

public agenda

Regular Meeting of the Board of Trustees

September 23, 2025
11:00 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
11:00a.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			
	5.1 OE-1: Global Operational Expectations – Annual Monitoring	J. Pitman	OE-1	Page 5-1
	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 Modular Move Notification	J. Pitman	OE-5,6,7,9	Page 8-1
	8.2 Proposed Amendments to Results 2: Academic Success Reasonable Interpretations and Indicators	J. Pitman	R-2, 2E	Page 8-5
	8.3 Proposed Amendments to Reasonable Interpretations and Indicators for Operational Expectation 2	J. Pitman	OE-2, 2E	Page 8-22



51	<p>8.4 Proposed Amendments to Governance Culture Policies and Board Meeting Procedures</p> <p>8.5 Board Meeting Minutes</p> <ul style="list-style-type: none"> • June 10, 2025 Regular Meeting • June 24, 2025 Regular Meeting <p>9 Consent Agenda</p> <p>9.1 Items Provided for Board Decision</p> <p>9.2 Items Provided for Board Information</p> <p style="padding-left: 20px;">9.2.1 Chief Superintendent’s Update</p> <p style="padding-left: 20px;">9.2.2 Construction Projects Status Update</p> <p>Private Session</p> <p>Termination of Meeting</p> <p>Debrief</p>	<p>Board</p> <p>Board</p> <p>Board</p> <p>Board</p> <p>Board</p>	<p>GC-2,2E,5E, 7E, B/CSR-4E</p> <p>GC-2.6</p> <p>OE-2,3,6,8</p> <p>OE-7,9</p> <p>GC-2.3</p>	<p>Page 8-51</p> <p>Page 8-115 Page 8-123</p> <p>Page 9-1 Page 9-5</p>
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Notice |

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

PROPERTY OF THE ALBERTA BOARD OF EDUCATION

operational
expectations
monitoring report

OE-1: Global Operational Expectations

Monitoring report for the
school year 2024-2025

Report date:
September 23, 2025

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 1: Global Operational Expectations, 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:  Date: September 23, 2025
Joanne Pitman, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 1: Global Operational Expectations, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____ Date: _____
Chair, Board of Trustees



OE-1: Global Operational Expectations

Executive Summary

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

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

The Board last monitored the policy on October 15, 2024. Subsequently, the Board of Trustees approved revisions to the Chief Superintendent's reasonable interpretations and indicators for OE-1 on June 24, 2025, which are reflected in this report. Two of the three new indicators for 1.2 require time during this school year to appropriately gather evidence and, as a result, are marked as "Not applicable" in this report. This report includes data available from the 2024-2025 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
1.1	1.1.1	Compliant
1.1	1.1.2	Compliant
1.2	1.2.1	Not Applicable
1.2	1.2.2	Not Applicable
1.2	1.2.3	Compliant
1.3	1.3.1	Compliant
1.3	1.3.2	Compliant
1.3	1.3.3	Compliant
1.3	1.3.4	Compliant



OE-1: Global Operational Expectations

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

Board-approved Interpretation |

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

- operate in accordance with the *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.	Compliant
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OE-1: Global Operational Expectations

Board-approved Interpretation |

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

1.1.1	Employees are informed of the expectations for their conduct in the context of their employment through the CBE Employee Code of Conduct: <ul style="list-style-type: none"> a) at the point of hire, as evidenced by new employee acknowledgement; b) annually by school principals; and c) annually by supervisors. 	Compliant
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The organization is compliant with this indicator.

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

Evidence statement

Human resources confirms 100% compliance. Before any hire or re-hire is completed, all paperwork must be received as well as the signed acknowledgement form, stating the employee is aware of the Employee Code of Conduct.

b) annually by school principals;

Evidence statement

Principals have confirmed 100% compliance in sharing the Employee Code of Conduct with their staff as well as the expectations for their conduct in the context of their employment with CBE.

OE-1: Global Operational Expectations

c) annually by supervisors.

Evidence statement

All supervisors confirm 100% compliance in sharing and discussing the Employee Code of Conduct with their staff. This includes education directors, service unit directors, and superintendents.

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

Evidence statement

CBE's Policy Coordinator is responsible for developing new administrative regulations (ARs), managing review and revision to existing administrative regulations, coordinating Operational Expectations reporting, as well as leading or supporting a number of policy related initiatives. A work plan was submitted to General Counsel and reviewed by Superintendents in fall 2024. The plan prioritized work based on legislative and regulatory changes, amendments flowing from Board policies, and changes stemming from material operational changes. This work is followed by regularly scheduled reviews.

Administrative Regulation 2060 – Employee Business Expenses and Business Travel Expenses required revisions to support implementation of revised guidelines for staff. This initiative, along with leadership in developing the Personal Mobile Device AR outlined below, are examples of the support that this position provides to the system.

In 2024-2025, the following Administrative Regulations were created or amended:

- AR 2060: Employee Business Expenses and Business Travel Expenses;
- AR 6008: Student Personal Mobile Devices;
- AR 6024: Student Records;
- AR 6090: Child and Student Registration and Admission

From June through August 2025, the Policy Coordinator facilitated a cross functional group to create three new administrative regulations to comply with provincial legislation passed in December 2024.

Evidence demonstrates all indicators in subsection 1 are in compliance.

OE-1: Global Operational Expectations

The Chief Superintendent shall:

1.2	Appropriately manage risks related to the strategic and operational objectives of The Calgary Board of Education.	Compliant
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Board-approved 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 CBE administration proactively identifies and analyzes risks and develops responses to support achievement of Results and key outcomes in the Education Plan; and
- *strategic and operational objectives* to mean the Board of Trustees' Results priorities as well as key outcomes set out in the CBE's Education Plan.

Board-approved Indicators and Evidence of Compliance |

1.2.1	Reports to the Board will provide analysis and responses to potential material risks of proposed decisions.	Not applicable
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The organization is compliant with this indicator.

Evidence statement

The Board of Trustees approved revisions to the Chief Superintendent's reasonable interpretations and indicators for OE-1 on June 24, 2025. Indicator 1.2.1 requires time during this school year to appropriately gather evidence and, as a result, is marked as "Not applicable" in this report. This indicator will be reported on for the next Monitoring Report cycle.

OE-1: Global Operational Expectations

1.2.2	In CBE financial reports, CBE administration will assess and report on the financial health and material operational risks that impact achievement of the strategic objectives of CBE Education Plan and Board Results policies.	Not applicable
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The organization is compliant with this indicator.

Evidence statement

The Board of Trustees approved revisions to the Chief Superintendent's reasonable interpretations and indicators for OE-1 on June 24, 2025. Indicator 1.2.2 requires time during this school year to appropriately gather evidence and, as a result, is marked as "Not applicable" in this report. This indicator will be reported on for the next Monitoring Report cycle.

1.2.3	CBE demonstrates compliance with 95% or more of Operational Expectations Indicators monitored in each school year.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Upon review of the nine Operational Expectation (OE) monitoring reports presented to the Board of Trustees during the 2024-2025 school year, CBE demonstrated compliance with 89 of 92 Operational Expectation Indicators, equal to 96.7% compliance. If "not applicable" is excluded, compliance moves to 89 of 91, equal to 97.8% compliance. OE monitoring reports presented during the 2024-2025 school year include data available from the 2023-2024 school year.



OE-1: Global Operational Expectations

OE #	# Compliant / Total	Indicator(s) Not in Compliance	Notes
1	7/8	1.2.2	Reported as “not applicable”
2	7/7		
3	11/11		
4	13/13		
5	9/10	5.6.1	Missed internal target by 0.2%, but within AB Ed target; Indicator revised to align with AB Ed target.
6	6/6		
7	10/10		
8	14/14		
9	12/13	9.1.3	Missed 95% target by 0.4%

Evidence demonstrates all indicators in subsection 2 are in compliance.

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OE-1: Global Operational Expectations

The Chief Superintendent shall:

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

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

During the 2024-2025 school year, the Urban Schools Insurance Consortium (USIC), and by extension the Calgary Board of Education (CBE), encountered no difficulties in securing insurance coverage across our multiple exposure lines. These include casualty, property, automobile, student activities, general liability, directors and officers' liability, and cyber risk. The broader insurance market continued to experience favourable market conditions in 2024-2025, driven by strong insurer profitability that reduced upward pressure on premiums. At the same time, CBE's overall risk profile has shown significant improvement through demonstrated results in loss mitigation and prevention. This favorable positioning has resulted in high favourability from underwriters in providing coverage for our portfolio.

OE-1: Global Operational Expectations

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

Evidence statement

There have been no instances of insurers refusing to insure the CBE, along any of its insurance lines (auto, property, liability, cyber, etc.) for any reason, including the existence of hazardous conditions.

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

Evidence statement

All service units responsible for managing master agreements confirm that they use standard form contracts for their agreements. Standard forms are available for various types of agreements, including procurement, on-site and off-site activities, transportation services, and partnerships with external organizations. These master agreements undergo review and revision in consultation with Legal Services whenever necessary.

Current revisions include:

- Agreements for purchasing goods, services, and professional services;
- Supplementary terms for CCDC2, RAIC-6, and ACEC standard form contracts;
- Off-Site Master Agreements; and
- Master Tour Operator Agreements.

OE-1: Global Operational Expectations

1.3.4	Clearly defined processes are in place and utilized for approval of offsite activities.	Compliant
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The organization is compliant with this indicator.

Evidence statement

CBE has a clearly defined and well-communicated process for approving off-site activities of all types. The process includes an Off-Site Activities Procedures Manual (reviewed yearly), administrative regulations, an online Off-Site Activities Proposal and Review process, an Education Director, and an Off-Site Activities Coordinator (System Assistant Principal) to oversee off-site activities. Oversight ensures compliance with the Off-Site Activities Procedures Manual and the applicable administrative regulations.

The processes in place for off-site locations differentiate between local and provincial off-site locations and those that go out of province or country. Out of province and out of country off-site activities are reviewed by OSAC (Off-Site Safety Advisory Committee) which includes the Off-Site Activities Coordinator and a Risk Advisor from Corporate Risk & Security. These “C” and “D” trips are also reviewed by and receive final approval from the Education Director.

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OE-1: Global Operational Expectations

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

Off-site	Authorized by	Reviewed by	Reviewed by	Final Approval by
A* (within Calgary region)	Principal	--	--	Principal
B1* (within AB, but outside Calgary region) – with a Service Provider with a Master Agreement	Principal	--	--	Principal
B2* (outside Calgary region, within AB) – without a Service Provider or with a Service Provider without a Master Agreement, and all “wilderness trips”.	Principal	Coordinator Off-site	--	Principal
C (outside Alberta, within Canada)	Principal	Coordinator Off-site	Risk Analyst, Corporate Risk (OSAC)	Education Director
D (outside Canada)	Principal	Coordinator Off-site	Manager, Corporate Risk & Security (OSAC)	Education Director
An off-site activity may only proceed once it has received the appropriate final approval.				

* The principal can request to have Off-Site Activities review any “A” and “B1” offsite activities provided the appropriate timeline is followed.

OE-1: Global Operational Expectations

Approved Trips (August 2024 – June 2025)

Approved Trip Type	"A"	"B"	"C"	"D"
# of Trips	18 002	994	72	17
# of students	n/a	48 619	1930	747

Evidence demonstrates all indicators in subsection 3 are in compliance.

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OE-1: Global Operational Expectations**GLOSSARY – Developed by the Board of Trustees**

Board: The Board of Trustees

Operational Expectations: These policies define both the non-negotiable 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.

PROPERTY OF THE CALGARY BOARD OF EDUCATION



report to
Board of Trustees

Modular Move Notification

Date	September 23, 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 & Environmental Service
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-6: Asset Protection OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Sherri Lambourne, Manager, Property, Leasing and Rentals Trevor Fenton, Director, Facility Projects

1 | Recommendation

It is recommended:

THAT the Board of Trustees authorizes the Chair to correspond with the Minister of Education and Childcare pertaining to notification of the relocation of six modular units between Calgary Board of Education (CBE) schools.

2 | Issue

In accordance with Section 195 of the *Education Act*, school boards are required to notify the Minister of any modular moves executed at school board expense. Notification is required within 90 days of completion of the move.

3 | Background

On April 9, 2024, the Board of Trustees approved the use of CBE capital reserves to relocate six existing modular units between CBE school sites to address urgent enrolment needs. The modulars that were relocated are as follows:

- four modulars moved from Somerset School to Prairie Sky School; and
- two modulars moved from Banting & Best School to Connaught School

Relocation of existing modulars to Connaught School and Prairie Sky School was included in the CBE 2024-25 Modular Classroom Program submission to Alberta Education but not approved. Deemed to be high priority requests, the Board of Trustees made the decision to utilize CBE capital reserves to ensure the moves were completed in time for the 2025-2026 school year.

The modular relocations were completed in August 2025. The CBE must now notify the Minister of the relocations prior to November 2025 to remain compliant with the *Education Act*.

4 | Analysis

The addition of modulars at Prairie Sky School and Connaught School allows both schools to recall overflowed students back to their community school while easing enrolment pressures on their overflow receiving schools.

Section 195 of the *Education Act* allows school jurisdictions to move modulars between school sites at their own cost, with the condition that any moves be reported to the Minister within ninety (90) days of completion of the move.

Reporting school capacity changes made through the relocation of modular units will increase the utilization rates of the donor schools, thereby likely resulting in an increased the operations and maintenance (O&M) grant for these schools.

5 | Financial Impact

The provision of notification to the Minister regarding the relocation of modulars will not have a financial impact.

6 | Implementation Consequences

Providing notification to the Minister will ensure compliance with the *Education Act*.

7 | Conclusion

CBE facilitated the relocation of six existing modular units between CBE schools during summer 2025. With the moves now complete, CBE must report the relocations to the Ministry within 90 days to remain compliant with the *Education Act*.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

An attachment is a document that can stand alone and is not required to understand the rest of the original report. When numbering attachments, use Attachment Numbering Style.

Attachment I: Letter to Minister of Education and Childcare

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.

Date

The Honourable Demetrios Nicolaides
Minister of Education and Childcare
228 Legislature Building
10800 - 97 Avenue
Edmonton, AB T5K 2B6

Minister Nicolaides:

In accordance with Section 195 of the *Education Act*, the Calgary Board of Education (CBE) hereby provides notification of the move of six (6) modular units between CBE schools. These modular relocations were funded by a CBE Capital Reserve Fund allocation to address projected enrolment growth.

The modular relocations completed by CBE are as follows:

- Relocation of four (4) modulars from Somerset School to Prairie Sky School
- Relocation of two (2) modulars from Banting & Best School to Connaught School

The relocation of existing modulars to Connaught School and Prairie Sky School was included in the CBE 2024-25 Modular Classroom Program submission but did not receive approval. As the need was deemed a high priority, the Board of Trustees opted to approve the use of capital reserve funds to proceed with their relocations. The modular moves were completed in August 2025 in time for the start of the 2025-26 school year.

Regards,

Patricia Bolger, Board Chair
CBE Board of Trustees

c.c. Joanne Pitman, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities and Environmental Services

report to
Board of Trustees

**Proposed Amendments to R2: Academic Success
Reasonable Interpretations and Indicators**

Date	September 23, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Michael W. Nelson, Superintendent, School Improvement Jennifer Turner, Superintendent, School Improvement
Governance Policy Reference	<p>Governance Culture GC-1: Board Purpose GC-2: Governing Commitments GC-3: Board Job Descriptions GC-6: Annual Work Plan</p> <p>Board/Chief Superintendent Relationship B/CSR-4: Authority of the Chief Superintendent B/CSR-5: Chief Superintendent Accountability</p> <p>Results R-2: Academic Success R-2E: Reasonable Interpretations and Indicators</p> <p>Operational Expectations OE-3: Instructional Program OE-7: Communication With and Support for the Board</p>
Resource Person(s)	<p>Michael Craig, Education Director Lori Cooper, Education Director Andrea Sarson, System Principal, Core Curriculum Cheryl Schaub, Specialist, Assessment and Reporting Yue Xu, Statistician Xin Chen, Statistician</p>

1 | Recommendation

It is recommended:

THAT the Board of Trustees approves the reasonable interpretations and indicators for Results 2: Academic Success, as provided in Attachment I to this report.

2 | Issue

At the meeting of June 24, 2025, the Board of Trustees gave second reading, and thereby final approval, to the amendments to the Results 2: Academic Success policy.

At this time, the Board of Trustees directed the Chief Superintendent to provide reasonable interpretations and proposed indicators that demonstrate successful performance for each policy.

3 | Background

The Board of Trustees met regularly from August 2024 to April 2025 to review its Results 2: Academic Success 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” on June 10, 2025.

On June 24, 2025, the Board of Trustees gave second reading, and thereby final approval, to the amendments to the Results 2: Academic Success policy.

4 | Analysis

The Trustees and administration met, and guidance was provided regarding the values and important considerations that were to be used to determine both reasonable interpretations and indicators for Results 2: Academic Success.

Over the months of May through August 2025, Administration reviewed the approved Result 2: Academic Achievement policy to develop proposed reasonable interpretations. The process was grounded in three primary sources. First, previously Board-approved reasonable interpretations were examined to ensure continuity with past decisions and to build on established understandings. Second, definitions from Alberta Education and Childcare were incorporated to align with current provincial terminology and expectations, particularly those reflected in updated Program of Studies materials. Third, CBE

frameworks and guiding documents were used to provide language that integrated local context and strategic direction.

Based on the proposed reasonable interpretations, Administration then developed a set of proposed indicators for consideration. These indicators were informed by four key principles. Where possible, broad provincial measures were combined with detailed, locally developed CBE data to provide a balanced view through triangulation. Student cohort tracking over time was proposed to identify achievement trends and reduce variability from year-to-year comparisons. Achievement reporting was redeveloped to be inclusive of all students, showing percentages across report card levels and accounting for non-numeric report card indicators such as ADP, EAL, and IPP. Finally, disaggregation of results was proposed for some of the proposed interpretations to highlight outcomes for English as an Additional Language, Indigenous, and Special Education students at both provincial and local levels.

Administration shared with Trustees the proposed reasonable interpretations and indicators at Trustee Information and Planning Session (TIPS) on August 26, 2025. Sample data sets were provided for each indicator, feedback was considered, and revisions made.

The revised proposed reasonable interpretations and indicators were reshared with the Board of Trustees at TIPS on September 9, 2025. These are as follows:

Proposed Reasonable Interpretations

Policy Statement	Proposed Interpretation
<p>Each student will learn, integrate and apply the knowledge, skills, and competencies they will need for future success.</p>	<p>The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that all students in the Calgary Board of Education (CBE) will experience success with the subject matter of their learning program and will be able to use language, images, symbols and text in a variety of contexts.</p> <p>The Chief Superintendent interprets <i>each student</i> to mean every individual learner registered in Calgary Board of Education schools, inclusive of the full spectrum of student developmental progression, strengths, needs, values, interests, backgrounds and circumstances.</p> <p>The Chief Superintendent interprets <i>learn, integrate and apply</i> to mean that students engage in an ongoing process through which they gain knowledge, build skills and demonstrate their understanding to connect to life, community, and future goals.</p> <p>The Chief Superintendent interprets <i>knowledge, skills, and competencies</i> as the</p>

	<p>interconnected attitudes, understandings, and abilities that students develop to actively participate in their learning, respond to real-world challenges, and support holistic growth. These are based on outcomes stated in Alberta Education and Childcare's curricula.</p> <p>The Chief Superintendent interprets <i>future success</i> to mean that each student is equipped with the knowledge, skills, and competencies to adapt to change, solve problems, and make responsible decisions, empowering them to become lifelong learners, engaged citizens, and meaningful contributors to their community and society.</p>
<p>Students will:</p> <ul style="list-style-type: none"> ▪ 2.1 Be literate. 	<p>As a broad term, the Chief Superintendent interprets <i>literate</i> to mean the ability, confidence, and willingness to engage with language to understand, construct, and communicate ideas, texts, and information in diverse contexts and modalities to make meaning, solve problems, and actively participate in learning, life, and work.</p> <p>As a specific term, the Chief Superintendent interprets <i>literate</i> to mean the ability to acquire, understand, create, and communicate meaning using oral, written, visual, and digital forms of language.</p>
<p>Students will:</p> <ul style="list-style-type: none"> ▪ 2.2 Be numerate 	<p>As a broad term, the Chief Superintendent interprets <i>numerate</i> to mean the ability, confidence, and willingness to engage with mathematical ideas to reason, solve problems, and make informed decisions in a range of real-world and learning contexts.</p> <p>As a specific term, the Chief Superintendent interprets <i>numerate</i> to mean the ability to understand, represent, and communicate quantitative and spatial information using mathematical symbols, language, and reasoning.</p>

<p>Students will:</p> <ul style="list-style-type: none"> ▪ 2.3 Complete high school 	<p>The Chief Superintendent interprets <i>complete high school</i> to mean that a student has successfully met the requirements to earn an Alberta High School Diploma, Certificate of High School Achievement, or Certificate of School Completion that accounts for individual learning needs.</p>
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Proposed Indicators

A glossary of indicator terminology is provided in Figure 5.1, immediately following the proposed indicators.

2.1 Be literate.

1. Percentage of Division 1 students determined to be Requiring Additional Supports on the Alberta Education and Childcare Early Years Screening Assessments for Literacy as measured by a three-year retroactive student cohort analysis.
 - 1.1 All Grade 3 Students Cohort
 - 1.2 Consistent Grade 3 Students Cohort

2. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language and Literature/English Language Arts and French Immersion Language Arts and Literature/French Language Arts Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Alberta Education and Childcare Assurance Measures.
 - 2.1 All Students
 - 2.2 English as an Additional Language Learners
 - 2.3 Students who Self-Identify as Indigenous
 - 2.4 Students with Identified Special Education Needs

3. Percentage of students at each report card level of achievement for English Language Arts curricula as measured by a three-year retroactive student cohort analysis of student report cards disaggregated by division.
 - 3.1 All Grade 3 Students Cohort
 - 3.2 Consistent Grade 3 Students Cohort
 - 3.3 All Grade 6 Students Cohort
 - 3.4 Consistent Grade 6 Students Cohort
 - 3.5 All Grade 9 Students Cohort
 - 3.6 Consistent Grade 9 Students Cohort

4. Percentage of students at report card level of achievement ranges for English Language Arts/French Language Arts 10, 20 and 30 level courses as measured by student report cards disaggregated by cohort.
 - 4.1 All Grade 12 Students Cohort
 - 4.2 All Grade 12 English as an Additional Language Learners Cohort
 - 4.3 All Grade 12 Students who Self-Identify as Indigenous Cohort
 - 4.4 All Grade 12 Students with Identified Special Education Needs Cohort
 - 4.5 Consistent Grade 12 Students Cohort

5. Percentage of English as an Additional Language students at Overall Language Proficiency Benchmark levels from student report cards as measured by a three-year retroactive student cohort analysis disaggregated by division.
 - 5.1 All Grade 3 Students Cohort
 - 5.2 Consistent Grade 3 Students Cohort
 - 5.3 All Grade 6 Students Cohort
 - 5.4 Consistent Grade 6 Students Cohort
 - 5.5 All Grade 9 Students Cohort
 - 5.6 Consistent Grade 9 Students Cohort
 - 5.7 All Grade 12 cohort
 - 5.8 Consistent Grade 12 cohort.

6. Percentage of students who report engagement and confidence in their development of literacy skills; as measured by the Overall Agreement of the Literacy Confidence and Engagement Summary Measure from the CBE Student Survey.

2.2 Be numerate.

1. Percentage of Division 1 students determined to be Requiring Additional Supports on the Alberta Education and Childcare Early Years Screening Assessments for Numeracy as measured by a three-year retroactive student cohort analysis.
 - 1.1 All Grade 3 Students Cohort
 - 1.2 Consistent Grade 3 Students Cohort

2. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Alberta Education and Childcare Assurance Measures.
 - 2.1 All Students
 - 2.2 English as an Additional Language Learners
 - 2.3 Students who Self-Identify as Indigenous
 - 2.4 Students with Identified Special Education Needs

3. Percentage of students at each report card level of achievement for Mathematics curricula as measured by a three-year retroactive student cohort analysis of student report cards disaggregated by division.
 - 3.1 All Grade 3 Students Cohort
 - 3.2 Consistent Grade 3 Students Cohort
 - 3.3 All Grade 6 Students Cohort
 - 3.4 Consistent Grade 6 Students Cohort
 - 3.5 All Grade 9 Students Cohort
 - 3.6 Consistent Grade 9 Students Cohort

4. Percentage of students at report card level of achievement ranges for Mathematics 10, 20 and 30 level courses as measured by student report cards disaggregated by cohort.
 - 4.1 All Grade 12 Students Cohort
 - 4.2 All Grade 12 English as an Additional Language Learners Cohort
 - 4.3 All Grade 12 Students who Self-Identify as Indigenous Cohort
 - 4.4 All Grade 12 Students with Identified Special Education Needs Cohort
 - 4.5 Consistent Grade 12 Students Cohort

5. Percentage of students who report engagement and confidence in their development of literacy skills; as measured by the Overall Agreement of the Mathematics Confidence and Engagement Summary Measure from the CBE Student Survey.

