public agenda

Regular Meeting of the Board of Trustees

October 14, 2025
11:00 a.m.

Microsoft Teams
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	
	3.1	Recognition of 2021-2025 Board of Trustees	J. Pitman		
	4	**Results Focus**			
	5	**Operational Expectations**			
	6	**Public Comment [PDF]**		GC-3.2	
		Requirements as outlined in Board Meeting Procedures.			
	7	**Matters Reserved for Board Information**		GC-3	
	8	**Matters Reserved for Board Decision**	Board	GC-2	
	8.1	2026-27 Modular Classroom Program	J. Pitman	OE-7,9	Page 8-1
	9	**Consent Agenda**	Board	GC-2.6	
	9.1	Items Provided for Board Decision			
	9.1.1	OE-1: Global Operational Expectations – Annual Monitoring		OE-1	Page 5-1 (Sept. 23/25)
		(THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the			

provisions of OE-1: Global Operational Expectations.)		
9.1.2 Locally Developed Courses	R-2; OE-3	Page 9-1
(THAT the Board of Trustees approves the recommendations for Locally Developed Courses for school use in CBE for the authorization periods set by Alberta Education's policy.)		
9.1.3 Board Meeting Minutes		
• August 25, 2025 Special Meeting		Page 9-6
(THAT the Board of Trustees approves the Minutes of the Special Meeting held August 25, 2025, as submitted.)		
9.2 Items Provided for Board Information		
9.2.1 Chief Superintendent's Update	OE-2,3,4,8	Page 9-10
Private Session		
Termination of Meeting		
Debrief	Board GC-2.3	

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

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

Calgary Board of Education

report to Board of Trustees	**2026-27 Modular Classroom Program**

Date	October 14, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Catherine Ford, Director Planning Jeff Quigley, Manager, Planning Trevor Fenton, Director, Facility Projects

1 | Recommendation

It is recommended:

THAT the Board of Trustees approves the 2026-27 Modular Classroom Program submission.

2 | Issue

The provincial government requires a prioritized list of modular classroom requests from all school boards annually.

Modular classrooms can make an important contribution to bettering the student learning experience by relieving accommodation pressures within a school. On October 29, 2024, revised Eligibility Filters for Modular Classrooms (Attachment I) and the Modular Classroom Ranking Criteria (Attachment II) were approved by the Board of Trustees. The modular classroom submission within this report was formulated using these updated filters and criteria.

On April 17, 2025, the province approved eight new modular classrooms and the disposition of one modular classroom. On July 9, 2025, the province provided an in-year approval for an additional 13 new modular classrooms, for a total of 21 new modular classrooms and one disposition. These approvals were based on the CBE's 2025-26 Modular Classroom Program request for 64 new units and one disposition.

The pressure on the CBE system caused by continued exceptional enrolment growth over the previous four years is a key consideration in this year's submission. This pressure is further compounded by the fact that only one new school is currently under construction. While an additional 14 new schools have received capital approval, it typically takes three to four years for a new school to open after being approved.

4 | Analysis

The analysis below recommends the following submission for the 2026-27 Modular Classroom Program (MCP):

- 64 new modular unit requests (increasing the capacity of 15 schools).

Modular Classroom Additions – Eligible Schools

A Modular Classroom Eligibility Filter Review was conducted using 2025 five-year enrolment projection data. From this, a list of all schools projected to be over 90% utilization within a three-year time frame (2027-29) was assembled (Attachment III).

