the modernization of Annie Gale School starting in 2026. On September 18, 2024, AE announced that design funding was being provided immediately to accelerate the

delivery timeline. The project is being managed by CBE and on April 1, 2025 the design contract was awarded with schematic design currently underway.

On March 1, 2024, the GoA announced that “Planning” funding for a new middle school located in the community of Saddle Ridge would be provided in 2026. On September 26, 2024, AE announced that “Planning” funding was being provided immediately to accelerate the delivery timeline. Work is underway to conduct tasks associated with this project phase.

On March 14, 2025, the GoA announced approval of “Design” funding for ten new CBE elementary and middle schools located throughout various communities in Calgary. On April 25, 2025, AE and AI representatives advised that all ten schools will be bundled together and delivered under a single P3 contract.

The MCP provides school jurisdictions with new modular classrooms, modular/portable unit relocations, replacements and demolitions to assist school jurisdictions with the accommodation of students on an urgent basis. On March 14, 2024, as part of the 2024-25 MCP, AE approved 12 new and the relocation of six modular classrooms. On April 9, 2024, the CBE Board of Trustees approved the use of Capital Reserves to relocate six modular classrooms. On August 2, 2024, as a part of the 2024-25 MCP, AE provided in-year approval of an additional 35 new and the relocation of five modular classrooms. On April 17, 2025, under the 2025-26 MCP, AE provided approval for eight new modular classrooms and one demolition. CBE has completed the relocation of six modular units with the remainder being at various stages of design and construction.

4 | Analysis

Information on the status of the abovementioned projects is provided in **Attachment I**.

The locations of the various new school, existing school and MCP capital projects are shown in **Attachment II**.

Attachment III provides a series of onsite photographs to visually convey the progress at Evanston middle.

There are four Project Steering Committees set up for the following projects:

- Evanston elementary;
- Redstone elementary;
- Cornerstone high school; and
- Annie Gale School Modernization

5 | Conclusion

This report provides the current update on the status of all approved new and existing school capital projects as well as all approved projects under the MCP. It is provided to the Board of Trustees for informational purposes in compliance with Operational Expectation 7: Communication With and Support for the Board.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: New/Modernized Facility Construction Status
Attachment II: Project Location Map
Attachment III: Construction Photos

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's performance.

**CALGARY BOARD OF EDUCATION
NEW & EXISTING SCHOOL CONSTRUCTION STATUS
As of May 20, 2025**

Building	Opening Date	Notes/Comments	
41. Evanston Middle School Grades 5-9* New School, Capacity 900 students Construction approval	TBD	Design Build – RFP Package (includes drawing package to 30% development and Performance Specifications)	100%
		Design-Build Contract Award	100%
		Design and Specifications	99%
		Construction Progress	35%
		Note: Project managed by Alberta Infrastructure. Design-build contractor mobilized to site in late April 2024. Building envelope work ongoing, mechanical and electrical rough-ins ongoing.	
43. John G. Diefenbaker School Grades 10-12 Modernization Construction approval	TBD	Planning Phase	99%
		Note: Project managed by Alberta Infrastructure. Approved construction budget of \$33.1M plus \$2.5M for HAZMAT abatement. Additional 'Planning' activities approved and completed. Now awaiting Government of Alberta determination of next steps.	
44. Annie Gale School Grades 6-9 Modernization Design approval	TBD	Design and Specifications	10%
		Note: Project being managed by Calgary Board of Education. Design approval received on September 18, 2024. Prime consultant contract has been awarded. Schematic design is ongoing.	
45. Cornerstone High School Grades 10-12* New School, Capacity 2,400 students Construction approval	TBD	Design and Specifications	10%
		Note: Design approval was announced on March 1, 2024. Construction approval announced on February 15, 2025. Project managed by Alberta Infrastructure. Internal engagement is ongoing. Schematic design underway.	
46. A.E. Cross School Grades 7-9 Modernization Pre-planning approval	TBD	Pre-Planning Phase	100%
		Note: Pre- Planning approved on March 1, 2023. Funding approval received on February 7, 2024. Facility condition assessment completed. Modernization not supported. This will be the last update.	
47. Sir John A. Macdonald School Grades 6-9 Modernization Pre-planning approval	TBD	Pre-Planning Phase	100%
		Note: Pre-Planning approved on March 1, 2023 and funding received on February 7, 2024. Facility condition assessment completed. Modernization not supported. This will be the last update.	
48. Saddle Ridge Middle School Grades 5-9* New School, Capacity 900 students Planning approval	TBD	Planning Phase	90%
		Note: Planning approved on March 1, 2024. Planning activities ongoing.	

*Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.

CALGARY BOARD OF EDUCATION
NEW & EXISTING SCHOOL CONSTRUCTION STATUS
As of May 20, 2025

Building	Opening Date	Notes/Comments	
49. Evanston Elementary School Grades K-4* New School, Capacity 600 students Construction approval	TBD	Design and Specifications	25%
		Construction Award	0%
		Construction Progress	0%
		Note: Project announced for design and construction on March 1, 2024. Internal feedback gathering ongoing. Schematic design completed in January 2025. Design development currently underway.	
50. Redstone Elementary School Grades K-4* New School, Capacity 600 students Construction approval	TBD	Design and Specifications	20%
		Note: Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Awaiting confirmation from Alberta Infrastructure on next steps.	
51. Aspen Woods Middle School Grades 5-9* New School, Capacity 900 students Design approval	TBD	Design and Specifications	0%
		Note: Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Awaiting confirmation from Alberta Infrastructure on next steps.	
52. Cityscape/Redstone Middle School Grades 6-9* New School, Capacity 1,200 students Design approval	TBD	Design and Specifications	0%
		Note: Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Awaiting confirmation from Alberta Infrastructure on next steps.	
53. Cornerstone Elementary School Grades K-5* New School, Capacity 900 students Design approval	TBD	Design and Specifications	0%
		Note: Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Awaiting confirmation from Alberta Infrastructure on next steps.	
54. Livingstone Elementary School Grades K-5* New School, Capacity 900 students Design approval	TBD	Design and Specifications	0%
		Note: Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Awaiting confirmation from Alberta Infrastructure on next steps.	
55. Mahogany Middle School Grades 7-9* New School, Capacity 1,200 students Design approval	TBD	Design and Specifications	0%
		Note: Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Awaiting confirmation from Alberta Infrastructure on next steps.	
56. Nolan Hill Elementary School Grades K-4* New School, Capacity 600 students Design approval	TBD	Design and Specifications	0%
		Note: Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Awaiting confirmation from Alberta Infrastructure on next steps.	

*Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.

**CALGARY BOARD OF EDUCATION
NEW & EXISTING SCHOOL CONSTRUCTION STATUS
As of May 20, 2025**

Building	Opening Date	Notes/Comments				
57. Sage Hill Elementary School Grades K-5* New School, Capacity 600 students Design approval	TBD	<table><tr><td>Design and Specifications</td><td>0%</td></tr><tr><td colspan="2">Note: Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Awaiting confirmation from Alberta Infrastructure on next steps.</td></tr></table>	Design and Specifications	0%	Note: Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Awaiting confirmation from Alberta Infrastructure on next steps.	
Design and Specifications	0%					
Note: Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Awaiting confirmation from Alberta Infrastructure on next steps.						
58. Sage Hill/Kincora Middle School Grades 6-9* New School, Capacity 1,000 students Design approval	TBD	<table><tr><td>Design and Specifications</td><td>0%</td></tr><tr><td colspan="2">Note: Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Awaiting confirmation from Alberta Infrastructure on next steps.</td></tr></table>	Design and Specifications	0%	Note: Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Awaiting confirmation from Alberta Infrastructure on next steps.	
Design and Specifications	0%					
Note: Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Awaiting confirmation from Alberta Infrastructure on next steps.						
59. Sherwood/Nolan Hill Middle School Grades 5-9* New School, Capacity 900 students Design approval	TBD	<table><tr><td>Design and Specifications</td><td>0%</td></tr><tr><td colspan="2">Note: Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Awaiting confirmation from Alberta Infrastructure on next steps.</td></tr></table>	Design and Specifications	0%	Note: Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Awaiting confirmation from Alberta Infrastructure on next steps.	
Design and Specifications	0%					
Note: Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Awaiting confirmation from Alberta Infrastructure on next steps.						
60. Cornerstone Middle School Grades 6-9* New School, Capacity 1,200 students Design approval	TBD	<table><tr><td>Design and Specifications</td><td>0%</td></tr><tr><td colspan="2">Note: Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Awaiting confirmation from Alberta Infrastructure on next steps.</td></tr></table>	Design and Specifications	0%	Note: Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Awaiting confirmation from Alberta Infrastructure on next steps.	
Design and Specifications	0%					
Note: Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Awaiting confirmation from Alberta Infrastructure on next steps.						

*Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.

**CALGARY BOARD OF EDUCATION
MODULAR CLASSROOM PROGRAM STATUS
As of May 20, 2025**

Building	Number of Units	Type	Opening Date	Notes/Comments	
M7. Connaught School Grades K-6 Added Capacity: 150	4	New	Summer 2025	Design and Specifications	100%
	2	Relocation		Construction Award	100%
				Construction Progress	45%
				Note: Four new modulares approved on March 14, 2024 and two relocated modulares approved on April 9, 2024. Design complete. Construction contracts finalized. Construction activities underway.	
M8. Nelson Mandela HS Grades 10-12 Added Capacity: 150	6	New	Summer 2025	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	60%
				Note: Approved on March 14, 2024. Design is complete. Construction contracts finalized. Construction activities underway.	
M9. Prairie Sky School Grades K-9 Added Capacity: 175	3+1	New	Summer 2025	Design and Specifications	100%
	4	Relocation		Construction Award	100%
				Construction Progress	45%
				Note: Four relocated modulares approved on April 9, 2024 and three new modular classrooms plus one new modular washroom approved on August 2, 2024. Design complete. Construction contracts finalized. Construction activities underway.	
M10. Peter Lougheed School Grades 5-9 Added Capacity: 100	4	New	Summer 2025	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	60%
				Note: Two new modulares approved on March 31, 2024 and two new modulares approved on August 2, 2024. Design complete. Construction contracts finalized. Construction activities underway.	
M12. Joane Cardinal-Schubert HS Grades 10-12 Added Capacity: 150	5	Relocation	Summer 2025	Design and Specifications	100%
	1	New		Construction Award	100%
				Construction Progress	20%
				Note: Approved on August 2, 2024. Design is complete. Construction activities underway.	
M13. Mahogany School Grades K-5 Added Capacity: 100	4	New	Summer 2025	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	20%
				Note: Approved on August 2, 2024. Design complete. Construction activities underway.	

*Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.

**CALGARY BOARD OF EDUCATION
MODULAR CLASSROOM PROGRAM STATUS
As of May 20, 2025**

Building	Number of Units	Type	Opening Date	Notes/Comments	
M14. North Trail HS Grades 10-12 Added Capacity: 150	6	New	Summer 2025	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	35%
				Note: Approved on August 2, 2024. Design complete. Construction activities underway.	
M15. Hugh A. Bennett School Grades K-4 Added Capacity: 100	4	New	Summer 2025	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	35%
				Note: Approved on August 2, 2024. Design complete. Construction activities underway.	
M16. Grant MacEwan School Grades K-6 Added Capacity: 150	6	New	Summer 2025	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	40%
				Note: Approved on August 2, 2024. Design complete. Construction activities underway.	
M17. Colonel Irvine School Grades 5-9 Added Capacity: 100	4	New	Summer 2025	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	40%
				Note: Approved on August 2, 2024. Design complete. Construction activities underway.	
M18. Buffalo Rubbing Stone School Grades K-5 Added Capacity: 50	2	New	Summer 2025	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	15%
				Note: Approved on August 2, 2024. Design complete. Construction activities underway.	
M19. Kenneth D. Taylor School Grades K-6 Added Capacity: 50	2	New	Summer 2025	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	15%
				Note: Approved on August 2, 2024. Design complete. Construction activities underway.	
M20. John G. Diefenbaker HS Grades 10-12 Added Capacity: 150	6	New	TBD	Design and Specifications	5%
				Construction Award	0%
				Construction Progress	0%
				Note: Approved on April 17, 2025. Design activities ongoing.	

*Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.