2.3 Complete high school.

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Alberta Education and Childcare Assurance Measures.
 - 1.1 All Students
 - 1.2 English as an Additional Language Learners
 - 1.3 Students who Self-Identify as Indigenous
 - 1.4 Students with Identified Special Education Needs

2. Percentage of grade 12 students who were on track to complete high school as measured by CBE high school completion tracking in Student Information Systems.
 - 2.1 All Students
 - 2.2 English as an Additional Language Learners
 - 2.3 Students who Self-Identify as Indigenous
 - 2.4 Students with Identified Special Education Needs

Figure 5.1: **Glossary of Terms**

Term	Definition
All Grade 3 Student Cohort	All students enrolled in CBE as of June 30 in Grade 1, Grade 2 and Grade 3 for the identified school year.
All Grade 6 Student Cohort	All students enrolled in CBE as of June 30 in Grade 4, Grade 5 and Grade 6 for the identified school year.
All Grade 9 Student Cohort	All students enrolled in CBE as of June 30 in Grade 7, Grade 8 and Grade 9 for the identified school year.
Consistent Grade 3 Student Cohort	Any student who was enrolled as of June 30 in their Grade 3 year who was enrolled in CBE for their Grade 2 and Grade 1 years.
Consistent Grade 6 Student Cohort	Any student who was enrolled as of June 30 in their Grade 6 year who was enrolled in CBE for their Grade 5 and Grade 4 years.
Consistent Grade 9 Student Cohort	Any student who was enrolled as of June 30 in their Grade 9 year who was enrolled in CBE for their Grade 8 and Grade 7 years.
Cohort data for Grade 12 students	All Grade 12 students enrolled in CBE for the reporting year and their level of achievement for -30, -20, and -10 classes regardless of the year they took the course.

All Grade 12 English as an Additional Language (EAL) Learners Cohort	Any EAL student who is enrolled with CBE in the reporting year. Course data is based on achievement as reported in PASI, regardless of where they have taken the course.
All Grade 12 Students who Self-Identify as Indigenous Cohort	Any self-identified Indigenous student who is enrolled with CBE in the reporting year. Course data is based on achievement as reported in PASI, regardless of where they have taken the course.
All Grade 12 Students with Identified Special Education Needs (SPED) Cohort	Any SPED student who is enrolled with CBE in the reporting year. Course data is based on achievement as reported in PASI, regardless of where they have taken the course.
Consistent Grade 12	All students enrolled with CBE in the reporting year and whose course data is based on achievement from -30, -20, and -10 courses taken while enrolled with CBE.
English Language Arts curricula	Inclusive term for both the English Language and Literature curriculum and English Language Arts Program and includes French Immersion Language Arts and Literature for Division 1 French Immersion students.
High school completion tracking	Data sets related to High School Diploma, High School Certificate of Achievement and High School Completion, based on Alberta Education and Childcare defined requirements for each.

5 | Financial Impact

Responding to any Board of Trustee policy change requires an allocation of human resources to respond to the governance processes associated with the change.

The development of monitoring tools within existing structures to support indicators, may necessitate additional funds allocated to both support internal development and any required development by an external vendor.

Where development and implementation can be assumed by internal personnel, funding allocation is minimized. Should an external vendor be required to provide support, funds may need to be set aside for this purpose.

6 | Implementation Consequences

The new indicators for the purpose of providing evidence of reasonable progress may require time and resources for the development of new data collection tools or structures. Time for communication and consistent implementation across the organization may also be required.

At this point, significant development of new tools or datasets is not expected, and initial reporting on the 2025-26 results is anticipated to be available for the first reporting period in the 2026-27 school year. Figure 6.1 below details an anticipated timeline for reporting. Once the development process is complete, ongoing work should be manageable within existing resources, with no major changes to operational processes anticipated.

Figure 6.1: **Results 2 Reporting Timeline**

Year	Detail
2025-26	Reporting on all 2024-25 datasets* based on current Results 2 Board Approved Reasonable Interpretations and Indicators.
2026-27	Reporting on all 2025-26 datasets** based on Results 2 Board Approved Reasonable Interpretations and Indicators. **Note Exceptions may include datasets related to the local measure for high school completion.
2027-28	Reporting on all 2026-27 datasets based on NEW Results 2 Board Approved Reasonable Interpretations and Indicators.

*Note | Alberta Education Assurance Measures results for high school completion are based on one school year prior to the reporting year. For example, 2024-25 Alberta Education Assurance Measures results for high school completion are based on 2023-24.

The full impact of any newly identified or developed datasets on CBE operations will only become clear after a complete monitoring cycle. Establishing meaningful targets for reasonable progress will also require a statistically significant data set to support a recommendation. While the time required to do so may be an implementation consequence, levels of reporting would not be impacted.

7 | Conclusion

The proposed reasonable interpretations and indicators will allow Trustees to continue to monitor the success and determine the reasonable progress of our students within the context of the Results 2: Academic Success policy approved on June 24, 2025.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Results 2E: Academic Success Reasonable Interpretation and Indicators

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.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

Board of Trustees' Governance Policy

RESULTS Results 2E: Academic Success Reasonable Interpretation and Indicators

Each student will learn, integrate and apply the knowledge, skills, and competencies they will need for future success.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that all students in the Calgary Board of Education (CBE) will experience success with the subject matter of their learning program and will be able to use language, images, symbols and text in a variety of contexts.

The Chief Superintendent interprets *each student* to mean every individual learner registered in Calgary Board of Education schools, inclusive of the full spectrum of student developmental progression, strengths, needs, values, interests, backgrounds and circumstances.

The Chief Superintendent interprets *learn, integrate and apply* to mean that students engage in an ongoing process through which they gain knowledge, build skills and demonstrate their understanding to connect to life, community, and future goals.

The Chief Superintendent interprets *knowledge, skills, and competencies* as the interconnected attitudes, understandings, and abilities that students develop to actively participate in their learning, respond to real-world challenges, and support holistic growth. These are based on outcomes stated in Alberta Education and Childcare's curricula.

The Chief Superintendent interprets *future success* to mean that each student is equipped with the knowledge, skills, and competencies to adapt to change, solve problems, and make responsible decisions, empowering them to become lifelong learners, engaged citizens, and meaningful contributors to their community and society.

Students will:

2.1 Be literate.

Interpretation |

As a broad term, the Chief Superintendent interprets *literate* to mean the ability, confidence, and willingness to engage with language to understand, construct,

RESULTS**Results 2E: Academic Success Reasonable Interpretation and Indicators**

and communicate ideas, texts, and information in diverse contexts and modalities to make meaning, solve problems, and actively participate in learning, life, and work.

As a specific term, the Chief Superintendent interprets *literate* to mean the ability to acquire, understand, create, and communicate meaning using oral, written, visual, and digital forms of language.

Indicators |

1. Percentage of Division 1 students determined to be Requiring Additional Supports on the Alberta Education and Childcare Early Years Screening Assessments for Literacy as measured by a three-year retroactive student cohort analysis.
 - 1.1 All Grade 3 Students Cohort¹
 - 1.2 Consistent Grade 3 Students Cohort²
2. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language and Literature/English Language Arts and French Immersion Language Arts and Literature/French Language Arts Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Alberta Education and Childcare Assurance Measures.
 - 2.1 All Students
 - 2.2 English as an Additional Language Learners
 - 2.3 Students who Self-Identify as Indigenous
 - 2.4 Students with Identified Special Education Needs
3. Percentage of students at each report card level of achievement for English Language Arts curricula³ as measured by a three-year retroactive student cohort analysis of student report cards disaggregated by division.
 - 3.1 All Grade 3 Students Cohort
 - 3.2 Consistent Grade 3 Students Cohort
 - 3.3 All Grade 6 Students Cohort⁴
 - 3.4 Consistent Grade 6 Students Cohort⁵
 - 3.5 All Grade 9 Students Cohort⁶
 - 3.6 Consistent Grade 9 Students Cohort⁷
4. Percentage of students at report card level of achievement ranges for English Language Arts/French Language Arts 10, 20 and 30 level courses⁸ as measured by student report cards disaggregated by cohort.
 - 4.1 All Grade 12 Students Cohort⁹
 - 4.2 All Grade 12 English as an Additional Language Learners Cohort
 - 4.3 All Grade 12 Students who Self-Identify as Indigenous Cohort
 - 4.4 All Grade 12 Students with Identified Special Education Needs Cohort



RESULTS**Results 2E: Academic Success Reasonable Interpretation and Indicators**

- 4.5 Consistent Grade 12 Students Cohort¹⁰
- 5. Percentage of English as an Additional Language students at Overall Language Proficiency Benchmark levels from student report cards as measured by a three-year retroactive student cohort analysis disaggregated by division.
 - 5.1 All Grade 3 Students Cohort
 - 5.2 Consistent Grade 3 Students Cohort
 - 5.3 All Grade 6 Students Cohort
 - 5.4 Consistent Grade 6 Students Cohort
 - 5.5 All Grade 9 Students Cohort
 - 5.6 Consistent Grade 9 Students Cohort
 - 5.7 All Grade 12 cohort
 - 5.8 Consistent Grade 12 cohort.
- 6. Percentage of students who report engagement and confidence in their development of literacy skills; as measured by the Overall Agreement of the Literacy Confidence and Engagement Summary Measure from the CBE Student Survey.

2.2 Be numerate.

Interpretation |

As a broad term, the Chief Superintendent interprets *numerate* to mean the ability, confidence, and willingness to engage with mathematical ideas to reason, solve problems, and make informed decisions in a range of real-world and learning contexts.

As a specific term, the Chief Superintendent interprets *numerate* to mean the ability to understand, represent, and communicate quantitative and spatial information using mathematical symbols, language, and reasoning.

Indicators |

- 1. Percentage of Division 1 students determined to be Requiring Additional Supports on the Alberta Education and Childcare Early Years Screening Assessments for Numeracy as measured by a three-year retroactive student cohort analysis.
 - 1.1 All Grade 3 Students Cohort
 - 1.2 Consistent Grade 3 Students Cohort

RESULTS**Results 2E: Academic Success Reasonable Interpretation and Indicators**

2. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Alberta Education and Childcare Assurance Measures.
 - 2.1 All Students
 - 2.2 English as an Additional Language Learners
 - 2.3 Students who Self-Identify as Indigenous
 - 2.4 Students with Identified Special Education Needs
3. Percentage of students at each report card level of achievement for Mathematics curricula as measured by a three-year retroactive student cohort analysis of student report cards disaggregated by division.
 - 3.1 All Grade 3 Students Cohort
 - 3.2 Consistent Grade 3 Students Cohort
 - 3.3 All Grade 6 Students Cohort
 - 3.4 Consistent Grade 6 Students Cohort
 - 3.5 All Grade 9 Students Cohort
 - 3.6 Consistent Grade 9 Students Cohort
4. Percentage of students at report card level of achievement ranges for Mathematics 10, 20 and 30 level courses as measured by student report cards disaggregated by cohort.
 - 4.1 All Grade 12 Students Cohort
 - 4.2 All Grade 12 English as an Additional Language Learners Cohort
 - 4.3 All Grade 12 Students who Self-Identify as Indigenous Cohort
 - 4.4 All Grade 12 Students with Identified Special Education Needs Cohort
 - 4.5 Consistent Grade 12 Students Cohort
5. Percentage of students who report engagement and confidence in their development of literacy skills; as measured by the Overall Agreement of the Mathematics Confidence and Engagement Summary Measure from the CBE Student Survey.

2.3 Complete high school.

Interpretation |

The Chief Superintendent interprets *complete high school* to mean that a student has successfully met the requirements to earn an Alberta High School

RESULTS**Results 2E: Academic Success Reasonable Interpretation and Indicators**

Diploma, Certificate of High School Achievement, or Certificate of School Completion that accounts for individual learning needs.

Indicators |

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured by the Alberta Education and Childcare Assurance Measures.
 - 1.1 All Students
 - 1.2 English as an Additional Language Learners
 - 1.3 Students who Self-Identify as Indigenous
 - 1.4 Students with Identified Special Education Needs

2. Percentage of grade 12 students who were on track to complete high school as measured by CBE high school completion tracking¹¹ in Student Information Systems.
 - 2.1 All Students
 - 2.2 English as an Additional Language Learners
 - 2.3 Students who Self-Identify as Indigenous
 - 2.4 Students with Identified Special Education Needs

Approved: **Month XX, 20XX**

¹ The All Grade 3 Student Cohort represents all students enrolled in CBE as of June 30 in Grade 1, Grade 2 and Grade 3 for the identified school year.

² The Consistent Grade 3 Student Cohort represents any student who was enrolled as of June 30 in their Grade 3 year who also was enrolled in CBE for their Grade 2 and Grade 1 years.

³ English Language Arts curricula is inclusive of both the English Language and Literature curriculum and English Language Arts Program and includes French Immersion Language Arts and Literature for Division 1 French Immersion students.

⁴ The All Grade 6 Student Cohort represents all students enrolled in CBE as of June 30 in Grade 4, Grade 5 and Grade 6 for the identified school year.

⁵ The Consistent Grade 6 Student Cohort represents any student who was enrolled as of June 30 in their Grade 6 year who also was enrolled in CBE for their Grade 5 and Grade 4 years.

⁶ The All Grade 9 Student Cohort represents all students enrolled in CBE as of June 30 in Grade 7, Grade 8 and Grade 9 for the identified school year.

⁷ The Consistent Grade 9 Student Cohort represents any student who was enrolled as of June 30 in their Grade 9 year who also was enrolled in CBE for their Grade 8 and Grade 7 years.

⁸ Cohort data for Grade 12 students is based on all Grade 12 students enrolled in CBE for the reporting year and their level of achievement for -30, -20, and -10 classes regardless of the year they have taken them in.

⁹ Each of the All Grade 12 cohorts are based on any student who is enrolled with CBE in the reporting year. Course data is based on achievement as reported in PASI, regardless of where they have taken the course.

RESULTS
Results 2E: Academic Success Reasonable Interpretation and Indicators

¹⁰ The Consistent Grade 12 is based on students enrolled with CBE in the reporting year and whose course data is based on achievement from -30, -20, and -10 courses taken while enrolled with CBE.

¹¹ High school completion tracking is inclusive of data sets related to High School Diploma, High School Certificate of Achievement and High School Completion and is based on Alberta Education and Childcare defined requirements for each.

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report to
Board of Trustees

**Proposed Amendments to Reasonable Interpretation
and Indicators for Operational Expectation 2**

Date	September 23, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Jennifer Turner, Superintendent, School Improvement Michael W. Nelson, Superintendent, School Improvement
Governance Policy Reference	Governance Culture GC-1: Board Purpose GC-2: Governing Commitments GC-3: Board Job Descriptions GC-6: Annual Work Plan Board/Chief Superintendent Relationship B/CSR-4: Authority of the Chief Superintendent B/CSR-5: Chief Superintendent Accountability Operational Expectations OE-2: Learning Environment/Treatment of Students OE-2E: Reasonable Interpretations and Indicators OE-7: Communication With and Support for the Board
Resource Person(s)	Patricia Minor, Corporate Secretary Mark Bylsma, Coordinator, Policy

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the reasonable interpretations and indicators for OE-2: Learning Environment/Treatment of Students, as provided in Attachment I to this report.

2 | Issue

OE-2: Learning Environment/Treatment of Students policy has been updated as of June 24, 2025. Revisions to the Reasonable Interpretation and Indicators for OE-2 are being proposed to reflect the policy updates.

3 | Background

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.

During the 2024-25 school year the Board of Trustees reviewed its Operational Expectations 2: Learning Environment/Treatment of Students policy and approved changes to the policy in accordance with section 4 of the Board Procedures Regulation (AR 82/2019) which requires the Board to establish policies and procedures; and monitor and evaluate the effectiveness of the established policies and procedures on a regular basis.

4 | Analysis

This section presents the revised, approved language in Operational Expectation 2 preceding the previous language. Similarly, for the revised, approved policy language, the proposed reasonable interpretation(s) and indicators are presented preceding the previous reasonable interpretation(s), where applicable. Proposed Indicators include an identifier in parentheses to denote if it is an existing indicator, a revised existing indicator, or a new indicator.

OE-2 Policy statement:

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

Previous: No change.

Reasonable Interpretation of OE-2 Policy statement:

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

Previous: No change.

Reasonable Interpretation of words or phrases:

The Chief Superintendent interprets:

- *learning environment* to mean those situations when students are engaged in instruction and activities related to Alberta Education and Childcare's curricula and where students are supervised by Calgary Board of Education employees. Learning environments include approved on-site and off-site activities;

Previous: *learning environment* to mean those situations when students are engaged in instruction and activities related to Alberta Education's Programs of Study and where students are supervised by Calgary Board of Education employees. Learning environments include approved off-site activities;

- *welcoming, caring, safe, respectful* to mean an inclusive learning environment that values diversity and fosters a sense of belonging among all members of the school community; and

Previous: The phrase *welcoming, caring, safe, respectful*, was not previously interpreted as a whole. Individual terms *safe* and *respectful* had previous interpretations listed below. Individual terms *welcoming* and *caring* were not previously interpreted.

- *safe* to mean a learning environment that is free from potential harm to students and their well-being.
- *respectful* to mean a learning environment that is caring and where students feel they are treated fairly.
- *conducive to effective learning* to mean a learning environment that provides the conditions and encouragement necessary for students to achieve at the level appropriate to them. In this learning environment students are known, engaged, and challenged in their learning.

Previous: *conducive to effective learning* to mean a learning environment that provides the conditions and encouragement necessary for students to achieve at the level appropriate to them. In this learning environment students are engaged in their learning and are challenged to stretch and grow.

2.1 Provide a safe and healthy learning environment.

Proposed Reasonable Interpretation:

The Chief Superintendent interprets:

- *Safe* to mean a learning environment that is free from potential harm to students and their well-being.

Previous: No change.

- *Healthy* to mean a learning environment with conditions conducive to occupant health, student learning, and productivity.

Previous: Not interpreted.

Proposed Indicators:

1. Compliance with Administrative Regulation 3021: School Emergency Practices and Procedures was achieved by 100% of schools. (**Revised existing indicator**)
2. Principals confirm that each volunteer has security clearance prior to beginning their volunteer service. (**Existing indicator**)
3. The CBE will maintain a 3rd party audited occupational health and safety Certificate of Recognition. (**New indicator**)

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

Proposed Reasonable Interpretation:

The Chief Superintendent interprets:

- *Welcoming* to mean a learning environment that is encouraging, engaging, and nurtures a sense of belonging;

Previous: Not interpreted; language used is similar to definition for *positive and welcoming environment* in OE-4E: Treatment of Employees.

- *Supportive* to mean a learning environment that provides opportunities for growth and development necessary for students to reach their full potential as a learner;

Previous: Not interpreted; language used is similar to definition for *supportive* in OE-4E: Treatment of Employees.

- *Caring* to mean a learning environment where each student feels that adults demonstrate an interest in their success as a group and as individuals; and adults are invested in creating the conditions where students thrive;

Previous: Not interpreted.

- *Respectful* to mean a learning environment where students feel their values, rights and responsibilities are acknowledged.

Previous: Not interpreted.

Proposed Indicators:

1. Administrative Regulation 6031: Welcoming, Caring, Respectful and Safe Learning and Work Environments is shared annually with school communities, and reviewed with students and staff annually ([New indicator](#)¹)
2. 100% of School Improvement staff (school and system-level) complete annual training focused on bullying awareness and prevention. ([New indicator](#))
3. All schools will confirm the assignment of a Designated Intervenor with specific training in Suicide Prevention, Intervention, and Postvention responses. ([New indicator](#))

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

Proposed Reasonable Interpretation:

The Chief Superintendent interprets:

- *opportunities for student voice* to mean students receive multiple reasonable opportunities to provide input on ways to positively impact the learning environment.

[Previous](#): Not interpreted.

Proposed Indicators:

1. Principals of schools with division III and IV students shall ensure that a minimum of two formal and structured opportunities are offered annually for the student body to provide meaningful input and feedback into actions aimed at improving their school's learning environment. ([New indicator](#))
2. The Chief Superintendent Student Advisory Council will include a minimum of two opportunities annually for students to identify, discuss and prioritize issues impacting welcoming, supportive, and respectful learning environments. ([New indicator](#))

¹ This revision was noted in the Impact Statement report to the Board, dated: June 10, 2025

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

Proposed Reasonable Interpretation:

The Chief Superintendent interprets:

- *equity as a guiding principle* to mean accounting for and regularly reviewing the variability in student needs in schools across CBE. The equitable distribution of school funding sets the foundation for a school system that is fair and just.

Previous: Not interpreted; language closely aligned with content in CBE *Equity Index Backgrounder* document.

- *resources* to mean the funds and other assets or supports that are allocated to provide and support student learning.

Previous: Not interpreted.

Proposed Indicators:

1. The Calgary Board of Education will conduct an annual review of the 'Equity Factors' to ensure alignment with evolving demographic and contextual data. (**New indicator**)
2. The Calgary Board of Education will utilize the 'Equity Factors' with the application of the Resource Allocation Model (RAM) to ensure targeted and equitable funding and resource deployment aligned with identified needs. (**New indicator**)

2.5 Respond appropriately to behaviors that are inconsistent with the established student code of conduct.

Proposed Reasonable Interpretation:

The Chief Superintendent interprets:

- *Respond appropriately* to mean the use of a consistent, fair, and predictable progressive discipline approach: utilizing a continuum of intervention, supports, and consequences to address inappropriate and unacceptable student behaviours and builds upon strategies that promote positive behaviours.

Previous: Not interpreted; language mirrors content in clause 5.17 in AR 6005: Student Code of Conduct as provided in Attachment III to this report.

- *behaviors that are inconsistent with the established student code of conduct* to mean students engaging in conduct that does not contribute to a welcoming, caring, respectful and safe environment. Examples of unacceptable behaviours are outlined in CBE Administrative Regulation 6005: Student Code of Conduct, clause 5.12.

Previous: Not interpreted; language mirrors content in AR 6006: Progressive Student Discipline as provided in Attachment III to this report.

Proposed Indicators:

1. A clearly defined, system wide student code of conduct is implemented and reviewed by 100% of School Improvement staff (school and system-level) annually. (**Revised indicator**)
2. Administrative Regulation 6006: Progressive Student Discipline is distributed annually to all parents/guardians and students at the beginning of each school year. (**New indicator**)
3. All school-based staff complete mandatory annual training on the effective application of Administrative Regulation 6006: Progressive Student Discipline. (**New indicator**)
4. Ensure that all schools have a staff member trained in regulation and de-escalation techniques, (Examples may include TCI, NVCI, Mandt, CCI, or other similar program). (**New indicator**)

5 | Financial Impact

The proposed Reasonable Interpretation and Indicators related to the Operational Expectation 2 Policy statement addressed in this report will have a financial impact to the organization. These costs, in human and material resources, will be incurred through the process of revising data collection methods as well as the development and utilizing of communication strategies and messages to inform impacted interest holders of the changes.

6 | Implementation Consequences

Implementation of the revised OE-2 will require significant time from administration and School Improvement staff to ensure sufficient and appropriate evidence is gathered to support compliance with the proposed Indicators.

The opportunity to revise and develop new indicators allows for the collection of data that presents evidence of compliance and of strengths and areas for growth within individual service units and the organization as a whole.

This work will be completed during the 2025-2026 school year with the goal being to be able to report on most or all of the new or revised Indicators during the 2026-2027 OE monitoring cycle (using data gathered during 2025-2026).

7 | Conclusion

This report contains the proposed Reasonable Interpretations and Indicators related to the amended Operational Expectations: OE-2: Learning Environment/Treatment of Students. Approval of the Reasonable Interpretations and Indicators will allow CBE administration to begin collecting data that is aligned with the amended Operational Expectation policy. This data will be considered as evidence related to specific policy statements in the monitoring reports OE-2 and will assist the Board in determining compliance with its stated expectations. If these proposed Reasonable Interpretations and Indicators are approved, it is anticipated that monitoring reports related to the amended Operational Expectations Policy would be presented to the Board of Trustees for their determination of compliance commencing with the 2026-2027 school year.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: OE-2E: Learning Environment/Treatment of Students Reasonable Interpretation and Indicators

Attachment II: AR 6005: Student Code of Conduct

Attachment III: AR 6006: Progressive Student Discipline

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.

Board of Trustees'
Governance Policy

OPERATIONAL EXPECTATIONS

**OE-2E: Learning Environment/Treatment of Students
Reasonable Interpretation and Indicators**

Monitoring Method: Board Self-assessment

Monitoring Frequency: Annual

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

Interpretation |

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

The Chief Superintendent interprets:

- *learning environment* to mean those situations when students are engaged in instruction and activities related to Alberta Education and Childcare's curricula and where students are supervised by Calgary Board of Education employees. Learning environments include approved on-site and off-site activities;
- *welcoming, caring, safe, respectful* to mean an inclusive learning environment that values diversity and fosters a sense of belonging among all members of the school community; and
- *conducive to effective learning* to mean a learning environment that provides the conditions and encouragement necessary for students to achieve at the level appropriate to them. In this learning environment students are known, engaged, and challenged in their learning.

The Chief Superintendent shall:

2.1 Provide safe and healthy learning environment.

Interpretation |

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

The Chief Superintendent interprets:

OPERATIONAL EXPECTATIONS**OE-2E: Learning Environment/Treatment of Students
Reasonable Interpretation and Indicators**

- *safe* to mean a learning environment that is free from potential harm to students and their well-being. *sense of belonging* to mean that students know and understand that their participation in and contributions to learning are welcomed ;and
- *healthy* to mean a learning environment with conditions conducive to occupant health, student learning, and productivity.