30 schools had a projected utilization of 90% or higher and met the filter criteria to be eligible for points ranking analysis. As noted on page 6, 15 of these schools are not considered appropriate for modular classrooms at this time. The following 15 schools are recommended for modular classrooms and are listed in alphabetical order below, prior to ranking:

- Annie Foote School
- Chief Justice Milvain School
- David Thompson School
- Ernest Manning High School
- Georges P. Vanier School
- Lester B. Pearson High School
- Manmeet Singh Bhullar School
- Marlborough School
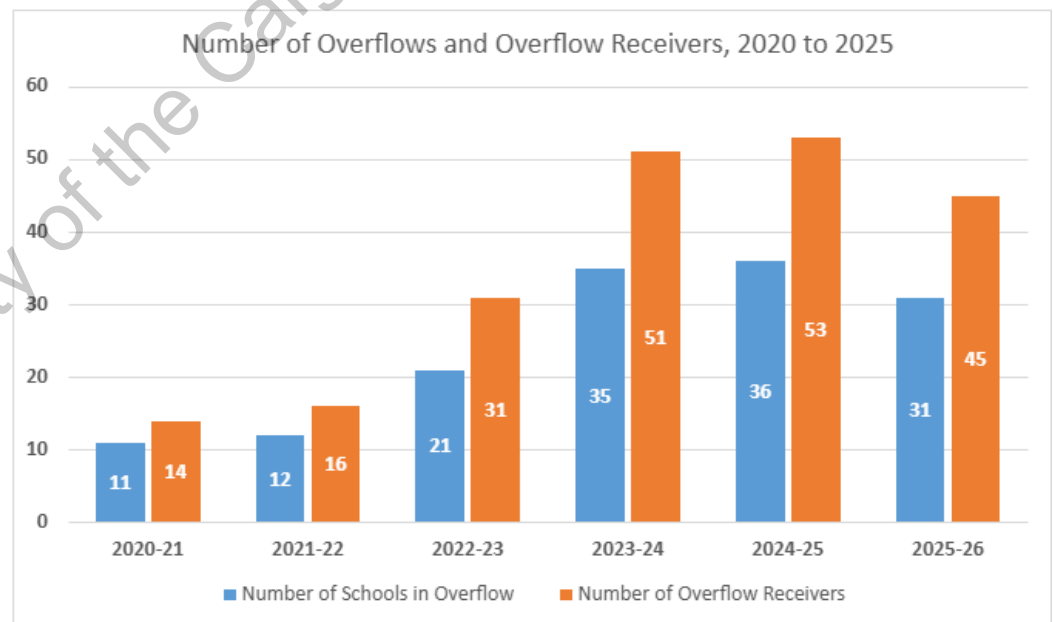- Marshall Springs School
- McKenzie Lake School

- Mountain Park School
- Prince Of Wales School
- Ron Southern School
- Sibylla Kiddle School
- Windsor Park School

The Modular Classroom Points Assignment (Attachment IV) summarizes the points assignments for the schools listed above.

Several factors that affect the viability and cost of modular unit classrooms were considered in conjunction with the points assignment to arrive at the list of schools recommended for additional modular classrooms (new or relocated units). Considerations include:

- Firefighting access to the proposed location;
- Access to existing garbage enclosures and parking areas;
- Access for modular delivery;
- Buffer zone(s) to existing City or CBE playfields; and
- The presence of connection corridors used to tie new modular classrooms into existing schools.

The number of schools reaching capacity increased during the 2023-24 and 2024-25 school years. Record enrolment growth, largely due to newcomers to Calgary, both interprovincial and international, continues to put pressure on the system. While this pressure has previously driven an increase in the number of schools in overflow status, the most recent data shows a slight decline. Below is the six-year trend of schools in overflow, showing both the number of schools in overflow status and the number of schools receiving overflowed students.

Number of Overflows and Overflow Receivers, 2020 to 2025

School Year	Number of Schools in Overflow	Number of Overflow Receivers
2020-21	11	14
2021-22	12	16
2022-23	21	31
2023-24	35	51
2024-25	36	53
2025-26	31	45

Modular Classroom Classrooms – Recommended Schools for New Units

Following review of the school sites and consideration of all factors, obtaining new modular units for the following locations is recommended, in priority sequence:

Priority	School	Reasoning
1	Ernest Manning High School	2025 Opening Day utilization for this school is 126% and the projected 3-yr utilization is 125%. This school is expected to continue to see growth from the surrounding / developing communities. The creation of additional high school capacity is also a priority area identified in the 10-Year Student Accommodation and Facility Strategy (SAFS). Six new units will be requested.
2	Annie Foote School	2025 Opening Day utilization for this school is 98% and the projected 3-yr utilization is 121%. This school is currently the overflow receiver for Prairie Sky School. Continued growth of communities in the NE will continue to put strain on this school. Four new units will be requested.
3	Lester B. Pearson High School	2025 Opening Day utilization for this school is 116% and the projected 3-yr utilization is 118%. This school is expected to continue to see growth from the surrounding / developing communities. The creation of additional high school capacity is also a priority area identified in the 10Yr SAFS. Six new units will be requested.
4	Sibylla Kiddle School	2025 Opening Day utilization for this school is 100% and the projected 3-yr utilization is 116%. This school is expected to continue to see growth from the surrounding / developing communities. Six new units will be requested.
5	Marlborough School	2025 Opening Day utilization for this school is 99% and the projected 3-yr utilization is 110%. Continued growth of communities in NE Calgary will continue to put strain on this school. Two new units will be requested.
6	Windsor Park School	2025 Opening Day utilization for this school is 76% and the projected 3-yr utilization is 115%. This school is expected to continue to see significant growth from the surrounding communities. Due to densification projects Windsor Park School reopened as a Regular program school for the 2025-26 school year and is expected to reach capacity by its second year of opening. Two new units will be requested.
7	David Thompson School	2025 Opening Day utilization for this school is 99% and the projected 3-yr utilization is 111%. David Thompson School is dual track and offers both Regular and French Immersion programs, which impacts how space is used in the school. This school is expected to continue to see growth from the surrounding / developing communities. Six new units will be requested.

8	Marshall Springs School	2025 Opening Day utilization for this school is 88% and the projected 3-yr utilization is 107%. This school is expected to continue to see growth from the surrounding / developing communities. Six new units will be requested.
9	Ron Southern School	2025 Opening Day utilization for this school is 102% and the projected 3-yr utilization is 109%. This school is expected to continue to see growth from the surrounding / developing communities. Four new units will be requested.
10	Prince Of Wales School	2025 Opening Day utilization for this school is 92% and the projected 3-yr utilization is 107%. This school is expected to continue to see growth from the surrounding / developing communities. Four new units will be requested.
11	Georges P. Vanier School	2025 Opening Day utilization for this school is 109% and the projected 3-yr utilization is 107%. G. P. Vanier School is dual track and offers both Regular and French Immersion programs, which impacts how space is used in the school. Additionally, the French Immersion program was expanded in 2019 and as a result, larger cohorts from elementary schools will be feeding into the middle school level starting in 2025. Four new units will be requested.
12	Chief Justice Milvain School	2025 Opening Day utilization for this school is 113% and the projected 3-yr utilization is 99%. This school is expected to continue to see growth from the surrounding / developing communities. Two new units will be requested.
13	Manmeet Singh Bhullar School	2025 Opening Day utilization for this school is 104% and the projected 3-yr utilization is 101%. This school is expected to continue to see growth from the surrounding / developing communities. Two new units will be requested.
14	McKenzie Lake School	2025 Opening Day utilization for this school is 99% and the projected 3-yr utilization is 104%. This school is currently the overflow receiver for New Brighton School and Cranston School. Six new units will be requested.
15	Mountain Park School	2025 Opening Day utilization for this school is 82% and the projected 3-yr utilization is 96%. This school is expected to continue to see growth from the surrounding / developing communities. Four new units will be requested.

The Modular Classrooms Recommended for New Units (Attachment V) summarizes the justification for the schools listed above, including the number of units requested and projected utilization rates. In total, 64 new units are requested, for a total increase of approximately 1600 student spaces.