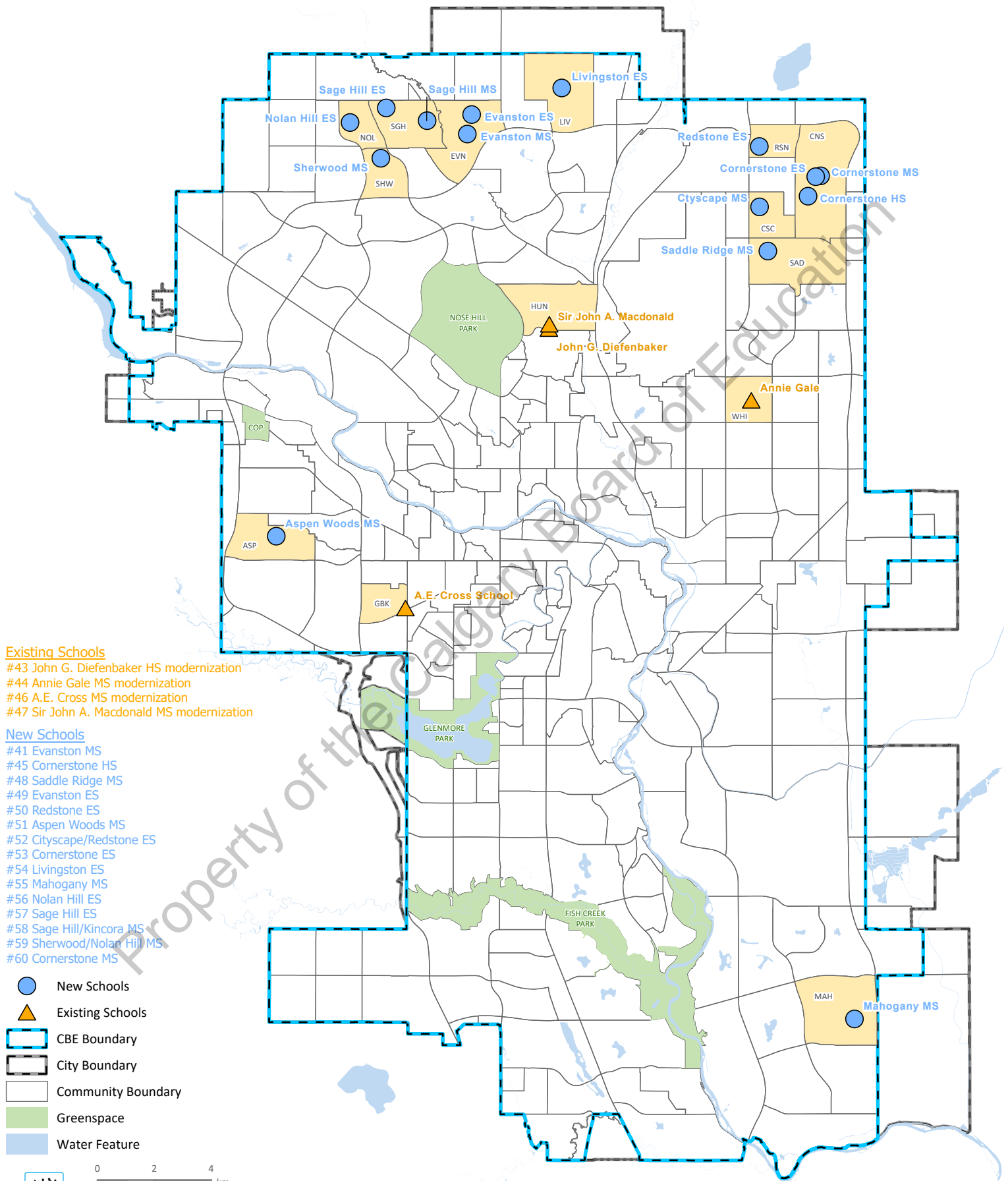
**CALGARY BOARD OF EDUCATION
MODULAR CLASSROOM PROGRAM STATUS
As of May 20, 2025**

Building	Number of Units	Type	Opening Date	Notes/Comments	
M21. Mount Royal School Grades 7-9 Added Capacity: 50	2	New	TBD	Design and Specifications	5%
				Construction Award	0%
				Construction Progress	0%
				Note: Pending approval from Alberta Education for the reassignment of approved modular units to this location.	

**Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.*

New and Modernized Schools As of May 2025

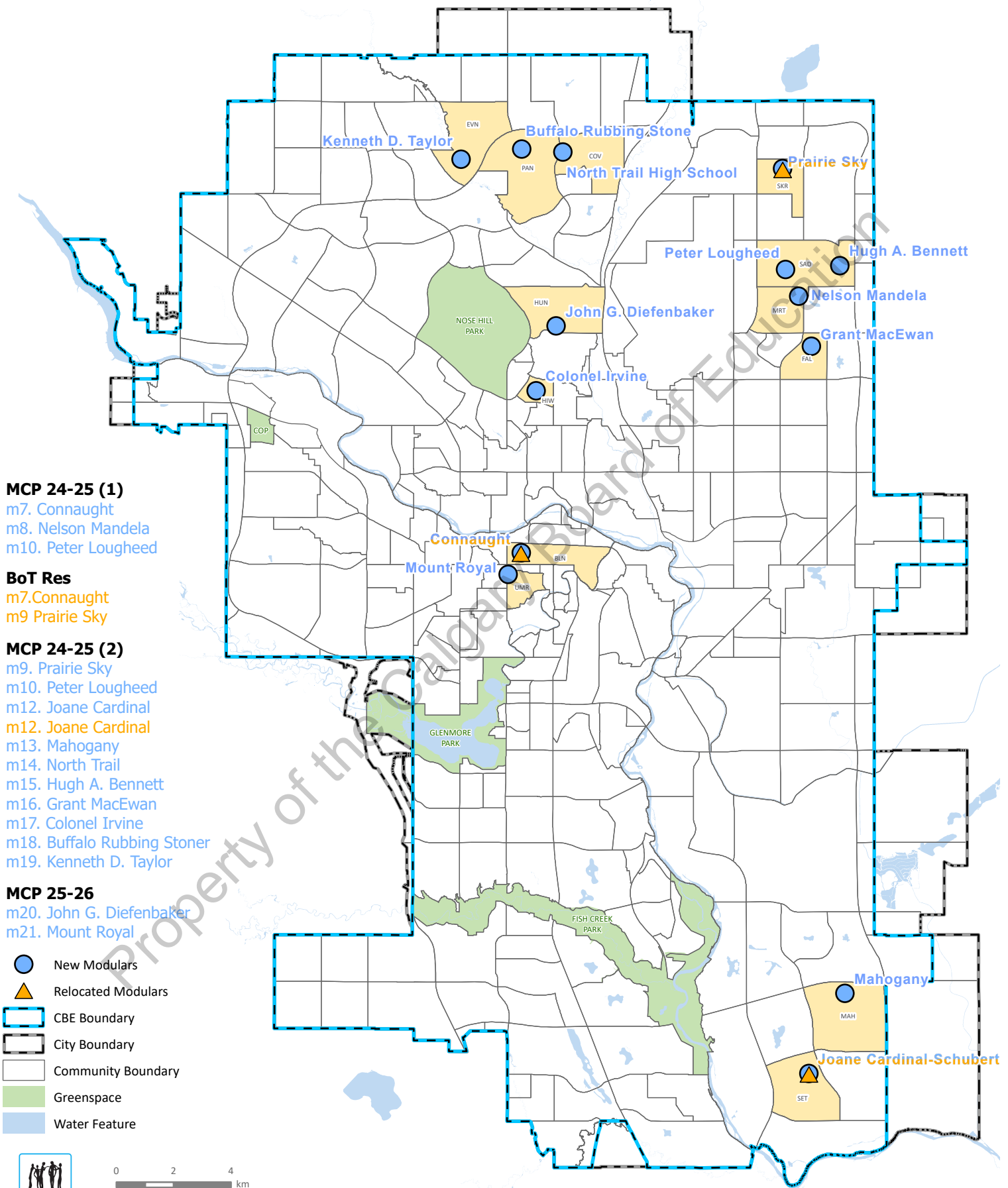
Attachment II



Modular Classroom Program

Attachment II

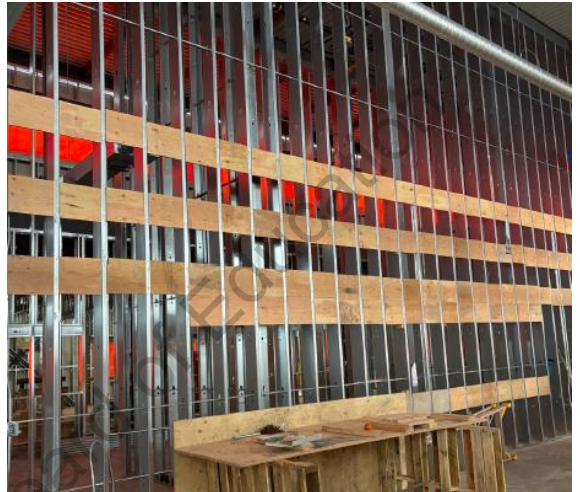
As of May 2025



Evanston middle school



Roofing



Framing



Exterior



Interior