Indicators

1. Compliance with Administrative Regulation 3021: School Emergency Practices and Procedures was achieved by 100% of schools.
2. Principals confirm that each volunteer has security clearance prior to beginning their volunteer service.
3. The CBE will maintain a 3rd party audited occupational health and safety Certificate of Recognition.

The Chief Superintendent shall:

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

Interpretation |

The Chief Superintendent interprets:

- *welcoming* to mean a learning environment that is encouraging, engaging, and nurtures a sense of belonging;
- *supportive* to mean a learning environment that provides opportunities for growth and development necessary for students to reach their full potential as a learner;
- *caring* to mean a learning environment where each student feels that adults demonstrate an interest in their success as a group and as individuals; and adults are invested in creating the conditions where students thrive;
- *respectful* to mean a learning environment where students feel their values, rights and responsibilities are acknowledged.

Indicators

1. Administrative Regulation 6031: Welcoming, Caring, Respectful and Safe Learning and Work Environments is shared annually with school communities, and reviewed with students and staff annually.
2. 100% of School Improvement staff (school and system-level) complete annual training focused on bullying awareness and prevention.
3. All schools will confirm the assignment of a Designated Intervenor with specific training in Suicide Prevention, Intervention, and Postvention responses.

The Chief Superintendent shall:

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

Interpretation |

The Chief Superintendent interprets:

- *opportunities for student voice* to mean students receive multiple reasonable opportunities to provide input on ways to positively impact the learning environment.

Indicators

1. Principals of schools with division III and IV students shall ensure that a minimum of two formal and structured opportunities are offered annually for the student body to provide meaningful input and feedback into actions aimed at improving their school's learning environment.
2. The Chief Superintendent Student Advisory Council will include a minimum of two opportunities annually for students to identify, discuss and prioritize issues impacting welcoming, supportive, and respectful learning environments.

The Chief Superintendent shall:

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

Interpretation |

The Chief Superintendent interprets:

- *equity as a guiding principle* to mean accounting for and regularly reviewing the variability in student needs in schools across CBE. The equitable distribution of school funding sets the foundation for a school system that is fair and just.
- *resources* to mean the funds and other assets or supports that are allocated to provide and support student learning.

Indicators

1. The Calgary Board of Education will conduct an annual review of the 'Equity Factors' to ensure alignment with evolving demographic and contextual data.
2. The Calgary Board of Education will utilize the 'Equity Factors' with the application of the Resource Allocation Model (RAM) to ensure targeted and equitable funding and resource deployment aligned with identified needs.

The Chief Superintendent shall:

- | | |
|-----|--|
| 2.5 | Respond appropriately to behaviors that are inconsistent with the established student code of conduct. |
|-----|--|

Interpretation |

The Chief Superintendent interprets:

- *Respond appropriately* to mean the use of a consistent, fair, and predictable progressive discipline approach: utilizing a continuum of intervention, supports, and consequences to address inappropriate and unacceptable student behaviours and builds upon strategies that promote positive behaviours.
- *behaviors that are inconsistent with the established student code of conduct* to mean students engaging in conduct that does not contribute to a welcoming, caring, respectful and safe environment. Examples of unacceptable behaviours are outlined in CBE Administrative Regulation 6005: Student Code of Conduct, clause 5.12.

Indicators

1. A clearly defined, system wide student code of conduct is implemented and reviewed by 100% of School Improvement staff (school and system-level) annually.
2. Administrative Regulation 6006: Progressive Student Discipline is distributed annually to all parents/guardians and students at the beginning of each school year.
3. All school-based staff complete mandatory annual training on the effective application of Administrative Regulation 6006: Progressive Student Discipline.
4. Ensure that all schools have a staff member trained in regulation and de-escalation techniques, (Examples may include TCI, NVCI, Mandt, CCI, or other similar program).

Approved: Month XX, 20XX

PROPERTY OF THE CALGARY BOARD OF EDUCATION

administrative regulation

Administrative
Regulation No.
6005

Classification:
Students

Effective Date:
October 11, 2018

Student Code of Conduct

1 | Purpose

The purpose of this Administrative Regulation is:

- To promote positive learning environments for each student.
- To help students learn how to develop empathy and become good citizens both within and outside of the school community.
- To meet the CBE's responsibility to provide students and staff with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging for all members of our school community.
- To outline the roles and expectations related to student conduct.
- To explain the consequences when a student's disruptive behaviour negatively affects the learning environment.

2 | Scope

This Administrative Regulation applies to:

- All CBE students, including students 18 years of age and older.
- All employees are responsible for being aware of the terms of the Student Code of Conduct.

3 | Principles

The following principles apply:

- All members of the CBE community, including students, parents, staff, and Trustees have a role and a shared responsibility to create and support a welcoming, caring, respectful and safe learning environment.
- All members of the CBE school community have a right to learn and work in an environment free from discrimination, harassment, bullying, and harm.
- Schools will adopt a whole school approach that supports student personal development, character and citizenship by managing discipline through a progression of proactive, preventative, and restorative strategies (reference AR 6006 Progressive Student Discipline).
- Responses to student behaviour include a consistently applied, school-wide approach that includes fair and predictable responses to negative behaviour.

4 | Definitions.

Bullying: means repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation.

Bullying can take different forms including:

- Physical –pushing, hitting
- Verbal – name calling, threats
- Social – exclusion, rumours
- Cyber – using digital technology to harass, demean or threaten

CBE: means The Calgary Board of Education.

Discrimination: means an action or a decision that treats a person or a group negatively for reasons such as race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

Diversity: means the full range of uniqueness within humanity. Dimensions of diversity include but are not limited to those identified in the discrimination definition as well as the following:

- culture and linguistic diversity
- family composition
- language
- physical attributes
- socio-economic status

Expulsion: means the removal of a student from school, one or more class periods, courses or education programs or from riding in a school bus, for a period of more than 10 instructional days.

Harassment: means any behaviour or pattern of repeated behaviour that disparages, humiliates or harms another person, or denies an individual's dignity and respect and is demeaning or humiliating to another person.

Suspension: means the removal of a student from school, from one or more class periods, courses or education programs or from riding in a school bus, up to and including 10 instructional days or less.

5 | Regulation Statement

General

- 1) The Calgary Board of Education is committed to providing students and staff with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

- 2) Students have a responsibility under the *School Act* to respect the rights and dignity of others and to proactively participate in promoting and fostering positive relationships with others while:
 - a) on CBE property;
 - b) participating in school activities;
 - c) traveling to and from school; and
 - d) engaging in any electronic communication both on or off CBE property; or
 - e) in any other circumstances that may impact the school environment.
- 3) The CBE expects students to exhibit socially responsible and respectful behaviours so that teaching and learning are maximized.
- 4) Student behaviour must not contravene the rights and provisions identified in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms.

Discrimination

- 5) Discrimination, bullying and harassment in any form will not be tolerated.
- 6) Discriminatory behaviour that breaches the Alberta Human Rights Act or the Canadian Charter of Rights and Freedoms will not be tolerated.

Student Responsibilities for Promoting Positive Behaviours

- 7) Students are expected to behave in a manner that complies with the Student Code of Conduct and contributes to a welcoming, caring, respectful and safe learning environment.
- 8) Examples of acceptable behaviour include, but are not limited to:
 - a) demonstrating respect for self, others and the school environment through:
 - i. respecting differences in people, their ideas and their opinions, including when there is disagreement;
 - ii. embracing all diversities;
 - iii. respecting the needs of others to work in an environment that is conducive to learning and teaching; and
 - iv. respecting the rights of others.
 - b) modeling positive social behaviours in all interpersonal interactions;

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- c) being courteous and treating each other with dignity;
 - d) using positive and inclusive language;
 - e) demonstrating good digital citizenship by using technology in ethically and responsible ways;
 - f) taking responsibility for personal belongings and respecting the belongings of others;
 - g) demonstrating caring and compassion for others including:
 - i. showing empathy, being considerate of others and their situation; and
 - ii. creating an environment of kindness.
- 9) Students must comply with the *School Act* including:
- a) being diligent in pursuing their studies;
 - b) attending school regularly and punctually;
 - c) cooperating fully with everyone authorized by the CBE to provide education and other services;
 - d) complying with the rules of the school; and
 - e) accounting to the student's teachers for the student's conduct.
- 10) Students may be held accountable for behavior that impacts the school beyond the hours of school operation when their conduct detrimentally affects the personal safety and well-being of individuals, the learning environment, or the effective operation of the school
- 11) Students engaging in conduct that does not contribute to a welcoming, caring, respectful and safe environment may be subject to discipline up to and including suspension or expulsion.
- 12) Examples of unacceptable behaviour include, but are not limited to:
- a) disruptive or dangerous behavior and defiance of authority;
 - b) encouraging unacceptable conduct and engaging in conduct which endangers others;
 - c) any conduct which is injurious to the physical, social or mental well-being of others;

**Unacceptable
Student
Behaviours**

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- d) use, display or distribution of improper, obscene or abusive language, messages, gestures or pictures;
- e) discriminatory behavior;
- f) use of technology such as computers, cameras, cell phones, and other digital equipment for purposes that are illegal, unethical, immoral, or inappropriate;
- g) theft, including theft of identity and intellectual property;
- h) use, possession, distribution, or collection of money for illicit drugs, cannabis, cannabis-infused products, alcohol, or inhalants in school, on school board property or in the context of any school-related activity;
- i) willful damage to school property or the property of others;
- j) involvement in the formation of or affiliation with gangs or other groups which negatively impact the school environment;
- k) hazing and initiation activities;
- l) use, possession, sale, distribution of or active contact with a weapon on a student's person, on or in the vicinity of school board property;
- m) interfering with the orderly conduct of classes or the school;
- n) criminal activity;
- o) failure to comply with CBE Student Code of Conduct; or
- p) failure to comply with section 12 of the School Act.

Bullying

- 13) Students have a responsibility to not participate in or tolerate bullying while on school property, participating in school events, traveling to and from school, or in any other circumstances that may impact the school environment.
- 14) Students who are subject to or a witness of bullying, harassment, unwanted behaviours, or conduct that interferes with maintaining a welcome, caring, respectful and safe environment, should report that conduct to a classroom teacher, an advisor, guidance counsellor, or any other staff member with whom they feel comfortable.
- 15) Reports of bullying, harassment and unwanted behaviors or unacceptable conduct should be made in a timely manner.

- 16) The principal must assess, and where warranted investigate and respond to all reports of bullying.
- Responding to Unacceptable Student Behaviour**
- 17) Responses to student behaviour must reflect a consistent and school-wide approach that ensures a range of fair and predictable responses to unacceptable behaviour.
- 18) When responding to unacceptable student behaviour, the principal or teacher must account for the student's age, maturity and individual circumstances in accordance with the Progressive Student Discipline Administrative Regulation.
- 19) School staff must utilize a range of interventions, supports and consequences that also include opportunities for students to learn, make amends and focus on improving behaviour.
- Student Support**
- 20) School staff shall support all students impacted by unacceptable conduct, including bullying.
- Consequences of Unacceptable Behaviour**
- 21) Consequences of unacceptable behaviour must reflect a progressive approach including both intervention and discipline at the classroom, school and system levels.
- Classroom Level**
- 22) It is generally expected that initial responses to student behaviour occur within the context of the classroom and involve the classroom teacher and other classroom staff supporting the student.
- School Level**
- 23) Where classroom level responses have been unsuccessful or where the behaviour is sufficiently serious, the classroom teacher will involve the support of other school staff including administration.
- 24) A principal may suspend a student from the school environment for up to 5 days in accordance with the applicable Administrative Regulation.
- System Level**
- 25) The principal may recommend the removal of a student from the school environment and recommend to not re-instate the student in accordance with the applicable Administrative Regulation.
- Parent Responsibility**
- 26) A parent of a student has the responsibility to:
- take an active role in the student's educational success;
 - assist the student in complying with the Student Code of Conduct
 - promote the prevention of bullying
 - assist the school in addressing disciplinary issues involving their child; and
 - ensure the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment.

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Annual Review

- 27) This student code of conduct will be:
- a) published annually;
 - b) made available to students, staff and parents through the school and corporate website; and
 - c) reviewed annually.
- 28) The annual review will be confirmed by the Board of Trustees.

6 | History

DATES	
Approval	April 1, 2016
Next Review	This AR must be reviewed Annually
Revision/Review	June 2018 October 2018

7 | Related Information

- AR 1067 Use of Social Media
- AR 6002 Student Health Services
- AR 6006 Progressive Student Discipline
- AR 6007 Suspensions and Expulsions
- AR 6031 Welcoming, Caring, Respectful and Safe Learning & Work Environments
- *School Act*
- *Alberta Human Rights Act*
- *Canadian Charter of Rights and Freedoms*

PROPERTY OF THE CALGARY BOARD OF EDUCATION

administrative regulation

Administrative
Regulation No.
6006

Classification:
Student

Effective Date:
July 11, 2016

Progressive Student Discipline

1 | Purpose

The purpose of this Administrative Regulation is:

- To support the creation of welcoming, caring, respectful and safe learning environments for students that respect diversity and foster a sense of belonging for all members of our school community.
- To create the conditions to help students engage in their learning.
- To identify key responsibilities and accountabilities for CBE students.
- To outline the expectations for responses to student behavior.
- To provide guidelines and expectations supporting an effective school-wide approach to progressive student discipline.

2 | Scope

This Administrative Regulation applies to:

- All CBE employees who work with students
- All CBE students

3 | Compliance

All employees who work with students are responsible for knowing, understanding and complying with this Administrative Regulation.

4 | Principles

The following principles apply:

- CBE guidelines are in compliance with requirements from Alberta Education.
- CBE is committed to providing students and staff with welcoming, caring, respectful and safe learning environments that foster a sense of belonging and respect diversity.
- Schools are expected to support personal development, character and citizenship by managing discipline through a progression of proactive, preventative, and restorative strategies.
- Responses to student behaviour include a consistent, universal school-wide approach, based on fair and predictable responses to negative behaviours.
- Progressive student discipline strategies focus on support and corrective actions that provide opportunities to learn while focusing on improving behaviour.
- Students and staff are expected to model and reinforce socially responsible behaviours.
- Students and staff shall be treated fairly and with dignity.

5 | Definitions.

Administrative transfer: means the transfer of a student from one school to another by the student's principal in consultation with the applicable director.

Bullying: means the repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation.

Bullying can take different forms:

- Physical –pushing, hitting
- Verbal – name calling, threats
- Social – exclusion, rumours
- Cyber – using digital technology to harass, demean or threaten

CBE: means The Calgary Board of Education.

Expulsion: means the removal of a student from school, from one or more class periods, courses or education programs or from riding in a school bus, for a period of more than 10 days.

Intensive interventions: means those strategies and practices that are utilized to support specific individual students who do not respond to targeted or universal interventions.

Progressive Student Discipline: means a whole school approach that utilizes a continuum of intervention, supports, and consequences to address inappropriate and unacceptable student behaviour and builds upon strategies that promote positive behaviours contributing to a welcoming, caring, respectful and safe learning environment.

Risk: means potential and/or probability of emotional, social or physical harm to self and/or others.

Suspension: means the removal of a student from school, from one or more class periods, courses or education programs or from riding in a school bus, for a period of 10 instructional days or less.

Targeted interventions: means classroom and school strategies, and practices that are utilized to support students who are identified as at risk for developing serious behaviour issues.

Threat: means an expression of intent to do harm or act out violently.

Universal interventions: means strategies, expectations and practices that are utilized to support all students.

6 | Regulation Statement

Role of the principal

- 1) The principal must:
 - a) create and maintain a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging for all students;
 - b) create a learning environment that promotes the CBE Results Statements, Mission, Vision and Values;
 - c) implement the system Student Code of Conduct consistently;
 - d) ensure the school-wide approach responding to student behaviour includes universal, targeted and intensive interventions;
 - e) ensure supports are in place for students who are impacted by inappropriate behavior as well as for those students who engage in such behavior;
 - f) ensure the student code of conduct is publically available for all stakeholders;
 - g) be aware of and implement the information contained in CBE and Alberta Education documents pertaining to use of restraint and seclusion time out rooms;
 - h) educate and inform staff on the practices and policies regarding progressive student discipline;
 - i) ensure that student incidents and disciplinary measures are factually documented; and
 - j) ensure that all reports of violent, threatening, discriminating, intimidating and bullying behaviours and/or incidents are assessed, investigated, and responded to.
- 2) The principal determines what constitutes unacceptable behavior in accordance with the system Student Code of Conduct, applicable CBE regulations and the *School Act*.

Student Code of Conduct

- 3) The CBE Student Code of Conduct will be:
 - a) implemented in all schools;
 - b) made available to all student, parents and staff; and
 - c) reviewed systemically on an annual basis.

**Student
accountabilities**

- 4) Students will be held accountable to the CBE for their behaviour and conduct as outlined in the Student Code of Conduct.

**Unacceptable
Behaviour**

- 5) Students whose behaviour fails to comply with:
- a) CBE Student Code of Conduct; or
 - b) Section 12 of the *School Act*

will be subject to disciplinary measures up to and including suspension or expulsion.

**Responding to
Student
Behaviour**

- 6) When responding to unacceptable student behaviour, the principal and/or teacher must consider:
- a) the age, maturity, and individual circumstances including the student's social, emotional, developmental and cognitive levels;
 - b) the student's learning needs;
 - c) the nature and severity of the action or incident;
 - d) the effect of the student's behaviour upon other students, the staff, the school environment, and the community;
 - e) the student's previous conduct and previous interventions;
 - f) the impact of proposed action on the student's future behaviour; and
 - g) any other information that the teacher or principal considers relevant in assessing the response to the behaviour.

**Discipline
practices**

- 7) Disciplinary actions must:
- a) be both corrective and supportive;
 - b) reflect the range of interventions and responses including:
 - i. universal interventions;
 - ii. targeted classroom and school interventions; and
 - iii. intensive individualized supports;
 - c) include opportunities for students to learn and make amends;
 - d) focus on improving behavior; and
 - e) help students be successful at school.

**Teacher
Responsibilities**

- 8) Teachers must ensure that classroom based management and discipline strategies:
- a) are designed to contribute to creating welcoming, caring, respectful and safe learning environments;
 - b) respect diversity and foster a sense of belonging;
 - c) align with the CBE Student Code of Conduct;
 - d) focus on establishing, maintaining and reinforcing positive behavior;
 - e) treat individuals in a fair, reasonable and objective manner;
 - f) contain consistent procedures which are fair, reasonable and objective;
 - g) provide support to students impacted by inappropriate behavior of others;
 - h) make provision for early detection of discipline concerns;
 - i) include student voice; and
 - j) emphasize early and ongoing communication with, and involvement of parents.
- 9) Discipline practices must not include:
- a) threats;
 - b) enticements or coercive measures;
 - c) corporal punishment;
 - d) mass detention;
 - e) humiliation;
 - f) penalties to student marks or assessments;
 - g) counselled withdrawal from courses or programs;
 - h) responses to attendance issues;
 - i) removal of student's opportunity to eat lunch; or
 - j) verbal communication which may be interpreted as put-downs or sarcasm.

Consequences of Unacceptable Behaviour 10) Responses to student behavior must reflect a consistent, progressive school-wide approach to unacceptable behavior that includes both intervention and discipline at the classroom, school and system levels.

Classroom Level 11) It is generally expected that initial responses to student behaviour occur within the context of the classroom and involve the classroom teacher and other classroom staff supporting the student. Classroom level responses may be appropriate when:

- a) the unacceptable behavior is minor;
- b) the student has had no prior incidents; or
- c) interventions have not been put in place.

School Level 12) Where classroom level responses have been unsuccessful or where the behaviour is sufficiently serious, the classroom teacher will involve the support of school staff including administration. This level of response may be appropriate when:

- a) supports have been in place in the classroom and the behavior has continued; or
- b) the behavior negatively impacts the learning of others; or
- c) the student behavior is sufficiently serious and warrants a school level response.

13) A principal may suspend a student from the school environment for up to 5 days in accordance with the applicable Administrative Regulation. This level of consequence/intervention may be appropriate when:

- a) the seriousness of the unacceptable behavior significantly impacts the school; or
- b) documented interventions and supports have been put in place: and/or
- c) the behavior continues to escalate.

System Level 14) The principal may recommend the removal of a student from the school environment and not re-instate the student in accordance with the applicable Administrative Regulation. This level of consequence/intervention may be appropriate when:

- a) the behavior presents a threat or serious harm to members of the school community, or
- b) when the student has engaged in chronic and extreme disruption of the learning environment.

Detention

- 15) Students who have been given a detention must be under the direct supervision of a teacher.
- 16) Detentions held over the lunch break must make provision for students to eat lunch.
- 17) A detention should not require the student to miss instructional time from other programming.
- 18) In the case of students who are transported by charter bus:
 - a) arrangements for alternative transportation must be made by the school before the detention is given; and
 - b) if those arrangements are not made the detention must be given at an alternate time.
- 19) If a student is detained the teacher will exercise reasonable discretion in deciding whether to notify parents taking into account the age and grade level of the student and the circumstances of the detention.
- 20) A student who is detained must be provided with an opportunity to contact the student's parent.
- 21) If a parent requests that a student leave school promptly at the close of the afternoon session on a school day, the teacher must make alternative arrangements for a detention.
- 22) Detention information including student name, time of detention, rationale and supervisor must be documented.

Physical Intervention and Restraint

- 23) Any use of force or student restraint by a staff member must be:
 - a) aligned with CBE and Alberta Education guidelines and practices;
 - b) communicated to the principal and parent as soon as possible after the incident; and
 - c) documented by involved personnel ,including the principal.
- 24) A copy of the documentation must be placed in the student's file and retained in accordance with CBE records retention schedule.

Parent Responsibility

- 25) A parent of a student has the responsibility to:
 - a) take an active role in the student's educational success;
 - b) assist the student in complying with the Student Code of

Conduct;

- c) promote the prevention of bullying;
- d) assist the school in addressing disciplinary issues involving their child; and
- e) ensure the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment.

Managing Risk and Threat Response

- 26) All presentations or reports of risk or threat by a student must be reported to the principal.
- 27) Where student conduct presents an immediate risk to the safety or well-being of self, other students or staff, CBE staff/Principal will take steps to mitigate the risk, including but not limited to:
 - a) contacting the parents;
 - b) consulting the area and system teams;
 - c) contacting the police; and/or
 - d) contacting other agencies as needed.(e.g. Alberta Health Services, MAAST etc.)

Administrative Student Transfer

- 28) An administrative transfer:
 - a) may be used to provide a student with a fresh start;
 - b) may be initiated by the student's principal in consultation with an education director;
 - c) requires the parent and/or independent student's informed consent to the transfer;
 - d) may be subject to specific conditions and time period; and
 - e) must be documented.
- 29) If an administrative transfer is a corrective measure, the principal of the receiving school may transfer the student back to the referring school, if the student does not comply with the conditions attached to the administrative transfer.
- 30) An administrative transfer to a specialized program or unique setting is only approved by the education director responsible for special education.

7 | History

Approval	February 8, 2002
Next Review	June 2019
Revision/Review Dates	February 15, 2003 June 18, 2004 September 1, 2005 August 1, 2008

8 | Related Information

- School Act
- Alberta Education: Supporting Positive Behaviour in Alberta Schools: An Intensive Individualized Approach
- Alberta Education: Guidelines for Using Time-Out in Schools
- AR 1047 – Vandalism
- AR 1062 – Responsible Use of Electronic Information Resources
- AR 6005 – Student Code of Conduct
- AR 6007 – Suspension and Expulsion
- AR 6014 – Student Searches
- AR 6020 – Student Attendance
- AR 6024 – Student Records
- CBE Managing Risk and Threat Screening Protocol
- CBE : Use of Physical Restraints
- CBE: Use of Seclusion Time-out Rooms/Double Sided Dead Bolt Locks Classrooms

PROPERTY OF THE CALGARY BOARD OF EDUCATION

report to Board of Trustees

Proposed Amendments to Governance Culture Policies and Board Meeting Procedures

Date	September 23, 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-2E: Trustee Remuneration GC-5E: Audit and Risk Committee Terms of Reference GC-5E: Board Governance Committee Terms of Reference GC-7E: Code of Conduct Sanctions B/CSR-4E: Delegation of Authority to the Chief Superintendent Board Meeting Procedures
Resource Person(s)	Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the amendments to Governance Culture policy 2E: Trustee Remuneration, as provided in Attachment I to this report.
- THAT the Board of Trustees approves the amendments to Governance Culture policy 5E: Audit and Risk Committee Terms of Reference, as provided in Attachment II to this report.
- THAT the Board of Trustees approves the amendments to Governance Culture policy 5E: Board Governance Committee Terms of Reference, as provided in Attachment III to this report.
- THAT the Board of Trustees approves the amendments to Governance Culture policy 7E: Code of Conduct Sanctions, as provided in Attachment IV to this report.



- THAT the Board of Trustees approves the amendments to Board/Chief Superintendent Relationship 4E: Delegation of Authority to the Chief Superintendent, as provided in Attachment V to this report.
- THAT the Board of Trustees approves the amendments to the Board Meeting Procedures, as provided in Attachment VI 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.

The Board/Chief Superintendent Relationship Policies define the degree of authority delegated to the Chief Superintendent, and sets out how the Chief Superintendent’s performance, and ultimately the organization’s performance, will be evaluated.

The Board Meeting Procedures policy outlines the procedures for regular and special meetings of the Board of Trustees, whether public or private.

As part of the ongoing work of the Board with the support of the Board Governance Committee, Governance Culture 2E: Trustee Remuneration; Governance Culture 5E: Audit and Risk Committee Terms of Reference; Governance Culture 5E: Board Governance Committee Terms of Reference; GC-7E: Code of Conduct Sanctions; Board/Chief Superintendent Relationship 4E: Delegation of Authority to the Chief Superintendent and the Board Meeting Procedures were reviewed to identify areas of improvement including use of pronouns and legislative changes from the *Freedom of Information and Privacy Act* to the *Access to Information Act* and the *Protection of Privacy Act*.

4 | Conclusion

The Board of Trustees to consider proposed amendments to the Governance Culture 2E: Trustee Remuneration; Governance Culture 5E: Audit and Risk Committee Terms of Reference; Governance Culture 5E: Board Governance Committee Terms of Reference; GC-7E: Code of Conduct Sanctions; Board/Chief Superintendent Relationship 4E: Delegation of Authority to the Chief Superintendent and the Board Meeting Procedures.

ATTACHMENTS

Attachment I	GC-2E: Trustee Remuneration (proposed amendments)
Attachment II	GC-5E: Audit and Risk Committee Terms of Reference (proposed amendments)
Attachment III	GC-5E: Board Governance Committee Terms of Reference (proposed amendments)
Attachment IV	GC-7E: Code of Conduct Sanctions (proposed amendments)
Attachment V	Board/Chief Superintendent Relationship 4E: Delegation of Authority to the Chief Superintendent
Attachment VI	Board Meeting Procedures

Board of Trustees' Governance Policy

GOVERNANCE CULTURE GC-2E: Trustee Remuneration

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annual

A. Taxable Honoraria, Benefits and Allowances

1. Effective September 1, 2025, Trustees' honoraria was set at \$49,576 per annum, paid in regular bi-weekly payments.

Trustees' honoraria may be adjusted according to the most recent three-year rolling average of Statistics Canada annual published Calgary Consumer Price Index (CPI – all items). Trustee honoraria will be paid in regular bi-weekly payments. The annual honoraria provide compensation for all duties, responsibilities and activities required of Trustees.

2. The Chair will receive an additional honorarium in regular bi-weekly payments at the rate of \$12,000 per annum; and the Vice-Chair will receive an additional honorarium in regular bi-weekly payments at the rate of \$5,500 per annum. These honoraria provide compensation for duties, responsibilities and activities required of the Chair and Vice-Chair.
3. In addition to honoraria, each Trustee will receive a taxable benefit package worth 12% of the basic honorarium. The package will include for each Trustee, \$50,000 group life insurance and \$50,000 Accidental Death and Dismemberment coverage which will be paid 100% by each Trustee and submitted on their behalf by the Calgary Board of Education. In lieu of other benefits, each Trustee will receive the remainder of the package (the value of 12% of basic honorarium less the cost of the group life insurance and Accidental Death and Dismemberment premiums) in regular bi-weekly payments.
4. Each Trustee will receive an annual taxable transportation allowance of \$4,300 paid in regular bi-weekly payments. This allowance will compensate for all in-city transportation costs including vehicle expenses, parking, taxis, LRT fares and the like.

B. Reimbursable Expenses

1. In accordance with GC 2.4(a), each Trustee will be entitled to be reimbursed from the Board of Trustees' budget for expenses, which are supported by receipts, related to professional development up to

Board of Trustees' Governance Policy

GOVERNANCE CULTURE GC-2E: Trustee Remuneration

a maximum of \$4,000 per fiscal year of the CBE. This budget is expected to cover the costs of travel, fees and related expenses to attend professional meetings; and the costs of books, journals and similar items that are clearly of a professional development nature.

2. Each Trustee will be entitled to be reimbursed from the Board of Trustees' budget for expenses that are supported by receipts, related to reasonable costs of carrying out assigned Board business or approved representation of the Board at meetings and events in accordance with standard CBE policies.
3. Trustees' expense information will be publicly disclosed on a regular basis.
4. Notwithstanding the requirement to provide receipts for all reimbursable expenses, the following is the maximum that will be reimbursed for any meal expense incurred:

Breakfast:	\$13.00
Lunch:	\$17.00
Dinner:	\$27.00

5. Expenditures for alcohol will not be reimbursed.

C. Other

1. Each Trustee will be entitled to reserved or scramble underground parking at the individual's expense. Each Trustee will be provided office space in the Dr. Carl Safran Centre. Each Trustee will be provided the use of a laptop computer or similar portable electronic device for use in the Board Room, in the Trustee's Office and off site.
2. For the purpose of accessibility, each Trustee will be entitled to either a CBE issued cell phone or \$27.50 per month for personal cell phone use to perform their duties, if the Trustee does not have a CBE issued cell phone. The cell phone subsidy paid for the use of a personal cell phone is deemed to compensate for the reasonable business portion of the costs of ownership and operation of the cell phone and will cover such costs as damage, repair and replacement. Trustees who use a personal cell phone for conducting CBE business are required to comply with the applicable administrative regulations and practices for personal mobile devices. Trustees will not be reimbursed for the purchase or replacement of cell phones for personal or CBE business uses.

GOVERNANCE CULTURE
GC-2E: Trustee Remuneration

3. At the end of each Trustee's service, such Trustee shall be entitled to an allowance to ease the transition from such service, in accordance with the following schedule:
 - (a) A Trustee whose service ends at the end of ~~their~~his/her first term shall receive a transition allowance equal to two weeks of Trustees' basic honorarium prevailing at the end of such service per year of service;
 - (b) A Trustee whose service ends following the completion of two or more terms shall receive a transition allowance equal to one month's honoraria per year of continuous service to a maximum of one-half of the Trustees' basic annual honorarium prevailing at the end of such service; and
 - (c) Notwithstanding (a) and (b) above, a Trustee who fails to complete the term to which he/she is elected shall not be entitled to a transition allowance for any portion of that term, except as the Board of Trustees might determine after due consideration of any extenuating circumstances.
4. It should be noted that there is no provision to pay 'meeting honoraria' or 'per diems'; nor is there any provision to reimburse Trustees for any other support of home offices that Trustees may choose to establish as an off-site work place.

Approved: ~~April 22, 2025~~

Effective: September 1, 2025

GOVERNANCE CULTURE
GC-5E: Board Committees Terms of Reference**Monitoring Method:** Board Self-assessment
Monitoring Frequency: Annual**Audit and Risk Committee****Purpose/Charge:**

The purpose of the Audit and Risk Committee (the "Committee") is to assist the Board of Trustees in fulfilling its fiscal and risk management oversight responsibilities.

Membership:

1. The Committee shall consist of a minimum of seven individuals comprised of:
 - two trustees, one of whom will serve as Committee Chair; and
 - five individuals external to the Calgary Board of Education and independent of the Calgary Board of Education. The meaning of independence is as defined in National Instrument 52-110 Audit Committees.
2. The external Committee members will be appointed to the Committee by the Board of Trustees based on their expertise in the areas identified in the Committee's skills matrix set out in Appendix I.
3. The term of appointment for the external Committee members shall be for three years, renewable to a maximum of nine years. To ensure continuity of leadership, the expiration terms of the external Committee members will be staggered.
4. Each external Committee member shall serve at the pleasure of the Board of Trustees, who reserve the right to terminate any appointment.
5. The trustee members, including the Committee Chair, will be appointed annually at the Board of Trustees' Organizational meeting.

Meetings:

1. The Committee will meet regularly, not less than four times a year, and may meet at such other times as required by the Committee Chair.
2. The Chair of the Committee shall establish the agendas for meetings, ensure that properly prepared agenda materials are circulated to the members with sufficient time for review prior to the meeting, and be responsible for reporting to the Board of Trustees.

GOVERNANCE CULTURE
GC-5E: Board Committees Terms of Reference**Audit and Risk Committee** (Continued)

3. A majority of the members of the Committee shall constitute a quorum. One trustee must be present at all Committee meetings.
4. The Chief Financial Officer, members of Administration and the Corporate Secretary may attend all meetings of the Committee, except where the Committee agrees to meet in camera with only the external auditors present.

Reporting Schedule:

1. The Committee Chair or ~~their~~^{his/her} designate shall report to the Board on matters arising at Committee meetings. The Committee Chair shall report at least quarterly to the Board of Trustees on the Committee's responsibilities and how it has discharged them.
2. Minutes of all meetings of the Audit and Risk Committee shall be provided to the Board of Trustees by the Chair and filed with the Board of Trustees for the corporate record and indicate at least the following information:
 - date and place of meeting;
 - attendees; and
 - record of Committee recommendations.

Roles and Responsibilities:

1. The Committee shall have the responsibilities set out in Appendix II as well as any other matters as may be delegated to the Committee by the Board from time to time.
2. The Committee and each of its members shall comply with such additional requirements as may be specified in the *Education Act* and in resolutions of the Board in effect from time to time.

Authority Over Division Resources:

The Committee shall have no authority over The Calgary Board of Education resources; this is the responsibility of the Board of Trustees.

Adopted: ~~June 10, 2025~~



Appendix I

**Calgary Board of Education Board of Trustees
Audit and Risk Committee Members Skills Matrix**

External Audit and Risk Committee Members	Financial Management/ Accounting/ Audit	Financial Planning	Internal Audit	Risk Management	Corporate Leadership	Public Sector/ Not for Profit Experience	Government Affairs/Public Policy
Individual Competency Average							
Overall Competencies Average:							

Rating Scale for Skills Matrix Competencies

- 1 – None/low (little to no experience)
- 2 – Basic (limited knowledge)
- 3 – Intermediate (practical understand)
- 4 – Proficient (in depth understanding, applied theory)
- 5 – Expert (significant experience, would be seen as a subject matter expert)

Appendix II
Audit and Risk Committee
Roles and Responsibilities Calendar
√ When Performed

Roles and Responsibilities	Quarterly	Annually	As Required
External Auditors			
1. Make recommendations to the Board with respect to the appointment of the external auditors.			√
2. Review with the external auditors their annual audit plan, as well as associated fees and costs, and make recommendation(s) to the Board of Trustees.		√	
3. Review any non-audit services provided or to be provided by the external auditors and the costs thereof including any impact such services may have on the independence of the external auditors, and make recommendation(s) to the Board of Trustees.	√		
4. Receive confirmation in writing from the external auditors regarding their independence.		√	
5. Annually evaluate the performance of the external auditors.		√	
Financial Statements			
6. Review the CBE's audited financial statements including Management's discussion and analysis and make recommendation(s) to the Board of Trustees.		√	
7. Review the external auditor's annual findings report including any significant problems encountered in performing the audit, the contents of any Management letters issued by the external auditors and Management's response thereto, and any unresolved significant issues between Administration and the external auditors that could affect the financial reporting of the Division.		√	
8. Review the Division's unaudited quarterly financial variance reports and	√		

Roles and Responsibilities	Quarterly	Annually	As Required
financial health matrix with particular attention to the presentation of unusual or sensitive matters such as disclosure of significant non-recurring events, significant risks, changes in accounting principles, and estimates or reserves, and all significant variances between comparative reporting periods.			
Internal Controls			
9. Review any internal control-related services performed by the external auditor and make recommendation(s) to the Board of Trustees.		√	
10. Review any significant recommendations from the external auditor to strengthen the internal controls of the Division.			√
Risk Management			
11. Review significant operational and financial risk exposures and steps Administration has taken to monitor and manage such exposures.	√		
Other			
12. Review Administration reports on any significant or unusual events or transactions that could have a material impact on the financial statements or that could adversely affect the well-being of the Division.			√
13. Review the Audit and Risk Committee Terms of Reference once every year to ensure its continued relevance and appropriateness, and make recommendation(s) to the Board.		√	

Board of Trustees' Governance Policy

GOVERNANCE CULTURE GC-5E: Board Committees Terms of Reference

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annual

Board Governance Committee

Purpose/Charge:

The purpose of the Board Governance Committee (the "Committee") is to:

- a. assist the Board of Trustees in fulfilling its responsibility for maintaining high standards in board governance by reviewing the Board Policies (as defined in GC-3: Board Job Description) and making recommendations to the Board of Trustees on areas of improvement;
- b. oversee the Board's debrief on the quality of each meeting;
- c. oversee the process for the Chief Superintendent's annual summative evaluation; and
- d. oversee the process to assess the performance of the Board, its committees and individual trustees through the annual monitoring of its Governance Culture policies and Board-Chief Superintendent Relationship policies.

Membership:

1. The Committee shall be comprised of:
 - Board Vice-Chair, to serve as Chair of the Committee;
 - two trustees; and
 - the Corporate Secretary.
2. The trustee members will be appointed annually at the Board of Trustees' Organizational meeting.

Meetings:

1. The Committee will meet monthly and may meet at such other times as required by the Committee Chair.
2. The Chair of the Committee shall establish the agendas for meetings, ensure that properly prepared agenda materials are circulated to the members with sufficient time for review prior to the meeting, and be responsible for reporting to the Board of Trustees.
3. A majority of the members of the Committee shall constitute a quorum. Two trustees must be present at all Committee meetings.
4. The Chief Superintendent may attend all meetings of the Committee, as appropriate, and excluding when the Committee conducts the Chief Superintendent's annual summative evaluation.



GOVERNANCE CULTURE
GC-5E: Board Committees Terms of Reference**Board Governance Committee** (Continued)**Reporting Schedule:**

1. The Committee Chair or ~~their~~his/her designate shall report to the Board on matters arising at Committee meetings. The Committee Chair shall report at least quarterly to the Board of Trustees on the Committee's responsibilities and how it has discharged them.
2. Minutes of all meetings of the Committee shall be provided to the Board of Trustees by the Chair and filed with the Board of Trustees for the corporate record.

Roles and Responsibilities:

1. The Committee shall have the responsibilities set out in Appendix I as well as any other matters as may be delegated to the Committee by the Board from time to time.
2. The Committee and each of its members shall comply with such additional requirements as may be specified in the *Education Act* and in resolutions of the Board in effect from time to time.

Authority Over District Resources:

The Committee shall have no authority over resources of The Calgary Board of Education; this is a responsibility of the Board of Trustees.

Approved: ~~June 25, 2024~~



Appendix I
Board Governance Committee
Roles and Responsibilities Calendar
 √ When Performed

Roles and Responsibilities	Monthly	Annually	As Required
Board Policies			
1. Review the Governance Culture policies and recommend to the Board for approval any amendments thereto.		√	
2. Review the Board-Chief Superintendent policies and recommend to the Board for approval any amendments thereto.		√	
3. Review the Board Meeting Procedures and recommend to the Board for approval any amendments thereto.		√	
4. Lead the Board in regular and systematic review of all Results policies and recommend to the Board for approval any amendments thereto.	√		
5. Lead the Board in regular and systematic review of all Operational Expectations policies and recommend to the Board for approval any amendments thereto.	√		
6. Lead the Board in regular debrief of its meetings in support of continuous improvement and to ensure that the Board and its members have the knowledge, skills and budget support necessary for effective governance.			√
Chief Superintendent's Annual Summative Evaluation			
7. Develop a process and timeline for the Chief's annual summative evaluation and recommend to the Board for approval.		√	
8. Oversee the process to complete the Chief's annual summative evaluation in accordance with Board-Chief Superintendent		√	

Roles and Responsibilities	Monthly	Annually	As Required
Relationship Policy 5: Chief Superintendent Accountability.			
9. Prepare the Board's annual summative evaluation letter and recommend to the Board for approval.		√	
Board of Trustees' Self-Evaluation			
10. Develop a process and timeline to annually assess and evaluate the Board's performance and effectiveness, including its committees and individual trustees through the annual monitoring of its Governance Culture policies and Board-Chief Superintendent Relationship policies		√	
11. Oversee the process to complete the Board's annual self-evaluation.		√	
12. Prepare the Board's annual self-evaluation report and recommend to the Board for approval.		√	
Other			
13. Review the Board Governance Committee Terms of Reference once every year to ensure its continued relevance and appropriateness and make recommendation(s) to the Board.		√	

PROPERTY OF THE KENTUCKY BOARD OF EDUCATION

Board of Trustees' Governance Policy

GOVERNANCE CULTURE

GC-7E: Code of Conduct Sanctions

Monitoring Method: Board Self-assessment

Monitoring Frequency: Annual

1. Trustees shall conduct themselves in an ethical and prudent manner in compliance with the Board's policies including Governance Culture 7: Trustee Code of Conduct. The failure by trustees to conduct themselves in accordance with the Board's policies, including the Code of Conduct, may result in the Board of Trustees instituting sanctions.
2. A trustee who believes that a fellow trustee has violated the Code of Conduct may seek resolution of the matter through appropriate conciliatory measures prior to commencing an official complaint under the Code of Conduct. The aggrieved trustee and offending trustee may meet to discuss the concern with the assistance of a mediator if the use of such mediator is approved by the Board.
3. A trustee who wishes to commence an official complaint under the Code of Conduct shall file a letter of complaint with the Board Chair within thirty (30) days of the alleged event occurring and indicate the nature of the complaint and the section or sections of the Code of Conduct and related Board policy that are alleged to have been violated by the trustee. The trustee who is alleged to have violated the Code of Conduct and all other trustees shall be forwarded a copy of the letter of complaint by the Board Chair, or where otherwise applicable in what follows, by the Vice-Chair, within five (5) days of receipt by the Board Chair of the letter of complaint. If the complaint is with respect to the conduct of the Board Chair, the letter of complaint shall be filed with the Vice-Chair.
4. When a trustee files a letter of complaint and a copy of that letter of complaint is forwarded to all trustees, the filing, notification, content, and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be deemed to be a violation of the Code of Conduct. Public disclosure of the complaint and any resulting decision taken by the Board may be disclosed by the Board Chair only at the direction of the Board, following the disposition of the complaint by the Board at a Code of Conduct hearing.
5. To ensure that the complaint has merit to be considered and reviewed, at least one other trustee must provide to the Board Chair, within three (3) days of the notice in writing of the complaint being forwarded to all trustees, their support in writing for having the complaint heard at a Code of Conduct hearing. Any trustee who forwards such written support shall not be disqualified from attending at and deliberating upon the complaint at

GOVERNANCE CULTURE**GC-7E: Code of Conduct Sanctions**

a Code of Conduct hearing convened to hear the matter, solely for having issued such a letter.

6. Where no letter supporting a hearing is received by the Board Chair in the three (3) day period referred to in section 5 above, the complaint shall not be heard. The Board Chair shall notify all other trustees in writing that no further action of the Board shall occur.
7. Where a letter supporting a hearing is received by the Board Chair in the three (3) day period referred to in section 5 above, the Board Chair shall convene, as soon as is reasonable, a special meeting of the Board to allow the complaining trustee to present ~~their~~his or her views of the alleged violation of the Code of Conduct.
8. At the special meeting of the Board, the Board Chair shall indicate, at the commencement of the meeting, the nature of the business to be transacted and that the complaint shall be heard in an in-camera session of the special meeting. Without limiting what appears below, the Board Chair shall ensure fairness in dealing with the complaint by adhering to the following procedures.
 - 8.1 The Code of Conduct complaint shall be conducted at an in-camera session, Code of Conduct hearing, of a special Board meeting convened for that purpose. All preliminary matters, including whether one or more trustees may have a conflict of interest in hearing the presentations regarding the complaint, shall be dealt with prior to the presentation of the complaint on behalf of the complaining trustee.
 - 8.2 The sequence of the Code of Conduct hearing shall be:
 - (a) the complaining trustee shall provide a presentation which may be written or oral or both;
 - (b) the respondent trustee shall provide a presentation which may be written or oral or both;
 - (c) the complaining trustee shall then be given an opportunity to reply to the respondent trustee's presentation;
 - (d) the respondent trustee shall then be provided a further opportunity to respond to the complaining trustee's presentation and subsequent remarks;
 - (e) the remaining trustees of the Board shall be given the opportunity to ask questions of both parties;
 - (f) the complaining trustee shall be given the opportunity to make final comments; and



GOVERNANCE CULTURE
GC-7E: Code of Conduct Sanctions

- (g) the respondent trustee shall be given the opportunity to make final comments.
- 8.3 Following the presentation of the respective positions of the parties, the parties and all persons other than the remaining trustees who do not have a conflict of interest shall be required to leave the room, and the remaining trustees shall deliberate in private, without assistance from administration. The Board may, however, in its discretion, call upon legal advisors to assist them on points of law or the drafting of a possible resolution.
- 8.4 If the remaining trustees in deliberation require further information or clarification, the parties shall be reconvened and the requests made in the presence of both parties. If the information is not readily available, the presiding Chair may request a recess or, if necessary, an adjournment of the Code of Conduct hearing to a later date.
- 8.5 In the case of an adjournment, no discussion by trustees whatsoever of the matters heard at the Code of Conduct hearing may take place until the meeting is reconvened.
- 8.6 The remaining trustees in deliberation may draft a resolution indicating what action, if any, may be taken regarding the respondent trustee.
- 8.7 The presiding Chair shall reconvene the parties to the Code of Conduct hearing and request a motion to revert to the open meeting in order to pass the resolution.
- 8.8 All documentation that is related to the Code of Conduct hearing shall be given to the Superintendent or designate immediately upon conclusion of the Code of Conduct hearing and shall be retained in accordance with legal requirements.
- 8.9 The presiding Chair shall declare the special Board meeting adjourned.
9. A violation of the Code of Conduct may result in the Board instituting, without limiting what follows, any or all of the following sanctions:
- (a) having the Board Chair write a letter of censure marked "personal and confidential" to the offending trustee, on the approval of a majority of those trustees present and allowed to vote at the special meeting of the Board;

Board of Trustees' Governance Policy

GOVERNANCE CULTURE

GC-7E: Code of Conduct Sanctions

- (b) having a motion of censure passed by a majority of those trustees present and allowed to vote at the special meeting of the Board;
 - (c) having a motion to remove the offending trustee from one, some or all Board committees or other appointments of the Board passed by a majority of those trustees present and allowed to vote at the special meeting of the Board, for a time not to exceed the trustee's term as trustee; and/or
 - (d) other remedial action as directed by the Board.
10. The Board may, in its discretion, make public its findings at the special meeting or at a regular meeting of the Board where the Board has not upheld the complaint alleging a violation of the Board's Code of Conduct, or where there has been a withdrawal of the complaint, or under any other circumstances that the Board deems reasonable and appropriate to indicate publicly its disposition of the complaint.
11. If a trustee is disqualified under section 87 or 88 of the *Education Act* from remaining as a trustee of the Board and does not resign as required under section 90, the Board may by resolution declare the trustee to be disqualified from remaining a trustee or the Board may apply for originating notice to the Court of King's/Queen's Bench for an Order:
- (a) determining whether the trustee is qualified to remain as a trustee, or
 - (b) declaring the trustee to be disqualified from remaining as a trustee.

Approved: June 22, 2021

Board of Trustees' Governance Policy

BOARD/CHIEF SUPERINTENDENT RELATIONSHIP B/CSR-4E: Delegation of Authority to the Chief Superintendent

Monitoring Method: Board Self-assessment

Monitoring Frequency: Annual

- A. THAT the Board of Trustees rescinds its ~~May 18, 2021~~ ~~June 21, 2016~~ resolution concerning the delegation of authority.
- B. THAT pursuant to the *Education Act*:
1. the Board of Trustees delegates to the Chief Superintendent, including the power to sub-delegate after that, the power to do any act or thing or exercise any power that the Board may or is required to exercise except:
 - a. those matters that cannot be delegated under section 52(4) of the *Education Act*;
 - b. the appointment of an auditor under section 138 of the *Education Act*; and
 - c. those specific matters and decisions reserved to the Board of Trustees in its Governance Policies (i.e. Results, Operational Expectations, Board/Chief Superintendent Relationship and Governance Culture policies).
 2. Notwithstanding Paragraph B.1 above, the Board of Trustees delegates to the Chief Superintendent the following powers, which cannot be sub-delegated:
 - a. the power to suspend the services of a teacher in accordance with sections 213(1) and 213(2) of the *Education Act*; and
 - b. the power to terminate the services of a teacher.
 3. With respect to the powers specified in Paragraph B.2 above all suspensions and/or terminations shall be carried out in accordance with the *Education Act* and shall be reported in writing to the Board of Trustees following any such suspension or termination.
 4. No decision of the Chief Superintendent to suspend the services of a teacher, or to terminate the services of a teacher, or to terminate a designation made under section 202, 203, or 204 of the *Education Act* may be appealed to the Board of Trustees.
- C. THAT pursuant to section 52(1) of the *Education Act*, ~~and~~ section ~~87~~ ~~95~~ of the *Access to Information Act* and *Freedom of Information and section 55 of the Protection of Privacy Act* the Chief Superintendent is designated as head of the Calgary Board of Education for the purposes of the *Access to Information Act* and *Freedom of Information and Protection of Privacy Act*.

**BOARD/CHIEF SUPERINTENDENT RELATIONSHIP
B/CSR-4E: Delegation of Authority to the Chief Superintendent**

- D. THAT, pursuant to its powers under section 10 of the *Student Record Regulation*, the Board of Trustees designates the Chief Superintendent to be responsible for ensuring that the policies and procedures established by the Calgary Board of Education comply with the *Student Record Regulation*, ~~and the *Access to Information Act and Freedom of Information and the Protection of Privacy Act*.~~
- E. THAT, when the Board of Trustees is recessed for 30 days or more, the Board of Trustees delegates to the Chief Superintendent, including the power to sub-delegate, all powers related to the selection and approval of tenders under the *School Buildings and Tenders Regulation*. Approvals of any such tenders are subject to the *Education Act* and other applicable legislation and regulations.
1. With respect to the power set out in this Paragraph E the Chief Superintendent shall:
 - a. notify the Corporate Secretary of the Board of Trustees as soon as possible of any approvals of tenders made during the Board of Trustees' recess;
 - b. seek the appropriate Ministerial approvals in accordance with the *Education Act* and regulations and provide a record of such approvals to the Corporate Secretary; and
 - c. when the Board of Trustees' recess terminates, provide a report to the Board of Trustees of all tenders awarded during the recess period.
- F. THAT, pursuant to its delegation of authority specified in Paragraph B. above, and in accordance with section 42 of the *Education Act*, the Board of Trustees resolves to establish the appeal procedures set out in the Chief Superintendent's Administrative Regulations including:
1. Administrative Regulation 3003;
 2. Administrative Regulation 5007;
 3. Administration Regulation 5008; and
 4. Administrative Regulation 6006.

Adopted: ~~May 18, 2021~~

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**Board of
Trustees**

BOARD MEETING PROCEDURES

Approved by the Board of Trustees effective **April 23, 2024**

PROPERTY OF THE CALGARY BOARD OF EDUCATION



**Calgary Board
of Education**

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I. INTRODUCTION

“Parliament, the model for all assemblies, should be, in the words of Winston Churchill, ‘a strong, easy, flexible instrument of free debate.’ It attains Standing Committee status by the willing observance of sensible rules which provide for the orderly consideration of the questions before it, leading to an expression of collective will or opinion.

Unanimity cannot always be reached, but procedures which have ensured, and have been seen to ensure, proper deliberation of an issue will lead to acceptance and wide support of the outcome. The meticulous observance of agreed forms is of primary importance in the group conduct of both private and public business and it will moreover, help to avoid misunderstandings and friction in the process.

It may not always be possible to reconcile practice with theory, but in effect good procedure is fair play and common sense built on a solid foundation of acknowledged principle. Above all, the rules must not change in the middle of the game.”

Source: *Bourinot's Rules of Order*, 3rd Edition

II. PURPOSE

- (1) The *Education Act* states that the Board of Trustees 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.
- (2) The Board Meeting Procedures are adopted and enacted by the Board of Trustees in order that the duties vested in the Board of Trustees by the *Education Act* and other legislation can be accomplished in an orderly and efficient manner, while maintaining the principles of democracy.
- (3) The Board of Trustees is, pursuant to the *Education Act*, R.S.A. 2019, c. E-0.3, as amended, (the “*Education Act*”), a statutory corporation under the name of The Calgary Board of Education charged with the governance of the Calgary- School Division (the “Division”).

III. DEFINITIONS

- (1) In these Procedures:
 - (a) “Administration” means the Chief Superintendent, and any staff to whom the Chief Superintendent may choose to delegate any of the rights or responsibilities outlined in these Procedures;

- (b) “Agenda” means the list of items and order of business for any meeting of the Board of Trustees;
- (c) “Board” and “Board of Trustees” means the Board of Trustees of The Calgary Board of Education;
- (d) “Board Procedures Regulation” means, the Board Procedures Regulation, AR 82/2019, under the *Education Act*;
- (e) “Chair” and “Vice-Chair” mean, respectively, the Chair and Vice-Chair of the Board of Trustees of The Calgary Board of Education elected by the Board of Trustees pursuant to section 1(3) of the *Board Procedures Regulation*;
- (f) “Chief Superintendent” means the person appointed by the Board of Trustees as the superintendent of schools, chief executive officer of the board, and chief education officer of the Division pursuant to section 222 of the *Education Act*;
- (g) “Corporate Secretary” means the person appointed as the secretary of the Division pursuant to section 68 of the *Education Act*. Where reference is made throughout these Procedures pertaining to duties of the Corporate Secretary, such duties may be delegated, as appropriate;
- (h) “Division” means The Calgary Board of Education, established by Ministerial Order, pursuant to sections 112 and 117.1 of the *Education Act*;
- (i) “[Education Act](#)” means R.S.A. 2019, c. E-0.3, as amended, and where applicable, the *School Act*, R.S.A. 2000, c.S-3, all predecessor *School Act* of the Province of Alberta from 1905 the *School Act*, R.S.A. 2000, c.S-3,, or School Ordinances of the Northwest Territories prior to 1905, applicable in what is now the Province of Alberta, the relevant school provisions of the Alberta Act, S.C. 1905, c.3, The Northwest Territories Acts, S.C. 1875 and 1877, the Constitution Act, 1867, the Constitution Act, 1982, Part I, Canadian Charter of Rights and Freedoms, section 29, and any act or acts in substitution therefore, and any and all regulations in effect from time to time thereunder;
- (j) “Governance Policies” means policies approved by the Board of Trustees and used by the Board to effectively lead, direct, inspire and control the outcomes and operations of the division through a set of carefully crafted policy statement and the effective monitoring of them. The policies include:
- “Governance Culture” means policies approved by the Board of Trustees that define the Board’s own work and how it will be carried out. These policies state the expectations the Board has for individual and collective behaviour. The Board of Trustees evaluates its performance in relation to the Governance Culture policies on an annual basis.
- “Board/Chief Superintendent Relationship” means policies approved by the Board of Trustees that define how the Board of Trustees delegates authority to the Chief Superintendent and how the Chief Superintendent’s performance will be evaluated. The Board of Trustees evaluates these policies on an annual basis.
- “Results” means policies approved by the Board of Trustees that provide stated outcomes for each student in our division. The Results policies become the Chief

Superintendent's and the organization's performance targets and form the basis for evaluating the organization and Chief Superintendent's performance. The Board of Trustees monitors Results on an annual basis.

"Operational Expectations" means policies approved by the Board of Trustees that define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Board of Trustees monitors Operational Expectations on an annual basis.

- (k) "Minister" means the Minister of Education, from time to time appointed by the Lieutenant Governor in Council of the Province of Alberta;
- (l) "Pecuniary interest" means, in accordance with Section 85(1)(b) of the *Education Act*, with respect to a person, a direct or indirect interest in a matter before the Board of Trustees that could monetarily affect:
 - (i) the person,
 - (ii) a corporation, other than a distributing corporation, in which the Trustee is a shareholder, director or officer,
 - (iii) a distributing corporation in which the person beneficially owns voting shares carrying at least 10% of the voting rights attached to the voting shares of the corporation or of which the Trustee is a director or officer,
 - (iv) a partnership or firm of which the person is a member,
 - (v) a corporation, partnership, firm, government or person that employs the person,

provided that a person shall not have a Pecuniary interest by reason only of any interest that the person may have by reason of any of the matters referred to in sections 85(3) and 85(4) of the *Education Act*;

For the purposes of the definition of "Pecuniary interest", "corporation", "distributing corporation", "shareholder", "voting shares", "voting rights", "director" and "officer" have the meanings given to them in the *Business Corporations Act* (Alberta); and

"spouse" means the spouse of a married person but does not include a spouse who is living separate and apart from the person if the person and spouse have separated pursuant to a written separation agreement or if their support obligations and family property have been dealt with by a court order.

For the purposes of determining the existence of a Pecuniary interest of a Trustee, the Pecuniary interests of the spouse or adult interdependent partner of that Trustee that are known to such Trustee or of which such Trustee reasonably should know are deemed to be the Pecuniary interests of such Trustee;

- (m) "Policies" means the Board of Trustees' Governance Culture policies, Board/Chief Superintendent Relationship policies, Operational Expectations policies, Results polices, and the Board Meeting Procedures;
- (n) "Private Agenda" means that part of any Agenda and related information and materials which relate to any meeting or portion of a meeting of the Board of Trustees held in private;

- (o) “Procedures” means the Board Meeting Procedures for meetings of the Board of Trustees;
- (p) “Public Agenda” means that part of any Agenda and related information and materials which relate to any public meeting of the Board of Trustees;
- (q) “Quorum” means a majority of the Trustees that are specified by the Minister, under section 78 of the *Education Act* elected to the Board of Trustees and any Trustees appointed to the Board under section 82 or 84 of the *Education Act*, provided that (i) the Minister may order that when the number of Trustees has fallen below the Quorum, the remaining Trustees are deemed to be a Quorum until elections are held to fill the number of vacancies required to achieve Quorum, and (ii) when the number of Trustees at a meeting is less than a Quorum because one or more Trustees has declared a conflict of interest with respect to a matter before the Board at the meeting, the Minister may order that the remaining Trustees are deemed to be a Quorum for the purpose of deciding that matter. Trustees participating in a meeting of the Board by electronic means or other communication facilities acceptable to the Board of Trustees, as described in section N of these Procedures are deemed to be present at the meeting;
- (r) “Records of the Board” means the official record containing the name, residence address, email address, and electronic receiving number for each member of the Board of Trustees of The Calgary Board of Education; and
- (s) “Trustee” means a member of the Board of Trustees of The Calgary Board of Education.

IV. APPLICATION

- (1) The rules of order to be observed at meetings of the Board of Trustees shall be in accordance firstly with the *Education Act*, and secondly with the provisions of these Procedures. In all cases not provided for by the *Education Act* or these Procedures, the rules and practice of “Robert’s Rules of Order Newly Revised” 12th Edition shall govern insofar as applicable.
- (2) In the event of any conflict between the provisions of these Procedures, and those contained in the *Education Act*, the provisions of the *Education Act* shall prevail and apply.
- (3) These Procedures apply to all regular and special meetings of the Board of Trustees, whether public or private.
- (4) Procedure is a matter of interpretation by the Chair or other person presiding at a meeting, subject to the appeal process as described in these Procedures.
- (5) In the absence of any statutory requirement, any provision of these Procedures may be temporarily altered or suspended by an affirmative vote of a majority of the votes of those Trustees present at the meeting of the Board of Trustees addressing such matter.

V. MEETINGS OF THE BOARD OF TRUSTEES

A. PUBLIC SESSIONS

- (1) The Meetings of the Board of Trustees shall be held in public, except when a majority of the Trustees present at a meeting of the Board of Trustees are of the opinion that it is in the public interest to hold the meeting or a part of the meeting in private. For the purpose of considering any such matter in private, the Board of Trustees may, by motion, exclude any person from the meeting.
- (2) Public meetings are meetings of the Board of Trustees that are held in a public venue. The purpose of the board meeting is to allow the Board to do its job; the meetings are not public forums.

B. PLACE OF MEETINGS

- (1) Public and private meetings of the Board of Trustees shall ordinarily be held in the Education Centre building. The Board of Trustees may hold public and private meetings virtually, as required. Board Committee meetings may be held where convenient.

C. BOARD ROOM SEATING

- (1) The Board of Trustees' table seating for Board meetings shall be reserved for the Trustees and shall include a seat for the Corporate Secretary.
- (2) The following procedures shall apply to the selection of the Board of Trustees' table seating:
 - (a) the Chair will occupy the last seat to the left at the Board table;
 - (b) the Vice-Chair will occupy the seating position directly to the right of the Chair;
 - (bc) the Corporate Secretary will occupy the seating position directly to the left of the Chair;
 - (ed) Trustees will occupy the remaining ~~fivesix~~ Board table seats, in order of their Wards.
- (3) Seating shall be assigned for The Calgary Board of Education superintendents and directors who are required to attend Board meetings on a regular basis.
- (4) Assigned seating may be provided for individuals or groups as necessary, including administrative, student and other stakeholder representatives.
- (5) Limited seating room will be made available for members of the media.
- (6) The remainder of the seating accommodation will be available for the public.

D. CALLING OF MEETINGS

- (1) *Pre-Organizational Meeting of the Trustees*
 - (a) An informal pre-organizational meeting of Trustees shall be called within seven days prior to the Organizational Meeting. The meeting shall be called by the

Corporate Secretary. The purpose of this informal meeting shall be for the discussion of the selection of the Chair and Vice-Chair, role and structure of committees, liaison appointments of the Board of Trustees and the annual schedule of Board of Trustees' meetings. A Request for Nominations form shall be circulated to all Trustees in advance of the meeting. No decisions may be taken at this meeting.

(2) *Organizational Meeting of the Board of Trustees*

- (a) The organizational meeting of the Board of Trustees shall be called by the Corporate Secretary as provided in section 1 of the *Board Procedures Regulation*, as follows:
 - (i) the organizational meeting shall be held annually in June with the exception of any year in which a general election takes place, the organizational meeting shall be held in accordance with the requirements of the *Board Procedures Regulation*.

(3) *Regular Meetings of the Board of Trustees*

- (a) Regular meetings of the Board of Trustees shall be established by motion of the Board of Trustees. In accordance with section 2 of the *Board Procedures Regulation*, the motion establishing the regular meetings of the Board of Trustees must state the date, time and place of the regular meeting, and the Board shall not be required to give notice of the regular meetings of the Board.
- (b) The Board of Trustees' regular meetings will normally be held during the period of September to June, inclusive, of each calendar year. The Board of Trustees' meetings in July and August may be held in accordance with the Procedures required for holding special meetings of the Board of Trustees, unless the Board determines that regular meeting(s) will be held during those months. In order to allow that the business of the Board of Trustees is not interrupted.
- (c) To determine the schedule of the Board of Trustees' meetings, the following guidelines have been established:
 - (i) Regular Board of Trustees' Meetings, Public and Private Agendas
 - Two Tuesdays in the months of October, November, January, March, April, May and June – 11:00 a.m. to 4:30 p.m.
 - One Tuesday in the months of September, December and February – 11:00 a.m. to 4:30 p.m.
 - —or such other day of the week as determined by the Board of Trustees.

(4) *Special Meetings of the Board of Trustees*

- (a) Special meetings of the Board of Trustees may be called in accordance with the procedures outlined below, to consider, among other matters, the following items:
 - (i) matters of governance,
 - (ii) major issues of a specific nature that require lengthy consideration,
 - (iii) items of an emergent nature that cannot be postponed until a regular Board of Trustees' meeting is scheduled to be held,

- (iv) collective bargaining and contract negotiations with staff and with applicable third parties,
- (v) petitions, delegations and presentations from any individual, organization, or group, that have been filed with the Corporate Secretary, and
- (vi) conduct of hearings and hearing appeals as required by the *Education Act*, including, without limitation, those relating to employee matters.
- (b) In accordance with section 3 of the *Board Procedures Regulation*, the Chair, a majority of the Trustees, or the Minister may call a special meeting of the Board of Trustees after written notice has been given to each Trustee by the Corporate Secretary in accordance with the following requirements:
- (i) The notice of the special meeting must state the date, time and place of the special meeting, and the nature of the business to be transacted at the special meeting.
- (ii) The notice of the special meeting shall be sent at least two (2) days before the meeting by:
- recorded mail to the last known address of each Trustee as shown on the Records of the Board,
 - personal service on the Trustee or a person capable of accepting service at the Trustee's residence, or
 - fax, e-mail or other electronic means to be received at the last fax number, e-mail address or other electronic receiving number of the Trustee as shown on the Records of the Board.
- (c) Notwithstanding the notice requirements prescribed above, a special meeting of the Board of Trustees may be held at any time without notice if every Trustee agrees, in writing, to waive such notice requirements.
- (d) The agreement of each Trustee to waive the notice requirement prescribed above shall be recorded in the minutes of the meeting by the Corporate Secretary and the Waiver of Notice consent form shall be attached with the Minutes of the called special meeting. The *Waiver of Notice* form is attached as Appendix A.
- (e) In the case of special meetings of the Board of Trustees, Trustees participating and present by electronic means as provided for in section N of these Procedures shall be considered present at the meeting.
- (f) As provided in section 3(5) of the *Board Procedures Regulation*, unless all the Trustees are present at the special meeting, no business other than that stated in the notice of special meeting shall be conducted at the special meeting.

(5) *Other*

- (a) When the Board of Trustees so decides, or when Trustees so agree, informal briefing sessions may be held for the purpose of providing background information, clarification, and in-depth discussion with respect to issues of relevance for Trustees or for the Board of Trustees. The purpose of these meetings will be for the provision of information, and will not include decision-making that advances the work of the Board of Trustees.

~~(b) — In accordance with section 34(d) of the *Education Act* and *Governance Culture Policy 2: Governing Commitments*, the Board of Trustees will plan and implement strategic communication dialogues to ensure the whole Board's ability to engage parents, students and the community in understanding the organization's work as well as sharing viewpoints and values.~~

E. CANCELLATION OF MEETINGS

- (1) Should there be a need or desire to cancel or reschedule any meeting of the Board of Trustees, the Board of Trustees shall decide on the cancellation or rescheduling of the meeting to be held on another date. Where possible, the decision to cancel or reschedule a meeting will be made at least two (2) weeks prior to the originally scheduled date.

AGENDA

F. PREPARATION OF AGENDA

- (1) The Board of Trustees' Agenda Planning Committee shall prepare board meeting agendas in accordance with the Terms of Reference approved by the Board. The Chair is authorized to approve emergent agenda decisions, as required, in consultation with the Corporate Secretary.
- (2) To the extent possible, the Board of Trustees' annual work plan, will reflect the content of Board of Trustees' annual meeting Agendas.
- (3) Board meeting Agendas shall include a reminder to Trustees that they must disclose any potential Pecuniary interest that they may have in respect of any of the matters before the Board of Trustees, as set forth in the Agenda as well as any Pecuniary interest that they may have in any contract before the Board requiring the Board's approval and/or ratification.
- (4) The Corporate Secretary shall review each proposed Agenda against the disclosure of information filed with the Corporate Secretary by each Trustee pursuant to section 86(1) of the *Education Act*, in order to identify any potential Pecuniary interests of a Trustee, and, if applicable, bring these to the Trustee(s)' attention prior to the Board meeting. Notwithstanding such review by the Corporate Secretary, it shall ultimately be the personal responsibility of the Trustee to determine whether or not they have a Pecuniary interest in any Board matter being considered, and to act in accordance with the *Education Act* and these Procedures.

G. DISTRIBUTION OF AGENDA – REGULAR MEETINGS

- (1) All regular meeting Agenda materials will be posted on the Board's electronic portal for Trustees and members of Administration, as appropriate, on the Wednesday, six days prior to the applicable meeting. In order to meet this schedule, reports and all other information required to prepare the Agenda must be received in the Corporate Secretary's Office by noon on the Tuesday, seven days prior to the meeting.
- (2) Board of Trustees' decisions may be spread over two meetings; the first meeting will accommodate questions and discussion, prior to making a decision at the second meeting.

- (3) Only that material which has been received by the Corporate Secretary by the time prescribed under section G(1) above and included in the distributed information may be considered at a meeting for which the Agenda is prepared. Notwithstanding the foregoing, due to the nature of some Agenda items, it may not be practicable to circulate some reports and information six days prior to the Board of Trustees' meeting. Private meeting materials will only be circulated to Trustees and Superintendents' Team, to maintain appropriate confidentiality.
- (4) Agenda information for public meetings, including reports attached to the Agenda, shall be made available in an electronic format by the Corporate Secretary to the media and public on the Friday, four (4) days prior to the respective meeting. In the event that the Friday prior to the meeting is a statutory holiday, Board Meeting information will be made available by 10:00 a.m. on the Monday, one (1) day prior to the Board meeting.
- (5) Agenda information for private meetings, which is limited to the template agenda, will be available electronically on the Friday, in accordance with the timelines above, for public meetings.
- (6) All board meeting reports and documents submitted to the Board of Trustees shall be retained in the corporate records of the Division.
- (7) From time to time, private reports may be of such a sensitive nature that they are not distributed in advance of the Board of Trustees' meeting. In these instances, the Corporate Secretary's Office will communicate with Trustees regarding the date, time and location to access these private reports.
- (8) Public Agendas, with attachments, shall be available on The Calgary Board of Education website:

<https://www.cbe.ab.ca/about-us/board-of-trustees/Pages/Board-Meetings.aspx>

H. ORDER OF BUSINESS

- (1) Subject to other provisions of these Procedures, the order of business for a Board Meeting shall be the order of the items contained in the template Agendas contained in Appendix C of these Procedures, for regular meetings, special meetings and organizational meetings. A general description of each of the items included in such template Agenda is set forth in section I, below.

I. CONDUCTING BUSINESS AT BOARD OF TRUSTEES' MEETINGS

(1) *General Meeting Procedures*

- (a) No act or proceeding of the Board of Trustees is binding unless it is adopted at a meeting at which a Quorum is present at the time the act or proceeding occurred.
- (b) After the time appointed for a meeting to convene, subject to a Quorum existing, the Chair shall take the chair and call the meeting to order.
- (c) If no Quorum exists within fifteen (15) minutes after the time appointed for a meeting of the Board of Trustees, the Board of Trustees shall stand adjourned until the next applicable regular meeting of the Board of Trustees or until a special

meeting may be called in accordance with the prescribed requirements for such meetings.

- (d) If a meeting is not convened due to the lack of a Quorum at the expiration of the said fifteen (15) minutes, the Corporate Secretary shall indicate as such in the Minute book with a record of the names of those members present.
- (e) The Board of Trustees shall adjourn a convened meeting whenever a Quorum is no longer present and the Corporate Secretary shall record the time of adjournment and the names of the Trustees then present.
- (f) When the Board of Trustees is unable to meet for want of a Quorum, the Agenda delivered for that meeting shall be considered at the next scheduled meeting prior to the consideration of the Agenda for that subsequent meeting, or it shall be the Agenda for a special meeting called for that purpose.
- (g) Any remaining Agenda items not dealt with at a meeting shall automatically be placed on the Agenda of the next appropriate Board of Trustees' meeting as unfinished business carried forward. Such material shall take precedence over other items on the subsequent meeting's Agenda.

(2) *Pecuniary Interest*

- (a) When a Trustee has a Pecuniary interest in a matter before the Board, any committee of the Board or any commission, committee or agency to which the Trustee is appointed as a representative of the Board, subject to and in accordance with section 88 of the *Education Act* and Governance Culture Policy 8: Board Member Conflict of Interest, the Trustee shall, if present,
 - (i) disclose the general nature of the Pecuniary interest prior to any discussion of the matter,
 - (ii) abstain from voting on any question relating to the matter,
 - (iii) subject to subsection (3), abstain from discussing the matter, and
 - (iv) subject to subsection (2) and (3), leave the room in which the meeting is being held until the discussion and voting on the matter are concluded.
- (b) If the matter with respect to which the Trustee has a Pecuniary interest is the payment of an account for which funds have previously been committed, it is not necessary for the Trustee to leave the room.
- (c) If a Trustee is temporarily absent from a meeting when a matter in which the Trustee has a Pecuniary interest is introduced, the Trustee shall, immediately on the Trustee's return to the meeting or as soon afterwards as the Trustee becomes aware that the matter has been considered, disclose the general nature of the Trustee's Pecuniary interest in the matter.

(3) *Debrief*

In accordance with Governance Culture Policy 2: Governing Commitments, the Board will regularly debrief its meetings in support of continuous improvement and to ensure that the Board and its members have the knowledge, skills and budget support necessary for effective governance.

J. CONDUCTING BUSINESS AT REGULAR BOARD OF TRUSTEES' MEETINGS – PUBLIC AGENDA

(1) *Call to Order, National Anthem, Acknowledgement of the Lands and Welcome*

- (a) All regular public meetings of the Board of Trustees shall commence with the singing of the Canadian national anthem. The Chair shall request everyone present who is able to stand and participate in the singing of the Canadian national anthem.
- (b) The Chair, or other person(s) as authorized by the Chair, shall give the Acknowledgement to the Lands and make general welcome comments to Superintendents, Directors, stakeholders and members of the public. At the commencement of every regular public meeting of the Board of Trustees, the Chair shall indicate which Trustees are absent on Board of Trustees' business or for other purposes, as requested by the relevant Trustee(s).

(2) *Consideration/Approval of Agenda*

Prior to the discussion of business, the Chair may outline the Agenda, make or request any recommendations respecting amendments to the Agenda from the Corporate Secretary, and entertain any inquiries and conduct any necessary discussion concerning the Agenda. The Chair shall then entertain a motion to approve the Agenda as submitted or amended.

(3) *Awards and Recognitions*

This portion of the Agenda may be used to recognize special achievements of persons or departments within The Calgary Board of Education, educational partnerships or alumni of The Calgary Board of Education.

(4) *Results Focus*

This portion of the Agenda will focus on the important Results that The Calgary Board of Education is expected to achieve. The Board's meeting time will focus on the Results and fulfilling the Board's Job Description as defined in the Board's governance policies. The following are examples of items that may be included in this portion of the Agenda:

(a) *School and System Presentations*

This portion of the Agenda is to accommodate presentations related to educational issues by school and/or system groups, educational liaison groups or partners in education. Presentations are intended as a method of providing information related to Results policies. Up to fifteen (15) minutes will be allotted for each presentation. The ward Trustee, in the case of school presentations, or the Chair, in the case of system or public presentations, will thank the presenters.

(b) *Board Development*

The Board will identify topics for Board development, and the timing for each Board development session. Generally, the purpose of Board development sessions is to assist the Board to develop more complete knowledge and a better understanding of specific Results issues and to support effective policy development and Board monitoring. Prior to the detailed planning for each session, the Board will complete any information requirements, and provide more

specific information as may be required to allow presenters to appropriately prepare for Board development sessions

(c) *Results Policy Annual Monitoring*

This section of the Agenda shall include the annual monitoring reports related to the Results policies and school presentations. The timing of such reports shall be in accordance with the Board's Annual Work Plan, as approved in the Board's governance policy, or as otherwise required by the Board.

(5) *Operational Expectations*

This section of the Agenda shall include the annual monitoring reports related to the Operational Expectations policies. The timing of such reports shall be in accordance with the Board's Annual Work Plan, as approved in the Board's governance policy, or as otherwise required by the Board.

(6) *Public Comment*

A member of the public may verbally address the Board of Trustees on any educational issue deemed, by a majority of Trustees present at the particular meeting, to be relevant to any reports reflected on a public Board meeting Agenda, subject to the following procedure:

- (a) A prospective speaker shall notify the Corporate Secretary by 10:30 a.m. of the day prior to the board meeting. Prospective presenters must provide the name and contact information for the presenter, the stakeholder or public group that they are representing, if any, their proposed presentation and its relevance to a report on the Agenda for the meeting date the prospective speaker wishes to address the Board.
- (b) If the topic a prospective speaker wishes to address with the Board does not have any relevance to a report on the Agenda, the Corporate Secretary in consultation with the Board Chair will determine whether the prospective speaker may address the Board at a particular board meeting or refer the speaker to a future board meeting date.
- (c) A speaker may speak for up to three minutes. The number of such speakers at any meeting shall not exceed five. To provide fair opportunities for a variety of viewpoints to be presented, exceptions to the time and number of presentations may be made by a majority vote of the Trustees present at the meeting.
- (d) The Board, at its discretion, may restrict the number of times any individual or stakeholder group to a maximum of four times per year, unless the Board, by a majority vote, deems that additional presentations would be beneficial to The Calgary Board of Education.
- (e) A speaker should approach the microphone and wait to be recognized by the Chair. The Chair will ask the speaker to state ~~their~~his or her name, the stakeholder or public group represented, if appropriate, and the topic to be addressed.
- (f) A speaker shall address comments to the Chair of the meeting and use respectful language representative of addressing the office of an elected official. The Chair has full authority to maintain decorum and order of the meeting including ruling the speaker out of order and terminating the speaker's privilege to address the Board of Trustees.

- (g) Comments with respect to the following will not be allowed:
- (i) the security of the property of The Calgary Board of Education,
 - (ii) profane, vulgar, offensive or disrespectful language, particularly referring to any person, school or department,
 - (iii) attacks on the personal character or performance of any individual(s), student(s), department or school, or disruptive remarks,
 - (iv) personal information of an individual, including but not limited to a student or an employee of The Calgary Board of Education,
 - (v) a proposed or pending acquisition or disposition of property by or for The Calgary Board of Education,
 - (vi) labour relations or employee negotiations,
 - (vii) a law enforcement matter, litigation or potential litigation, including matters before administrative tribunals affecting The Calgary Board of Education, or
 - (viii) the consideration of a request for access for information under the Access to Information Act~~Freedom of Information~~ and the Protection of Privacy Act.
- (h) With the exception of the Chair, who may provide clarification as required, Trustees will not make comments or ask questions of the speaker. The Chair will thank the speaker.
- (i) The live streaming of all regular public meetings of the Board of Trustees will not include the Public Comment portion of the meeting.

(7) *Matters Reserved for Board Information*

- (a) This section of the Agenda shall include reports coming to the Board of Trustees for information purposes only.
- (b) All reports to be presented to the Board of Trustees must be in written format in the prescribed report style as attached in Appendix E. In cases where timing is of a critical nature, the Board of Trustees may accept verbal reports.

(8) *Matters Reserved for Board Decision*

- (a) This section of the Agenda shall include reports requiring decision of the Board of Trustees.
- (b) Business introduced by Administration shall proceed by way of recommendation to the Board of Trustees. All reports to be considered by the Board of Trustees must be in written format in the prescribed report style as attached in Appendix E. In cases where timing is of a critical nature, the Board of Trustees may accept verbal reports.
- (c) As described in section G, Board of Trustees' decisions may be spread over two meetings; the first meeting will accommodate questions and discussion, prior to making a decision at the second meeting.

(9) *Consent Agenda*

The Board of Trustees uses a “Consent Agenda” to act on non-controversial and routine items quickly. Items may also be placed on the consent agenda if there has been an opportunity for questions and discussion at a prior meeting. The Consent Agenda is considered approved if no Trustee objects to consideration of the item on the Consent Agenda. Items may be removed from the Consent Agenda and placed on the regular Agenda at the request of a Trustee. The Corporate Secretary must be advised of such request by noon of the day prior to the Board of Trustees’ meeting, in order that the appropriate member of administration can attend the meeting for discussion of the item. Reports removed from the Consent Agenda will be dealt with on the regular Agenda, immediately following the Consent Agenda items.

This section of the Agenda shall include reports relative to: approval of minutes of prior meetings of the Board of Trustees, ~~and the~~ Board of Trustees’ committees, ~~Trustees’ liaison responsibilities~~, correspondence sent or received by the Board of Trustees, and other routine matters of Board business. These reports must be submitted in a written format and shall be received as part of the record in Board of Trustees’ meetings.

In the case of the approval of Board meeting minutes, if the approval of the minutes of any meeting is removed from the Consent Agenda, such approval shall be dealt with as noted in the process above; however, the following limitations shall apply:

- (a) The minutes of a previous meeting shall not be read aloud unless requested by a majority of the Trustees.
- (b) Any Trustee may make a motion requesting that the minutes be amended to correct any inaccuracy or omission. However, the Corporate Secretary should be advised in advance of the challenge to the minutes before they are officially adopted by the Board of Trustees.
- (c) Minor changes may be made to correct errors in grammar, spelling, and punctuation or to correct the omission of a word necessary to the meaning or continuity of a sentence; but no change shall be allowed which would alter or affect, in a material way, any actual decision made by the Board of Trustees. Minor corrections to the minutes can be accomplished by informing the Corporate Secretary of such errors. The minutes do not need to be pulled from the Consent Agenda to make such corrections.

(10) *Recess, Termination and Adjournment*

- (a) A short break may be called during Board of Trustees’ meetings at the discretion of the Chair of the meeting. It shall be the responsibility of the Chair of the meeting to bring the meeting back to order.
- (b) The regular termination time for Board of Trustees’ meetings shall be at the conclusion of consideration of the approved Agenda items for the meeting, or a maximum duration time of five and half (5½) hours from the scheduled commencement of the meeting. If the business of the meeting is not completed within five and half (5½) hours, the following provision shall apply:
 - (i) Upon the completion of five and half (5½) hours, the Chair will announce that such time has arrived and shall seek the pleasure of the Board of Trustees. If a majority of the members present agree, the meeting may

continue until the completion of the scheduled Agenda items or until the time agreed to by the majority.

- (c) When a regular or special meeting adjourns without ending the session, this necessarily means that the time for another meeting to continue the same business or order of business has already been set, or that provision has been made for such a meeting to be held “at the call of the Chair”. If a motion to “adjourn to the call of the Chair” is moved prior to the Chair declaring that the meeting is adjourned, an adjourned meeting called accordingly is a continuation of the same session. However, if no such meeting is held before the next regular or special Board of Trustees’ meeting, whichever is applicable to the adjourned meeting, the adjournment of the previous Board of Trustees’ meeting becomes final retrospectively as of the date the last meeting adjourned, and the Chair’s authority to call an adjourned meeting expires.

K. CONDUCTING BUSINESS AT REGULAR BOARD OF TRUSTEES’ MEETINGS – PRIVATE AGENDA

- (1) When a majority of the Trustees present at a meeting of the Board of Trustees are of the opinion that it is in the public interest to hold the meeting or a part of the meeting in private for the purpose of considering any matter, the Board of Trustees may by motion exclude any person from the meeting. As such, the purpose of the Private Agenda is to deal with in camera matters, as determined by the Board of Trustees and/or as described in sections ~~28 and 29-18(1)~~ of the Alberta ~~Access to Information Act~~ *Freedom of Information and Protection of Privacy Regulation (AR200/95)*, a copy of which is attached as Appendix B (as amended from time to time). These topics include matters of privacy and matters confidential to the internal governance and management of the Board of Trustees. Each report presented for consideration at a private meeting will include information regarding why the issue should be considered in camera, and whether the report or any part of the report is planned for public release.
- (2) When a meeting is held in private, the Board of Trustees does not have the power to pass a by-law or motion at that meeting apart from the motion necessary to revert to an open meeting.
- (3) When the Board of Trustees resolves to consider any matter in private, any motion(s) arising from the Private Agenda shall not be subject to question or debate.
- (4) Due to the confidential or privileged nature of all private meeting Agenda items and supporting material on which the motions are based, the comments, discussions and supporting material relating to private items shall remain strictly confidential, except in cases when the Board of Trustees determines that the information should be submitted to a public meeting of the Board of Trustees, when the Board of Trustees specifically authorizes its public release, or when legally required to release such information. A motion of the Board of Trustees is required if this information is to be provided to any persons other than to the Board of Trustees or to employees or agents of the Board of Trustees who require such information to carry out the duties of their job.
- (5) As part of the fiduciary duties to which each Trustee is bound is the strict duty of confidentiality. That duty applies to every matter of a confidential nature before the Board or coming to the notice of any Trustee, including the private discussions and deliberations of Trustees during informal work sessions and the agendas, debates and discussions of or that occur during private meetings of the Board. Until such time as any such

confidential matters are lawfully and properly disclosed pursuant to public meetings of the Board, such matters remain confidential and any Trustee breaching such obligation of confidentiality may be subject to sanctions anticipated under the *Education Act* and the Board governance processes as well as possible legal claims.

- (6) Motions arising from Private Agenda items must be carefully worded so as to protect the confidentiality and personal privacy around the matter.

L. CONDUCTING BUSINESS AT THE BOARD OF TRUSTEES' SPECIAL MEETINGS

The business of special meetings shall be conducted in accordance with the rules governing regular Board meetings, subject to following the order of business appropriate to the purpose of the meeting, as outlined in Appendix C of these Procedures.

M. CONDUCTING BUSINESS AT THE BOARD OF TRUSTEES' ORGANIZATIONAL MEETINGS

- (1) The Corporate Secretary shall assume the chair as Chair *pro tem*.
- (2) At the organizational meeting following civic elections, after the elected Trustees have taken their oaths of office, as provided in section 75 of the *Education Act*, and have taken their places at the Board table, the Corporate Secretary shall:
 - (a) proceed to read to the Board of Trustees the returns of the election as certified by the Returning Officer; and
 - (b) declare the Board of Trustees to be legally constituted.
- (3) The Corporate Secretary shall then conduct the annual election for the office of the Chair of the Board of Trustees, as provided in section 1(3) of the *Board Procedures Regulation*, which shall be as follows:
 - (a) Call for nominations to be made orally by Trustees in public session.
 - (b) After the nominations have ceased, the nominee(s) shall be requested to inform the meeting whether they elect to stand or decline to stand.
 - (c) If only one person is nominated, that member shall be declared elected by acclamation.
 - (d) Where more than one nominee stands for election, an open vote shall be taken on the nominations in the order in which they were submitted.
 - (e) In the case of election of the Chair or Vice-Chair of the Board of Trustees, one or more Trustees can request that the vote be by secret ballot, as provided in section 9(d) of the *Board Procedures Regulation*.
 - (f) Each Trustee shall vote.
 - (g) The Board of Trustees' member who receives a simple majority of votes cast by the Trustees present shall be declared elected.

- (h) Where more than two nominees elect to stand, if upon the first vote no nominee receives the majority required for election, the name of the nominee receiving the least number of votes shall be dropped, and the members shall proceed to vote anew and so continue until a nominee receives the majority required for election, at which time such nominee shall be declared elected.
- (i) In the case of a vote where no nominee receives the majority required for election, and where two or more nominees are tied with the least number of votes, a special vote shall be taken to decide which one of such tied nominees' names shall be dropped from the list of names to be voted on in the next vote.
- (j) In the case of a two-way tie vote, the Corporate Secretary shall write the names of those nominees separately on blank sheets of paper of equal size and of the same colour and texture, and after folding the sheets of paper in a uniform manner and so that the names are concealed, shall deposit them in a receptacle and direct some person to withdraw one of the sheets. The Corporate Secretary shall declare the nominee whose name appears on the withdrawn sheet to be elected.
- (k) In the case of a three-way tie vote, the Corporate Secretary shall write the names of those nominees separately on blank sheets of paper of equal size and of the same colour and texture and after folding the sheets of paper in a uniform manner and so that the names are concealed, shall deposit them in a receptacle and direct some person to withdraw one of the sheets. The nominee's name that appears on the withdrawn sheet shall be dropped, and a vote shall then be taken to elect one of the remaining two nominees.
- (4) The Chair shall then assume the chair.
- (5) The Chair shall then conduct the election for the office of Vice-Chair of the Board of Trustees in the same manner as for the election of the Chair of the Board of Trustees as set out in the preceding section.
- (6) *Term of Office, Chair and Vice-Chair*
- (a) In accordance with section 1(3) of the *Board Procedures Regulations*, the Chair and Vice-Chair shall hold office during the pleasure of the Board of Trustees, which under normal circumstances shall be until the next organizational meeting of the Board of Trustees.
- (b) In the event that the office of the Chair or Vice-Chair becomes vacant due to death, incapacity, resignation or any other reason, the Board of Trustees shall elect a Trustee to fill the office for the remainder of the term.
- (c) The position of second Vice-Chair shall be appointed following the organizational meeting on a rotating roster basis, every two months. During the months of July and August a Trustee will be designated as an on call Trustee to assist the Chair and/or Vice-Chair.
- (7) *Establishment of Committees and Liaison Requirements*

The number of committees of the Board of Trustees, their powers and duties, and the membership of each committee, shall be decided by the Board of Trustees, in accordance with the Board's Governance Culture policy 5: Board Committees.

(8) *Schedule of Meetings and Annual Agendas*

- (a) The Board of Trustees will determine the schedule of regular meetings for the forthcoming year (up to the date of the next organizational meeting of the Board of Trustees) and shall forthwith, by motion, adopt the calendar of meetings. This does not preclude motions to change the schedule of regular meetings, as required, throughout the year.
- (b) To the extent possible, the Board of Trustees shall determine the Agendas for meetings of the Board of Trustees for the forthcoming year in accordance with the Board's annual work plan.

(9) *Delegation of Power*

Any motion of the Board of Trustees to authorize delegation of the Board of Trustees' duties or powers may be made or renewed at the organizational meeting, and/or at such other time as the Board of Trustees determines to be appropriate.

N. CONTROL AND CONDUCT OF BOARD OF TRUSTEES' MEETINGS

(1) *Role of Chair in Presiding Over Meetings*

- (a) The Chair of the Board of Trustees shall preside over regular and special meetings of the Board of Trustees.
- (b) In the case of the absence of the Chair, the Vice-Chair has all the powers and shall perform all the duties of the Chair during the absence of the Chair. In the case of the absence of both the Chair and the Vice-Chair, the rotating second Vice-Chair shall preside. In the absence of all three of the above, the Corporate Secretary shall call the meeting to order and a Chair shall be chosen by the members of the Board of Trustees present and that individual shall then preside during the meeting, or until the Chair, Vice-Chair or second Vice-Chair arrives.
- (c) Subject to being overruled by a majority vote of Trustees, as outlined in section N(7) of these Procedures, the Chair:
 - (i) shall maintain order and preserve decorum and may, if necessary, call a Trustee to order;
 - (ii) shall decide points of order without debate or comment other than to state the rule applicable to the case;
 - (iii) shall determine which Trustee has a right to speak;
 - (iv) shall ensure that all Trustees who wish to speak on a motion have spoken, that the Trustees are ready to vote and shall subsequently call the vote;
 - (v) shall rule when a motion is out of order; and
 - (vi) may, at any meeting, expel and exclude any person who creates any disturbance or acts improperly.
- (d) When the Chair wishes to make a motion, he/she shall:
 - (i) vacate the chair, and request that the Vice-Chair take the chair; and

(ii) remain out of the chair until the motion has been dealt with.

(2) *Attendance at Meetings*

- (a) Any Trustee who will be absent from a Board of Trustees' meeting must notify the Corporate Secretary in writing as soon as possible in order to accommodate the rescheduling of the meeting, if required.
- (b) No Trustee shall leave the Board of Trustees' meeting (other than for brief periods of time) without written notice being provided through the Corporate Secretary prior to the commencement of the meeting.

(3) *Trustees' Attendance at Board Meetings by Electronic Means*

- (a) It is the preference of the Board of Trustees to hold its meetings at a common location to conduct Board business, with Trustees and official staff physically present at the meeting. Notwithstanding this preference, from time to time, one or more Trustees and official staff may participate in a meeting of the Board by electronic means or other communication facilities, subject to satisfying the requirements as outlined in these Procedures.
- (b) Any acceptable electronic means or other communication facilities must permit the Trustee(s) and official staff not physically present at the meeting of the Board of Trustees to hear and be heard or watch and be heard by all other participants and public in attendance at the meeting, as is appropriate. Unless otherwise approved by the Board of Trustees, the electronic means of communication will be limited to land-line telephones, cellular telephones, or communication facilities that provide simultaneous audio and video communication.
- (c) Electronic attendance of Trustees and official staff may be permitted for regular public meetings of the Board of Trustees, special meetings of the Board of Trustees, and private meetings or the private portion of any Board of Trustees meeting. In order to maintain the confidential or privileged nature of all private meeting Agenda items and supporting material, Trustees and official staff attending a private meeting or the private portion of any Board of Trustees' meeting by electronic means must ensure no person is able to hear or watch any portion of the private meeting with the exception of Trustees and official staff attending the meeting.
- (d) Notwithstanding the requirements of these Procedures, a Trustee cannot attend more than four consecutive Board meetings electronically, without being authorized by a resolution of the Board of Trustees to do so.
- (e) At a meeting of the Board at which one or more Trustees is present electronically, voting on all motions shall be done verbally, with the Chair asking each Trustee to indicate whether they are in favour or opposed to each motion by stating their name.
- (f) At a meeting of the Board at which one or more Trustees is present electronically, if a ruling of the Chair is appealed, the Chair will poll Trustees alphabetically by last name to verify the decision.
- (g) Any Trustee wishing to participate in a Board meeting by electronic means must:

- (i) notify the Corporate Secretary a minimum of twenty-four (24) hours prior to the stated commencement of the meeting that they will be physically absent and wish to participate electronically;
- (ii) notify the Corporate Secretary of the location at which they can be reached. Notwithstanding that a Trustee has requested to electronically attend a meeting of the Board of Trustees, if a reasonable attempt is made to connect with the Trustee, but for any reason, such connection is not made, the Trustee will be considered to be absent from the meeting. If the connection is lost during the meeting, the Trustee will be considered to be absent from the portion of the meeting during which there is no connection;
- (iii) be available at the scheduled commencement of the meeting;
- (iv) formally provide a verbal statement to the Board of their identity in order that the Board can be assured that only Trustees and official staff are participating in the Board meeting;
- (v) verbally or electronically inform the Chair and/or Corporate Secretary if and when they wish to speak;
- (vi) inform the Chair if they depart from a meeting, whether temporary or permanent;
- (vii) ensure that they comply with the requirements of the Act and these Procedures with regard to any Pecuniary interest that they have in any matter before the Board.

(4) *Conduct of Trustees*

- (a) At all regular and special meetings of the Board of Trustees, Trustees will conduct themselves in accordance with the Board's Governance Policies.
- (b) Any Trustee desiring to speak shall so indicate by upraised hand and, upon recognition by the Chair who shall call the Trustee by name, the Trustee may then, but not before, proceed to speak.
- (c) When a Trustee is speaking every other Trustee shall:
 - (i) remain quiet and seated;
 - (ii) not interrupt the speaker, except on a point of order; and
 - (iii) not carry on a private conversation in person, via email, text or social media.
- (d) When a Trustee is speaking the Trustee shall:
 - (i) not speak disrespectfully of His Majesty The King, his official representatives or his government;
 - (ii) not use offensive words in referring to any person;
 - (iii) not reflect on any vote of the Board of Trustees except when moving to rescind it, and shall not reflect on the motives of the Trustees who voted on the motion, or the mover of the motion;

- (iv) not shout or immoderately raise their voice or use profane, vulgar or offensive language; and
- (v) ensure that any statement made is done so in accordance with the Board's Governance Policies. Any Trustee may request the Board of Trustees to consider a motion directing the speaking Trustee to provide the source of the information stated.

(5) *Conduct of Members of the Public*

The members of the public during a Board of Trustees' meeting shall:

- (a) not address the Board of Trustees without permission;
- (b) maintain order and quiet;
- (c) not interrupt any speech or action of the Board of Trustees, or any other person addressing the Board of Trustees; and
- (d) comply with the Public Comment requirement set out in these Procedures.

(6) *Request for Information, Point of Order*

- (a) A request for information is a request or a statement directed to the Chair, or through the Chair to another Trustee, or to the Chief Superintendent, for or about information relevant to the business at hand, but not related to a point of procedure. When a request for information is raised, the Chair shall answer the question or direct the question to the appropriate Trustee or the Chief Superintendent.
- (b) A point of order is the raising of a question by a Trustee with the view of calling attention to any departure from the Board of Trustees' Procedures or the customary proceedings in debate or in the conduct of the Board of Trustees' business. When any point of order arises, it shall be immediately taken into consideration.
 - (i) When the Chair is called upon to decide a point of order, the point shall be stated without unnecessary comment, and the Chair shall state the rule or authority applicable in the case.
 - (ii) When a point of order is raised, or when a Trustee is called to order by the Chair, the Trustee speaking shall immediately be silent and shall remain silent until the Chair decides the point raised.
 - (iii) The Trustee raising a point of order may be granted permission to explain.

(7) *Ruling of the Chair*

- (a) When the Chair is of the opinion that any motion is contrary to the rules of the Board of Trustees, the Chair shall advise the Trustees immediately, quoting the rule or authority applicable.
- (b) No argument or comment as to the Chair's ruling shall be permitted, and the decision of the Chair shall be final unless a challenge is made.
- (c) When a Trustee wishes to challenge the ruling of the Chair, the motion, "That the decision of the Chair be overruled" shall be made.

- (d) A challenge of the ruling of the Chair shall be decided by a majority of the Trustees present. When the ruling of the Chair is challenged, the Chair shall have the right to state the reasons for the decision given, and shall then call the question, without further debate.

(8) *Calling a Trustee to Order*

- (a) When the Chair calls a Trustee to order, the Trustee shall cease to speak.
- (b) The Chair shall provide the opportunity for the Trustee to apologize and/or to explain the Trustee's position in making the remark for which the Trustee was called to order.
- (c) In the event that a Trustee refuses to remain quiet when called to order, the Chair shall request the Vice-Chair or any Trustee to move a motion to remove the unruly Trustee either:
 - (i) for the balance of the meeting; or
 - (ii) until a time stated in the motion;unless the Trustee makes an apology acceptable to the Board of Trustees for the Trustee's unruly behaviour.
 - (iii) When the majority of the Board of Trustees votes in favour of the motion, the Chair shall direct the unruly Trustee to leave the Board Room and, if the Trustee refuses to leave, direct that the Trustee be removed.
 - (iv) When the Chair has directed an unruly Trustee to leave the Board Room and the Trustee makes an explanation and apology satisfactory to the Board of Trustees, it may, by a majority vote of the remaining Trustees present, allow the offending Trustee to remain in ~~their~~his or her place.

(9) *Motions in Board of Trustees' Meetings*

- (a) Pursuant to section 8(1) of the *Board Procedures Regulation*, all motions shall be submitted to the Board of Trustees by the Chair or a Trustee and no seconder is required.
- (b) All motions to be brought in connection with the Agenda materials received pursuant to section G of these Procedures shall be handled as follows:
 - (i) Original wording of proposed motions be submitted in writing to all Trustees, Chief Superintendent, and Corporate Secretary by Noon on the Thursday prior to a public meeting, and
 - (ii) Final wording of proposed motions be submitted in writing to all Trustees, Chief Superintendent, and Corporate Secretary by 3:00 pm on the Friday prior to a public meeting.
- (c) Unless exempted by the Chair, motions submitted during the course of debate shall also be submitted to the Corporate Secretary in writing, except motions to

refer, to adjourn, to lay on the table, to postpone, to recess, to extend termination of the meeting, or to rise and report to the Board of Trustees.

- (d) After a motion has been moved and prior to it being placed on the floor for debate, it is the property of its mover, who can withdraw it or modify it without asking the consent of anyone.
- (e) When a question is under debate, no motion shall be received, except a motion to extend adjournment, to adjourn, to lay on the table, to postpone to a certain time, to refer to a committee, to amend, or to postpone indefinitely, which motions shall have the precedence in the above order.
- (f) A motion to “lay on the table” should only be used if the purpose is to temporarily put business aside so that the Board of Trustees can take up a more urgent matter. If the motion to “lay on the table” is adopted, it is important to make the motion to “take from the table” after the more important business has been decided, in order that the Board of Trustees can again discuss and vote on the motion that was laid on the table. A tabling motion is not debatable. A question laid on the table remains there until taken from the table or until the close of the next regular meeting; if not taken up by that time, the motion dies.
- (g) A motion to “postpone indefinitely” has the purpose of suppressing the main motion for the duration of the meeting without the Board having to vote on the main motion.
- (h) A motion to “postpone to a certain time” is for the purpose of allowing more time to make a decision about the motion thereby putting off or delaying a decision until that time.
- (k) A motion to “refer” is for the purpose of having another group or committee investigate a proposal, and the motion is debatable. If the motion does not include a time by which the committee is to report, the motion might die in committee.
- (l) Agenda items presented to the Board for information will be retained on the corporate record, and do not require a board motion as such.

(10) *The Handling of a Motion*

- (a) The mover of a motion shall state the motion to be considered.
- (b) A question period will follow, during which Trustees will have an opportunity to ask questions for clarification or information prior to the Chair’s calling for formal debate.
- (c) After a main motion has been made and before the motion has been stated by the chair, any Trustee can informally suggest one or more modifications in the motion, which at this point the maker can accept or reject as the mover wishes.
- (d) Representatives of the Alberta Teachers’ Association Local 38, Canadian Union of Public Employees Local 40, The Calgary Board of Education Staff Association, and Trade Unions, will be permitted to speak during the question period at the discretion of the Chair. Questions to these representatives are to be addressed through the Chair.

- (e) Any Trustee desiring to speak shall so indicate by upraised hand and, upon recognition by the Chair who shall call the Trustee by name, the Trustee may then, but not before, proceed to speak.
- (f) Every individual, prior to speaking, shall address the Chair, and remarks shall be confined to the motion under consideration.
- (g) At the conclusion of the question period, the Chair states the motion, thus placing it on the floor for debate. After the motion has been stated by the Chair, it is the property of the Board of Trustees and the maker must receive the approval of the Board, either by consent or by formal approval, to withdraw or amend the motion.
- (h) The mover of the motion shall be given the opportunity to speak first and open debate.
- (i) No Trustee may speak more than twice during the debate on any motion, except under the following circumstances:
 - (i) When a Trustee feels ~~they/he/she~~ ~~have/has~~ been misquoted or misunderstood, the Trustee may, after receiving permission from the Chair, explain a material part of ~~their/his~~ speech but the Trustee may not introduce any new matter.
 - (ii) Before the debate has been closed and the vote called, provided no other Trustee has the floor, a Trustee may request that the motion be read aloud.
- (j) Unless the Board of Trustees by a majority vote extends the time, no Trustee shall speak more than twice for three minutes each on any motion.
- (k) During the debate, each Trustee has the right to speak twice on the same question, but cannot speak a second time so long as any Trustee who has not spoken on that question desires the floor.
- (l) When debate is closed, and prior to calling the question on the motion, the Chair shall always have the right and responsibility to make clear the exact question that the Board of Trustees is deciding and to make sure that Trustees understand the effect of an “aye” and of a “no” vote prior to calling the question on the motion.

(11) *Motion to Adjourn*

- (a) A motion to adjourn is always in order, except when a motion to adjourn was the immediately preceding motion, and takes precedence over all others, but it must not be entertained while a member is speaking nor while a vote is in progress.

(12) *Voting on Motions*

- (a) The Chair and every Trustee present at a meeting must vote on all questions, unless excused from voting in accordance with section 8(2) of the *Board Procedures Regulation*. Each question must be decided by a majority of the votes of the Trustees present. Any question on which there is an equality of votes shall be decided in the negative.

- (b) Notwithstanding the above section, any Trustee who was absent from a n entire Board of Trustees' meeting is not entitled to vote on the adoption of the minutes arising from that meeting. Such abstention shall be recorded. This provision is deemed to satisfy the requirements of section 8(2)(a) of the *Board Procedure Regulation* and no further motion in this regard is required.
- (c) In accordance with section 88 of the *Education Act* and Governance Culture Policy 8: Board Member Conflict of Interest, if a Trustee has a Pecuniary interest in any matter before the Board of Trustees, the Trustee shall disclose such interest prior to any discussion of the matter, abstain from voting on or discussing the matter, and leave the room in which the meeting is being held until the discussion and voting on the matter are concluded.
- (d) The Chair shall declare the results of all votes, including which Trustees voted for or against the motion in question.

(13) *Motions that Bring a Question Again Before the Board*

- (a) A question once decided cannot be brought up again at the same meeting unless otherwise decided by a majority of the Board of Trustees.
- (b) A question to reconsider must be made by a Trustee who voted on the prevailing side of the original motion and can only be considered on the same day that the original motion was decided. When the question to reconsider is on the table, the mover shall briefly state their reasons for reconsideration and the motion to reconsider shall then be voted on without further debate. If carried, the original motion shall then be read and is before the Board of Trustees for disposal.
- (c) If the Board of Trustees refuses to reconsider, no other motion to reconsider can be made.
- (d) If it should become necessary to rescind a motion that has passed, at least one weeks' notice in writing must be given unless otherwise decided by a majority of the Board of Trustees. The motion to rescind is then introduced and dealt with at the next regular Board meeting.
- (e) No motion to rescind or to reconsider shall have the effect of delaying or impeding the action necessary to give effect to any motion, unless the Board of Trustees shall order otherwise.

(14) *Termination and Adjournment*

- (a) At the conclusion of each Board of Trustees' or committee meeting, the Chair must declare the meeting either terminated or adjourned.

O. CORPORATE RECORDS OF MEETINGS

- (1) Minutes of all Board of Trustees' meetings, whether public or private, shall be recorded in the official minutes maintained by the Corporate Secretary on behalf of the Board of Trustees in accordance with section 10 of the *Board Procedure Regulation*.
- (2) Minutes of Board of Trustees' committee meetings shall be presented to the Board of Trustees as part of the regular committee reports, when applicable in accordance with

GC-5E Board Committees Terms of Reference, and shall be retained in the corporate records of the Board of Trustees.

- (3) The Minutes for each Board of Trustees' meeting shall include:
 - (a) the type of meeting: regular, special, or organizational;
 - (b) the name of the assembly;
 - (c) the date, time and place of the meeting;
 - (d) Trustees in attendance as well as Trustees who are absent;
 - (e) main and secondary motions and their disposition; including the names of Trustees voting in favour of, or in opposition to the motion or recommendation and the names of Trustees who were temporarily absent from the meeting at the time the question was called, or who abstained from voting in accordance with section 8(3) of the *Board Procedures Regulation*; points of order and appeals, whether sustained or lost, together with the reasons given by the Chair for ~~their~~^{his} or ~~her~~ ruling;
 - (f) in accordance with section 88(4) of the *Education Act*, the abstention of a Trustee under sections 88(1) and 88(3) of the *Education Act*, as related to disclosure of any Pecuniary interests; and
 - (g) the hour of adjournment.
- (4) The Corporate Secretary shall prepare the minutes of each Board of Trustees' meeting and such minutes shall be considered for adoption at a subsequent meeting of the Board of Trustees.
- (5) The minutes shall contain a record of decisions and motions made at the meeting along with a summary of Board deliberations and discussions. The minutes will not contain any deliberations or discussions at a private meeting to protect the confidential and privileged nature of all private meetings.
- (6) The Corporate Secretary's office shall cause an audio record of all public meetings of the Board of Trustees to be made and, if any Trustee questions the accuracy of any portion of the minutes of a previous meeting, the audio recording shall be used to decide the question.
- (7) The audio recording of a meeting of the Board of Trustees shall be erased immediately following the Board of Trustees' adoption of the minutes unless in the meantime, a written request has been received to retain the audio record, and followed by receipt, within 60 days, of a court order requiring the retention of the audio recording.
- (8) Public Board meetings will be broadcast over the internet. Archives of meetings will be accessible to the public for a period of two years from the date of the meeting. The Board of Trustees reserves the right to edit the video in the event that there is an unauthorized release of personal information, or for other legal requirements or emergent issues.
- (9) When a Trustee arrives late, leaves early, or is absent from a portion of a meeting due to a conflict of interest, the minutes of such meeting shall reflect the reason for the Trustee's absence.
- (10) All reports and documents submitted to the Board of Trustees shall be retained in the corporate records of the Board of Trustees.

P. COMMITTEES OF THE BOARD OF TRUSTEES

- (1) In accordance with section 52 of the *Education Act*, the Board of Trustees will make use of committees to help the Board of Trustees do its work. The functioning of the Board of Trustees' committees will be governed by the Governance Culture Policy 5: Board Committees.
- (2) The terms of reference of each Board of Trustees' committee will set out any reporting requirements to the Board of Trustees.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

waiver of notice

APPENDIX A – WAIVER OF NOTICE FOR SPECIAL MEETING

Month/Day/Year
Time

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

We, the undersigned Trustees of The Calgary Board of Education of the Province of Alberta, do hereby waive notice for the above-noted Special Meeting of the Board of Trustees. This waiver is completed in accordance with the provisions of section 3(4) Special Meetings) of the *Board Procedures Regulation*. (This waiver may be signed in counterpart and the counterparts when combined shall be treated as one and the same document.)

The purpose of the Special Meeting of the Board of Trustees scheduled for _____, is to give consideration to the following items:

-
-

Waiver of Notice is hereby granted:

Name of Trustee	Signature of Trustee	Date

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**APPENDIX B – Excerpt from Access to Information Act Alberta
Freedom of Information and Protection of Privacy
Regulation (AR200/95)**

Local public body confidences

28(1) The head of a local public body may refuse to disclose information to an applicant if the disclosure could reasonably be expected to reveal

- (a) a draft of a resolution, bylaw or other legal instrument by which the local public body acts, or
- (b) the substance of deliberations of a meeting of its elected officials or of its governing body or a committee of its governing body, if an Act or a regulation under this Act authorizes the holding of that meeting in the absence of the public.

(2) Subsection (1) does not apply if

- (a) the draft of the resolution, bylaw or other legal instrument or the subject-matter of the deliberation has been considered in a meeting open to the public, or
- (b) the information referred to in that subsection is in a record that has been in existence for 15 years or more.

Advice from officials

29(1) The head of a public body may refuse to disclose information to an applicant if the disclosure could reasonably be expected to reveal

- (a) advice, proposals, recommendations, analyses or policy options developed by or for a public body or a member of the Executive Council, including background factual information and information provided for informational purposes only,
- (b) consultations or deliberations involving
 - (i) officers or employees of a public body,
 - (ii) a member of the Executive Council, or
 - (iii) the staff of a member of the Executive Council,

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- (c) positions, plans, procedures, criteria or instructions developed for the purpose of contractual or other negotiations by or on behalf of the Government of Alberta or a public body, or considerations that relate to those negotiations,
 - (d) plans relating to the management of personnel or the administration of a public body that have not yet been implemented,
 - (e) the contents of draft legislation, regulations and orders of members of the Executive Council or the Lieutenant Governor in Council,
 - (e) the contents of agendas or minutes of meetings of
 - (i) the governing body of an agency, board, commission, corporation, office or other body designated as a public body in the regulations, or
 - (ii) a committee of a governing body referred to in subclause (i),
 - (g) information, including the proposed plans, policies or projects of a public body, the disclosure of which could reasonably be expected to result in disclosure of a pending policy or budgetary decision, or
 - (h) the contents of a formal research or audit report that in the opinion of the head of the public body is incomplete unless no progress has been made on the report for at least 3 years.
- (2) This section does not apply to information that
- (a) has been in existence for 15 years or more,
 - (b) is a statement of the reasons for a decision made in the exercise of a discretionary power or an adjudicative function,
 - (c) is the result of product or environmental testing carried out by or for a public body, that is complete or on which no progress has been made for at least 3 years, unless the testing was done
 - (i) for a fee as a service to a person other than a public body, or
 - (ii) for the purpose of developing methods of testing or testing products for possible purchase,
 - (d) is a statistical survey,

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- (e) is the result of background research of a scientific or technical nature undertaken in connection with the formulation of a policy proposal, that is complete or on which no progress has been made for at least 3 years.
- (f) is an instruction or guideline issued to the officers or employees of a public body, or
- (g) is a substantive rule or statement of policy that has been adopted by a public body for the purpose of interpreting an Act or regulation or administering a program or activity of the public body.

(3) The head of a public body must refuse to disclose to an applicant

- (a) a record relating to an audit by the Chief Internal Auditor of Alberta that is created by or for the Chief Internal Auditor of Alberta, or
- (b) information that would reveal information about an audit by the Chief Internal Auditor of Alberta.

(4) Subsection (3) does not apply to a record or information described in that subsection if

- (a) 15 years or more has elapsed since the audit to which the record or information relates was completed, or
- (b) the audit to which the record or information relates was discontinued or if no progress has been made on the audit for 15 years or more.

(5) In this section, “audit” means a financial or other formal and systematic examination or review of a program, portion of a program or activity.

~~18(1) — A meeting of a local public body’s elected officials, governing body or committee of its governing body may be held in the absence of the public only if the subject matter being considered in the absence of the public concerns:~~

- ~~(a) — the security of the property of the local public body,~~
- ~~(b) — personal information of an individual, including an employee of a public body,~~
- ~~(c) — a proposed or pending acquisition or disposition of property by or for a public body,~~
- ~~(d) — labour relations or employee negotiations,~~
- ~~(e) — a law enforcement matter, litigation or potential litigation, including matters before administrative tribunals affecting the local public body, or~~

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~~(f) — the consideration of a request for access for information under the *Freedom of Information and Protection of Privacy Act* if the governing body or committee of the governing body is itself designated as the head of the local public body for the purposes of the *Freedom of Information and Protection of Privacy Act*,~~

~~and no other subject matter is considered in the absence of the public.~~

~~(2) — Subsection (1) does not apply to a local public body if another Act:~~

~~(a) — expressly authorizes the local public body to hold meetings in the absence of the public, and~~

~~(b) — specifies the matters that may be discussed at those meetings.~~

PROPERTY OF THE CALGARY BOARD OF EDUCATION

**APPENDIX C - TEMPLATES FOR ORDER OF BUSINESS
FOR BOARD OF TRUSTEES' MEETINGS**

- A. The normal order of business for the **Regular Meeting of the Board of Trustees, Public Agendas** shall be as follows:

Time	Topic	Policy Ref
	1 Call to Order, National Anthem, Acknowledgement of the Lands and Welcome	
	2 Consideration/Approval of Agenda	GC-2
	3 Awards and Recognitions	GC-3
	4 Results Focus School and System Presentations; Policy Consideration (Reasonable Interpretations, Benchmarks and Targets, Monitoring, Language Changes); Board Development Sessions	
	5 Operational Expectations Policy Consideration (Reasonable Interpretation, Indicators, Evidence Monitoring, Language Changes)	
	6 Public Comment Scheduled only when public comment request(s) comply with the requirements outlined in Board Meeting Procedures	GC-3.3
	7 Matters Reserved for Board Information	
	8 Matters Reserved for Board Decision	GC-2
	9 Consent Agenda	GC-2.6
	Private Session	
	Termination of Meeting	
	Debrief	GC-2.4

- B. The normal order of business for the **Regular Meeting of the Board of Trustees, Private Agendas** shall be as follows:

Time	Topic	Policy Ref
	1 Call to Order	
	1.1 Motion to Move In Camera	
	2 Consideration of Agenda	GC-2
	3 Matters Reserved for Board Decision	GC-2
	4 Matters Reserved for Board Information	

Time	Topic	Policy Ref
	4.1 Legal Matters (when required)	OE-1,7
	4.2 Labour Matters (when required)	OE-4
	4.3 Land Matters (when required)	OE-9
	4.4 Other (when required)	
	5 Strategic Governance Matters (when required)	GC-2
	6 Motions	
	6.1 Motion to Move Out of In Camera	
	6.2 Action In-Camera Recommendations	
	Termination of Meeting	
	Debrief	GC-2.4

C. The normal order of business for **Special Meetings** of the Board of Trustees established for any purpose other than the conducting of hearings and hearing of appeals shall be as follows:

Time	Topic	Policy Ref
	1 Call to Order	
	1.1 Motion to Move In Camera (when required)	
	2 Consideration of Agenda	GC-2
	3 Matters Reserved for Board Decision (when required)	
	4 Matters Reserved for Board Information (when required)	
	5 Strategic Governance Matters (when required)	
	6 Motions	GC-2
	6.1 Motion to Move Out of In Camera (when required)	
	6.2 Action In-Camera Recommendations (when required)	
	Termination of Meeting	
	Debrief	GC-2.4

D. The normal order of business for **Special Meetings** of the Board of Trustees established for employee matters shall be as follows:

Time	Topic	Policy Ref
	1 Call to Order	
	1.1 Motion to Hold the Hearing at a Private Meeting	

Time	Topic	Policy Ref
	1.2 Welcome and Introductions	
	1.3 Review of Procedures	
	1.4 Preliminary Points Prior to Commencement of Procedures	
	2 Presentations by Parties	
	3 Comments/Responses by Parties	
	4 Board Member Questions	
	5 Concluding Comments by Parties	
	6 Deliberation and Decision	
	7 Motions	GC-2
	7.1 Motion to Move Out of In Camera	
	7.2 Action In-Camera Recommendations	
	Termination of Meeting	

E. The order of business at the **Organizational Meeting of the Board of Trustees** shall be as follows:

Topic	Policy Ref
1 Call to Order (by Corporate Secretary as Chair pro tem)	
2 Consideration/Approval of Agenda	GC-2
3 Election Returns as certified by the Returning Officer (only required in a Municipal Election Year)	
4 Declare the Board of Trustees Legally Constituted (only required in a Municipal Election Year)	
5 Election of Chair (Chair then assumes the Chair and conducts the remainder of the Organizational Meeting)	
6 Election of Vice-Chair	
7 Establishment of Committees, Committee Membership, and Liaison Roles	
8 Schedule of Board of Trustees' Meetings and Annual Agendas	
9 Delegation of Authority to Chief Superintendent (if required)	
Termination of Meeting	
Debrief	GC-2.4



APPENDIX D – QUICK REFERENCE GUIDE TO ROBERT’S RULES OF ORDER

PROCEDURES AS ADAPTED FROM QUICK REFERENCE GUIDE TO ROBERT’S RULES OF ORDER					
	ORDER OF MOTIONS	MOVER MUST BE RECOGNIZED	AMENDABLE	DEBATABLE	MAY BE RECONSIDERED
PRIVILEGED					
1	Fix time of next meeting	Yes	Yes	No	Yes
2	Adjourn	Yes	No	No	No
3	Take a recess	Yes	Yes	No	No
4	Question of privilege	No	No	No, but a resulting motion is	No
5	Orders of the day	No	No	No	No
INCIDENTAL (No order of Precedence)					
	Point of order	No	No	No	No
	Appeal	No	No	Usually	Yes
	Suspend the rules	Yes	No	No	No
	Create special orders	Yes	No	Yes	No
	Withdraw (or renew)	Yes	No	No	Negative only
	Objection to consideration	No	No	No	Negative only
SUBSIDIARY					
6a	Table	Yes	No	No	No
6b	Take from the table	Yes	No	No	No
7	Previous question	Yes	No	No	Yes
8	Limit or extend debate	Yes	Yes	No	Yes
9	Postpone definitely	Yes	Yes	Yes	Yes
10	Refer or commit	Yes	Yes	Yes	Yes
11	Amend	Yes	Yes, once	Yes	Yes
12	Postpone indefinitely	Yes	No	Yes	Affirmative only
13	Main question (or motion)	Yes	Yes	Yes	Yes
MOTIONS					
14	Reconsider	No	No	No	No
15	Rescind	Yes	Yes	Yes	Negative only
16	Elections (nominations)	No	No	Yes	Yes

Note: Under the provisions of the *Education Act* and Board Meeting Procedures, a seconder is not required for Board of Trustees resolutions, and each motion shall be decided by a majority of the votes of those Trustees present.’

APPENDIX E – BOARD REPORT TEMPLATE

report to
Board of Trustees

Title of Report: To access title double click blue tab.

Date	Month date, 201X
Meeting Type	Click here to select an option Click here to select an option
To	Board of Trustees
From	[Name] Chief Superintendent of Schools
Purpose	Click here to selection an option
Originator	First name Last name, title
Governance Policy Reference	Make reference to pertinent Governance Policy type, number and name. State the policy group first; use acronyms for specific references. For example: Board/Chief Superintendent Relationship B/CSR-2: Single Unit Control Operational Expectations OE-3: Instructional Program OE-7: Communication With and Support for the Board
Resource Person(s)	(Those who assist in the generation of the report.) First name Last name, title

NOTE: Include only the sections that are required and appropriate for the report. Not all reports will require all sections.

1 | Recommendation

The recommendation is the proposed Board action and specifies exactly what you want the Board of Trustees to decide. The rest of the report provides context, information and alternatives that support the recommendations. For a given issue, the recommendation proposes a solution.

Recommendations related to private agenda items must be carefully worded so as to protect the confidentiality and personal privacy around the issue.

Use the following format when preparing this section:

It is recommended:

- All motions to start with the wording “THAT the Board of Trustees...”
- When a motion includes references to an attachment, use the language “Attachment # to this report”
- When the matter being approved by the Board is subject to Ministerial approval, such as use of operating reserves, disposition of schools, etc., the motion to start with the wording “THAT, subject to Ministerial approval, the Board of Trustees approves....
- If the report is coming for information purposes only then the following wording should be used:

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

2 | Issue

The report and the recommendations exist for a reason. Be concise in describing why this report has been created and brought forward. This section should be brief.

Examples:

At the meeting of Dec. 15, 2010, the Board of Trustees directed the Chief Superintendent to provide further information on the use of capital reserves. The Board asked for the report by the end of January 2011.

Operational Expectations 7: Communication With and Support for the Board requires "the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern." This update meets the requirement of OE-7 for information in a timely, simple and concise form.

3 | Background

This section should answer the question “how did we get here” and provide the context required to understand the analysis.

4 | Analysis

The analysis section does much of the heavy lifting of the report, including:

- describing the problem in greater detail;
- clearly explaining the complexity of issues;
- describing possible risks and how they could/will be mitigated;
- demonstrating how governance policies and their interpretations impact the possible and resulting options;

- explaining measurements and results;
- describing and discussing alternatives; and
- describing the CBE's position compared to others.

Ultimately, the analysis makes the case for the recommendations. In this section you should present the options you've considered (including those you are not recommending) and clearly explain your rationale. When the analysis is excellent, people may not like the outcome but they will understand the rationale.

Writing the report is not the full value of the process. The greatest value comes from thinking and reflection. The analysis section may contain recommendations to continually improve.

5 | Financial Impact

The financial section is important. One pillar of the Three-Year Education Plan is "stewarding our resources." This section demonstrates our financial sensibility and performance. This section should be as detailed and extensive as possible.

A thorough and compelling presentation of the financial impact may include implications such as:

- cost (e.g., capital, operating, incremental, one-time, ongoing);
- revenue or funding;
- balance sheet, cash flow and income statement;
- legislated or regulatory;
- human resource;
- organizational priorities; and
- opportunity cost

As in all sections, charts, tables and graphics should be used wherever they help to tell the story. At a minimum, a financial section should include figures.

6 | Implementation Consequences

Implementation Consequences is future focused. Explain the effects or expected outcomes that may occur if the report is approved and the recommendation implemented. The consequences may be positive or negative. In some cases, this section may underscore the risks of inaction as well. Regardless of how complex the situation, it must be explained simply and in plain language.

7 | Conclusion

The conclusion should recap the essence of the report. It is the last thing most people will read before turning back to the recommendations. The conclusion is

not the place to introduce new information. It connects back to the stated issue and confirms that the report serves the purpose for which it was written.

Be brief. Be direct. Be persuasive.

[NAME]

CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

An attachment is a document that can stand alone and is not required to understand the rest of the original report. When numbering attachments, use Attachment Numbering Style.

Attachment I: Name of Attachment

Attachment II: Name of Attachment

Attachment III: Name of Attachment

APPENDICES

An appendix is a document that provides additional reference information and supplements the original report. When numbering appendices, use Appendix Numbering Style

Appendix I: Name of Appendix

Appendix II: Name of Appendix

Appendix III: Name of Appendix

Please do not edit, add to or delete from the Glossary.

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.

report to
Board of Trustees

Chief Superintendent’s Update

Date September 23, 2025

Meeting Type Regular Meeting, Public Agenda

To Board of Trustees

From Joanne Pitman
Chief Superintendent of Schools

Purpose Information

Governance Policy Reference
OE-2: Learning Environment/Treatment of Students
OE-3: Instructional Program
OE 6: Asset Protection
OE 8: Communicating and Engaging with the Public

1 | Recommendation

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

2 | Issue

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

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

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

OE-6: Asset Protection states that “the protection of all organizational assets contributes to student learning.” With other reports submitted to the Board of Trustees, this update meets the requirement of OE-6 to properly maintain, adequately protect and appropriately use all organizational assets.

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

3 | Background

OE-2 Learning Environment/Treatment of Students | System-wide Suicide Prevention, Intervention, Postvention Training for all ATA Staff

The Inclusive Education and Psychology team have developed system-wide *Suicide Awareness Training: Key Understandings and Knowledge* for all CBE Staff. This course is now available on PublicSchoolWorks and is a new required training for all teaching staff (ATA). This training is to support the system-wide implementation of two new reports *Suicide Prevention, Intervention, Postvention: Best Practices and Key Understandings* and *Suicide Prevention, Intervention, Postvention: Protocols* over the 2025-2026 school year.

OE-3 Instructional Program | Supporting Summer School Access and Use of Learning Technologies such as Brightspace and Google Workspace and other Supporting Tools

The Educational Resources & Learning Systems (ERLS) team provided support for summer school in July to ensure the access and use of our learning systems and other supporting tools went smoothly for both teachers and students.

OE-3 Instructional Program | Resource Booking

The CBE implemented a standard Resource Booking tool in January 2025 to allow staff to book their school's shared resources and technology. The change has provided school administrators with the opportunity to take advantage of powerful new data analytics capabilities. Administrators can generate reports showing how frequently resources and categories are booked and by whom. This information offers valuable insights to guide both school-level and system-wide technology investment decisions.

In the 2024–25 school year, nearly 3,000 teachers booked resources 309,261 times using Resource Booking. This level of engagement not only reflects

widespread adoption but also underscores the scale of usage data now available to support planning.

The Teaching and Learning with Technology team continues to guide the overall development of the Resource Booking system. One current area of collaboration with ITS is the integration with PowerSchool, which will allow teachers to view their timetable and book resources within the same system, further streamlining the booking process and improving efficiency.

Resource Booking is evolving beyond scheduling and becoming a critical tool for evidence-informed decision-making as more schools transition to relying on the tool this fall.

OE-3 Instructional Program | New K-6 Social Studies Curriculum Implementation

The Government of Alberta has announced that the new K–3 Social Studies curriculum will be implemented beginning in the 2025–2026 school year, with optional implementation of grades 4–6. CBE will be implementing the new K–6 Social Studies curriculum for the 2025–2026 school year. To support this implementation, the CBE provided targeted summer professional learning opportunities for teachers directly involved with the new curriculum.

As part of the Learning Excellence priority in the *Education Plan 2024–2027*, specialists from the Core Curriculum team facilitated four full-day, in-person sessions and two full-day, online sessions. Approximately 60 teachers participated in the in-person working group for Social Studies, which provided opportunities to deepen understanding of the new curriculum while collaboratively planning and designing meaningful tasks and assessments for students. Approximately 1,300 teachers engaged in online sessions focused on supporting the implementation of the new K–6 Social Studies curriculum.

OE-3 Instructional Program | New Curriculum Assessment Working Groups

The Core Curriculum and Assessment team also hosted in-person working groups for K–6 teachers in the ongoing support of the K–6 English Language Arts and Literature (ELAL) and K–6 Mathematics curriculums. Approximately 60 teachers participated in the four-day, in-person assessment working groups. The focus of the assessment working groups was on enhancing teacher assessment literacy. Teachers engaged in calibration activities using system rubrics developed to strengthen instructional alignment across grades.

OE-6 Asset Protection | Completed 2024-2025 School Year Statistics for our Learning and Resource Systems

Brightspace by D2L was actively used by 60,064 students, 7436 teachers and staff, and 28,940 parents during the 2024-2025 school year. Staff from 94 schools and 4 service units created and used 9768 Brightspace courses to support student learning.

Google Workspace for Education was actively used by 12,736 teachers and staff, and 154,672 students in 2024-2025. There were 6660 Google Classrooms created by teachers to support student learning and 2278 of those Classrooms

provided parents with updates on homework and classroom activities via Guardian Summary emails.

Teachers and other staff helped 21,884 students to reset or change their CBE password in 2024-2025.

In 2024-2025, 38 school Library Assistants signed up for Symphony online training, and 266 Library Assistants and other staff self-enrolled in the Learning Commons Community in Brightspace to learn more about the learning commons, resources and Symphony library system. The Library Technicians on the ERLS Team created catalogue records for nearly 12,000 new English, French, Spanish, Mandarin, and German books and other items in our Symphony library system on behalf of our schools.

TumbleBooks, a curated database of over 1100 children's e-books, is licensed centrally by CBE and was accessed 34,203 times by students in 2024-2025.

OE-8 Communicating and Engaging with the Public | EducationMatters and Calgary Police Youth Foundation - Backpacks for Students

The CBE wants to thank EducationMatters and the Calgary Police Youth Foundation who collaborated on this year's backpack packing event in late August. Between the two organizations, more than 4,000 backpacks were stuffed full of materials by dozens of volunteers.

The backpacks have been provided to CBE schools across Calgary and given to students in need to create a positive start to the new school year. EducationMatters stepped up with critical support from the community to ensure that every child from kindergarten to Grade 12 has access to essential supplies for learning whether they're in school or at home.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOL

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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.

**report to
Board of Trustees**

Construction Projects Status Report

Date	September 23, 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 Policy Reference	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

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, design approval for ten new schools, one modernization, and one replacement school, and planning approval for one new school.

On March 4, 2022, the Government of Alberta (GoA) announced “Design and Construction” approval of a middle school in the community Evanston. On December 14, 2022, Alberta Infrastructure (AI) advised that the 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 August 29, 2025, the CBE announced that the name of the new middle school will be Evanston Heights School.

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. The report identified a significant funding gap between the approved budget and the required scope of work. On April 16, 2024, Alberta Education and Childcare (AE&C) 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 results of the CBE planning activities were shared with AE&C and on July 16, 2025, AE&C informed CBE of the approval to change the project’s scope of work from modernization to full replacement. The replacement school will have an opening capacity of 1,910 students, representing a capacity increase of 505 students compared to the current building. Moreover, the school will be designed to be able to accommodate an additional 195 students through the installation of modular classrooms in the future, if required. The project will be managed by AI and is approved for design only, with further approvals required to obtain construction funding.

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 and on December 3, 2024, approval was received for 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. 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&C 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 design development 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&C announced that “Planning” funding was being provided immediately to accelerate the delivery timeline. Work for the “Planning” phase is complete and the project is currently awaiting confirmation of site readiness.

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&C and AI representatives advised that all ten schools will be bundled and delivered under a single P3 contract. The project start-up meeting was held on July 10, 2025, and design meetings are anticipated to start in the fall.

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&C approved 12 new modular classrooms and the relocation of six other units. 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&C provided in-year approval of an additional 35 new and the relocation of five modular classrooms. The majority of projects are into the warranty phase and will not be included in this report going forward; three sites are in the final stages of construction and will remain in the report. On April 17, 2025, under the 2025-26 MCP, AE&C provided approval for eight new modular classrooms and one demolition. On July 9, 2025, AE&C provided in-year approval for up to 13 additional new modular classrooms. All 2025-26 projects are currently in the design phase.

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 August 26, 2025**

Building	Opening Date	Notes/Comments
41. Evanston Heights 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 65%
		Note: Project managed by Alberta Infrastructure (AI). Design-build contractor mobilized to site in late April 2024. Building envelope complete, mechanical and electrical rough-ins ongoing, interior finishes started.
43. John G. Diefenbaker School Grades 10-12 Replacement, Capacity 1,910 Design approval	TBD	Planning Phase 100%
		Design and Specifications 0%
		Note: Project managed by AI. Additional 'Planning' activities approved and completed. On July 16, 2025, Alberta Education and Childcare (AE&C) announced approval to change the scope from 'modernization' to 'replacement' and to proceed with design-only. Design expected to start in the fall.
44. Annie Gale School Grades 6-9 Modernization Design approval	TBD	Design and Specifications 15%
		Note: Project being managed by Calgary Board of Education (CBE). Design approval received on September 18, 2024. Prime consultant contract has been awarded. Schematic design is complete; design development is ongoing.
45. Cornerstone High School Grades 10-12* New School, Capacity 2,400 students Construction approval	TBD	Design and Specifications 20%
		Note: Project managed by AI. Design approval was announced on March 1, 2024. Construction approval announced on February 15, 2025. Internal engagement is ongoing. Design development is underway.
48. Saddle Ridge Middle School Grades 5-9* New School, Capacity 900 students Planning approval	TBD	Planning Phase 97%
		Note: Planning approved on March 1, 2024. Planning activities are in the final stages of completion. Project is awaiting confirmation of site readiness prior to requesting start of next phase.
49. Evanston Elementary School Grades K-4* New School, Capacity 600 students Construction approval	TBD	Design and Specifications 25%
		Construction Award 50%
		Construction Progress 0%
		Note: Project managed by AI. Project announced for design and construction on March 1, 2024. Design development is complete. P3 procurement by AI is 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
NEW & EXISTING SCHOOL CONSTRUCTION STATUS
As of August 26, 2025**

Building	Opening Date	Notes/Comments	
50. Redstone Elementary School Grades K-4* New School, Capacity 890 students Construction approval	TBD	Design and Specifications	25%
		Construction Award	30%
		Construction Progress	0%
		Note: Project managed by AI. Project announced as design-only on March 1, 2024 and approved for construction on February 15, 2025. Design development is complete. P3 procurement by AI is underway.	
51. Aspen Woods Middle School Grades 5-9* New School, Capacity 900 students Design approval	TBD	Design and Specifications	0%
		Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Kick-off meeting held on July 10, 2025. Design expected to start in the fall.	
52. Cityscape/Redstone Middle School Grades 6-9* New School, Capacity 1,200 students Design approval	TBD	Design and Specifications	0%
		Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Kick-off meeting held on July 10, 2025. Design expected to start in the fall.	
53. Cornerstone Elementary School Grades K-5* New School, Capacity 900 students Design approval	TBD	Design and Specifications	0%
		Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Kick-off meeting held on July 10, 2025. Design expected to start in the fall.	
54. Livingstone Elementary School Grades K-5* New School, Capacity 900 students Design approval	TBD	Design and Specifications	0%
		Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Kick-off meeting held on July 10, 2025. Design expected to start in the fall.	
55. Mahogany Middle School Grades 7-9* New School, Capacity 1,200 students Design approval	TBD	Design and Specifications	0%
		Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Kick-off meeting held on July 10, 2025. Design expected to start in the fall.	
56. Nolan Hill Elementary School Grades K-4* New School, Capacity 600 students Design approval	TBD	Design and Specifications	0%
		Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Kick-off meeting held on July 10, 2025. Design expected to start in the fall.	

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**CALGARY BOARD OF EDUCATION
NEW & EXISTING SCHOOL CONSTRUCTION STATUS
As of August 26, 2025**

Building	Opening Date	Notes/Comments				
57. Sage Hill Elementary School Grades K-5* New School, Capacity 600 students Design approval	TBD	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Design and Specifications</td> <td style="text-align: center;">0%</td> </tr> <tr> <td colspan="2">Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Kick-off meeting held on July 10, 2025. Design expected to start in the fall.</td> </tr> </table>	Design and Specifications	0%	Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Kick-off meeting held on July 10, 2025. Design expected to start in the fall.	
Design and Specifications	0%					
Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Kick-off meeting held on July 10, 2025. Design expected to start in the fall.						
58. Sage Hill/Kincora Middle School Grades 6-9* New School, Capacity 1,000 students Design approval	TBD	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Design and Specifications</td> <td style="text-align: center;">0%</td> </tr> <tr> <td colspan="2">Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Kick-off meeting held on July 10, 2025. Design expected to start in the fall.</td> </tr> </table>	Design and Specifications	0%	Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Kick-off meeting held on July 10, 2025. Design expected to start in the fall.	
Design and Specifications	0%					
Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Kick-off meeting held on July 10, 2025. Design expected to start in the fall.						
59. Sherwood/Nolan Hill Middle School Grades 5-9* New School, Capacity 900 students Design approval	TBD	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Design and Specifications</td> <td style="text-align: center;">0%</td> </tr> <tr> <td colspan="2">Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Kick-off meeting held on July 10, 2025. Design expected to start in the fall.</td> </tr> </table>	Design and Specifications	0%	Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Kick-off meeting held on July 10, 2025. Design expected to start in the fall.	
Design and Specifications	0%					
Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Kick-off meeting held on July 10, 2025. Design expected to start in the fall.						
60. Cornerstone Middle School Grades 6-9* New School, Capacity 1,200 students Design approval	TBD	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Design and Specifications</td> <td style="text-align: center;">0%</td> </tr> <tr> <td colspan="2">Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Kick-off meeting held on July 10, 2025. Design expected to start in the fall.</td> </tr> </table>	Design and Specifications	0%	Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Kick-off meeting held on July 10, 2025. Design expected to start in the fall.	
Design and Specifications	0%					
Note: Project managed by AI. Project announced as design-only on March 14, 2025. Internal feedback gathering ongoing. Kick-off meeting held on July 10, 2025. Design expected to start in the fall.						

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**CALGARY BOARD OF EDUCATION
MODULAR CLASSROOM PROGRAM STATUS
As of August 26, 2025**

Building	Number of Units	Type	Opening Date	Notes/Comments	
M7. Connaught School Grades K-6 Added Capacity: 150	4 2	New Relocation	Summer 2025	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	99%
				Note: Four new modulares approved on March 14, 2024 and two relocated modulares approved on April 9, 2024. Project substantially complete and final inspections scheduled. Work ongoing to address deficiencies.	
M8. Nelson Mandela HS Grades 10-12 Added Capacity: 150	6	New	Summer 2025	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	99%
				Note: Approved on March 14, 2024. Project complete and occupancy granted. Work ongoing to address deficiencies.	
M9. Prairie Sky School Grades K-9 Added Capacity: 175	3+1 4	New Relocation	Summer 2025	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	90%
				Note: Four relocated modulares approved on April 9, 2024 and three new modular classrooms plus one new modular washroom approved on August 2, 2024. 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	99%
				Note: Two new modulares approved on March 31, 2024 and two new modulares approved on August 2, 2024. Project complete and occupancy granted. Work ongoing to address deficiencies.	
M12. Joane Cardinal-Schubert HS Grades 10-12 Added Capacity: 150	5 1	Relocation New	Summer 2025	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	90%
				Note: Approved on August 2, 2024. 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	97%
				Note: Approved on August 2, 2024. Project nearing substantial completion and final inspections are being scheduled.	

*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 August 26, 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	97%
				Note: Approved on August 2, 2024. Project nearing substantial completion and final inspections are being scheduled.	
M15. Hugh A. Bennett School Grades K-4 Added Capacity: 100	4	New	Summer 2025	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	90%
				Note: Approved on August 2, 2024. 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	99%
				Note: Approved on August 2, 2024. Project substantially complete and final inspections scheduled. Work ongoing to address deficiencies.	
M17. Colonel Irvine School Grades 5-9 Added Capacity: 100	4	New	Summer 2025	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	99%
				Note: Approved on August 2, 2024. Project substantially complete and final inspections scheduled. Work ongoing to address deficiencies.	
M18. Buffalo Rubbing Stone School Grades K-5 Added Capacity: 50	2	New	Summer 2025	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	97%
				Note: Approved on August 2, 2024. Project nearing substantial completion and final inspections are being scheduled.	
M19. Kenneth D. Taylor School Grades K-6 Added Capacity: 50	2	New	Summer 2025	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	97%
				Note: Approved on August 2, 2024. Project nearing substantial completion and final inspections are being scheduled.	

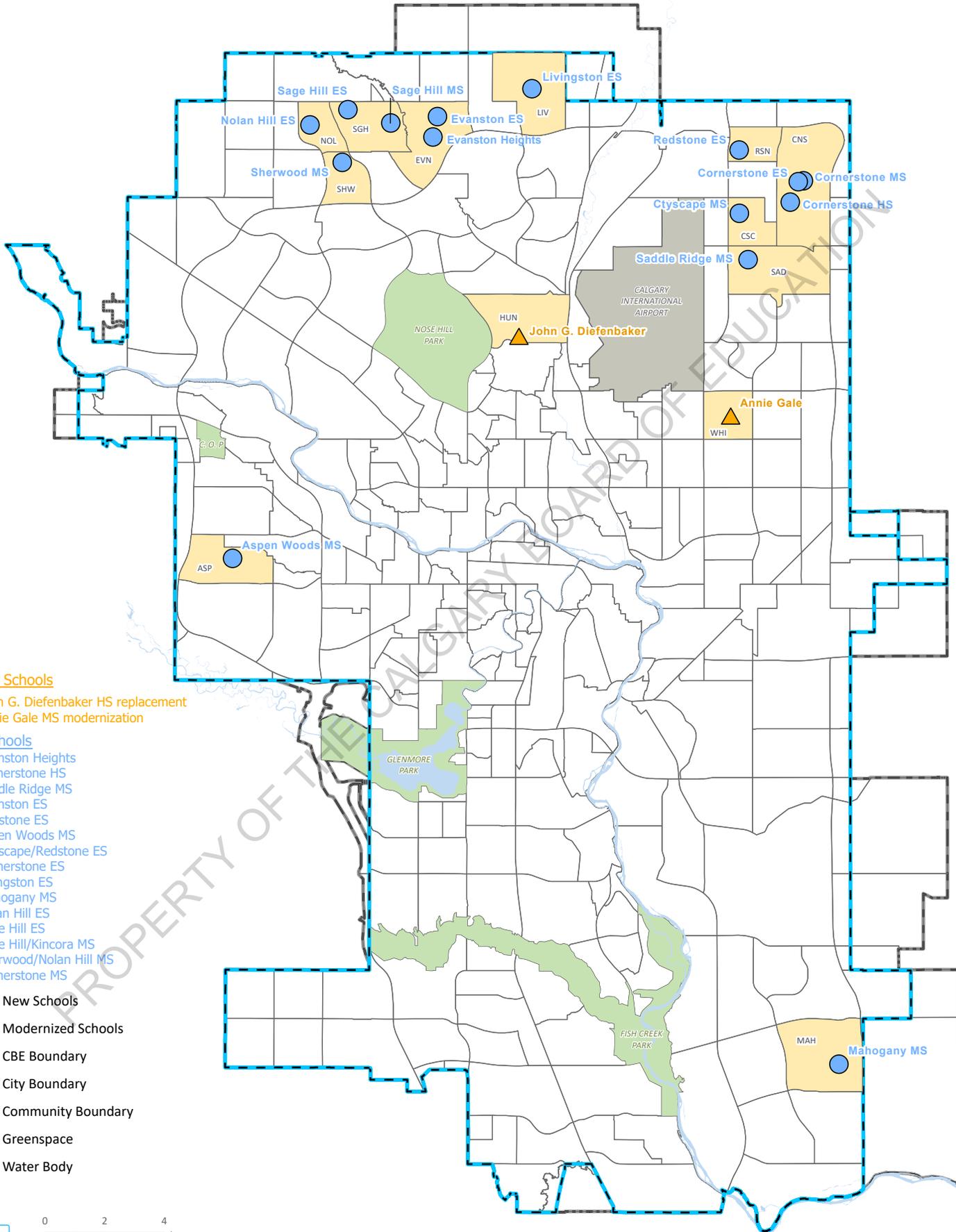
*Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.

**CALGARY BOARD OF EDUCATION
MODULAR CLASSROOM PROGRAM STATUS
As of August 26, 2025**

Building	Number of Units	Type	Opening Date	Notes/Comments	
M20. John G. Diefenbaker HS Grades 10-12 Added Capacity: 150	6	New	TBD	Design and Specifications	50%
				Construction Award	0%
				Construction Progress	0%
				Note: Approved on April 17, 2025. Design activities ongoing.	
M21. Dr. E.P. Scarlett HS Grades 10-12 Added Capacity: 150	6	New	TBD	Design and Specifications	50%
				Construction Award	0%
				Construction Progress	0%
				Note: Approved on July 9, 2025. Design activities ongoing.	
M22. Mount Royal School Grades 7-9 Added Capacity: 75	3	New	TBD	Design and Specifications	85%
				Construction Award	0%
				Construction Progress	0%
				Note: Two units approved on April 17, 2025, and four units approved on July 9, 2025. Design activities ongoing.	
M23. Centennial HS Grades 10-12 Added Capacity: 150	6	New	TBD	Design and Specifications	95%
				Construction Award	0%
				Construction Progress	0%
				Note: Approved on July 9, 2025. Design activities are almost complete.	

*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 September 2025



Existing Schools

- #43 John G. Diefenbaker HS replacement
- #44 Annie Gale MS modernization

New Schools

- #41 Evanston Heights
- #45 Cornerstone HS
- #48 Saddle Ridge MS
- #49 Evanston ES
- #50 Redstone ES
- #51 Aspen Woods MS
- #52 Cytscap/Redstone ES
- #53 Cornerstone ES
- #54 Livingston ES
- #55 Mahogany MS
- #56 Nolan Hill ES
- #57 Sage Hill ES
- #58 Sage Hill/Kincora MS
- #59 Sherwood/Nolan Hill MS
- #60 Cornerstone MS

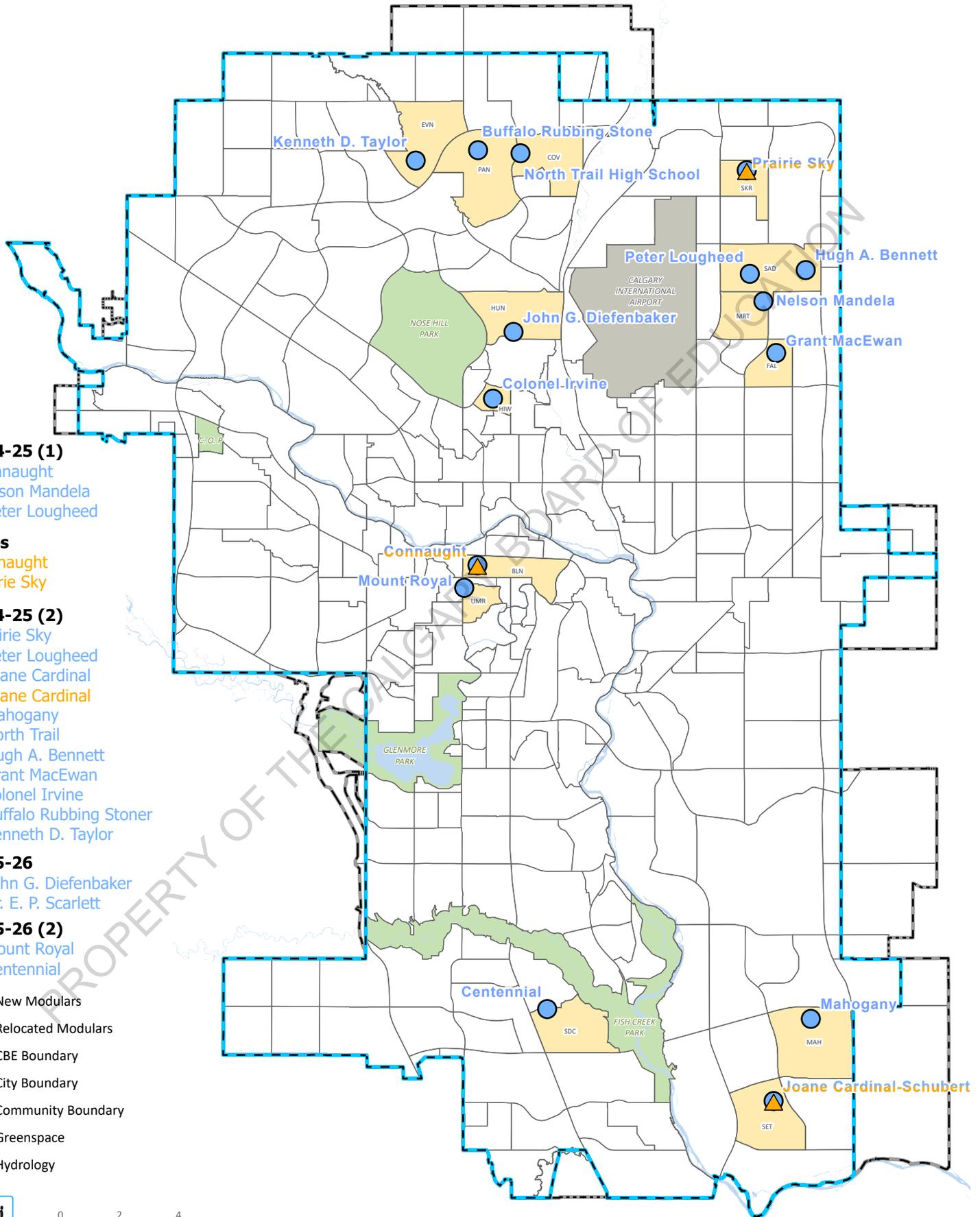
- New Schools
- ▲ Modernized Schools
- CBE Boundary
- City Boundary
- Community Boundary
- Greenspace
- Water Body



1:175,000
 NAD 1983 3TM 114
 Date: August 26, 2025
 Prepared by: Planning
 Map: New and Modernized



Modular Classroom Program As of September 2025



MCP 24-25 (1)
 m7. Connaught
 m8. Nelson Mandela
 m10. Peter Lougheed

BoT Res
 m7. Connaught
 m9. Prairie Sky

MCP 24-25 (2)
 m9. Prairie Sky
 m10. Peter Lougheed
 m12. Joane Cardinal
 m13. Mahogany
 m14. North Trail
 m15. Hugh A. Bennett
 m16. Grant MacEwan
 m17. Colonel Irvine
 m18. Buffalo Rubbing Stoner
 m19. Kenneth D. Taylor

MCP 25-26
 m20. John G. Diefenbaker
 m21. Dr. E. P. Scarlett

MCP 25-26 (2)
 m22. Mount Royal
 m23. Centennial

- New Modularity
- ▲ Relocated Modularity
- CBE Boundary
- City Boundary
- Community Boundary
- Greenspace
- Hydrology



Evanston Heights School



Interior



Interior



Exterior



Exterior