Schools Excluded from the List of Modular Unit Addition Requests

Following review of the school sites and consideration of all factors, the addition of modular units at the following schools is not recommended:

- Alternative High School
- Annie Gale School
- Colonel Macleod School
- Coventry Hills School
- Dr. E. P. Scarlett High School
- Henry Wisewood High School
- Midsun School
- Panorama Hills School
- Richmond School
- Stanley Jones School
- William Reid School

The Modular Classrooms Excluded from Modular Unit Additions (Attachment VI) summarizes the justification for the schools listed above.

Disposition/Relocation of Existing Modular Classrooms

No modular classrooms have been recommended for demolition, replacement, or relocation as part of the 2026-2027 Modular Classroom Program submission.

5 | Financial Impact

Alberta Education and Childcare (AE&C) funds the relocation, addition and disposition of modular classrooms including consulting fees, construction costs and project expenses. However, AE&C does not fund connection corridors where required or new furniture, fixtures & equipment (FF&E) for modular relocation projects.

The CBE may need to provide capital funding for modular projects that include connection corridors or require additional furniture, fixtures & equipment beyond what is included in the MCP. Maintenance & Renewal (M&R) grants are not permitted to cover these project expenses on modular projects.

The total value for a modular classroom project includes the average base value, comprised of consulting fees, permits, transportation and installation costs (but excludes the purchase price of the modular itself) plus the value for site specific revisions associated to Code and Bylaw upgrades. Code and Bylaw upgrades are identified by The City of Calgary as conditions for receiving the development and building permits. Through experience, CBE can anticipate what Code and Bylaw upgrades may be required, but what will be needed is not known for certain until the development and building permit process is commenced. In the past, these upgrades could include, but are not limited to, firefighting access provisions, parking lot expansions, additional washroom facilities, playfield relocations, site grading, etc. These additional scopes of work are directly driven by existing site

conditions and these costs are used to calculate the Percentage Above Average Cost and Points Assignment which are referenced in Attachments IV and V, respectively. New for the 2026-27 MCP submission, AE&C and Alberta Infrastructure (AI) have provided more flexibility for the provision of connection corridors where building one will offer project savings through reduced Code and Bylaw upgrade requirements. CBE will request funding from AI for connection corridors wherever Code and Bylaw savings exceed the cost of the corridor itself as modulars that are directly connected to the main school facility are far preferred.

For new modular classroom addition projects, the average base project value has increased over time and now equals approximately $300,000 per modular unit. Some costs associated with a modular project are not covered by AE&C and must be covered by CBE. This includes the cost for a connection corridor used to connect the modular(s) directly to the school (if one is required) as well as any FF&E costs in excess of the standard $24,000 per unit provided by the government.

The total estimated project value for each new modular addition project (listed in priority order) is summarized below:

School	Estimate of New Addition Costs, including connection corridors (Covered by AE&C)	Estimate of Desks, Chairs, and Smartboards* (Covered by CBE)
Ernest Manning High School	$1,979,000	$36,000
Annie Foote School	$1,294,500	$24,000
Lester B. Pearson High School	$1,717,000	$36,000
Sibylla Kiddle School	$2,108,000	$36,000
Marlborough School	$837,500	$12,000
Georges P. Vanier School	$1,366,000	$24,000
Windsor Park School	$960,500	$12,000
David Thompson School	$2,254,500	$36,000
Marshall Springs School	$2,152,000	$36,000
Ron Southern School	$1,591,000	$36,000
Prince of Wales School	$1,758,500	$24,000

Chief Justice Milvain School	$694,500	$12,000
Manmeet Singh Bhullar School	$927,000	$12,000
McKenzie Lake School	$2,183,000	$36,000
Mountain Park School	$1,569,000	$24,000
Total	**$23,392,000**	**$396,000**

* Estimates for tables and chairs will fluctuate based on the amount of furniture being ordered. AE&C provides $24,000 per modular unit for FF&E for new modular projects, which does not cover all costs. All funding noted for FF&E will be covered through the Capital Reserve funded FF&E repository approved by the Board of Trustees on April 9, 2024. The FF&E funding required for the modular projects has still been included in the above table to indicate the total value required from the FF&E repository.

6 | Implementation Consequence

AE&C requires school jurisdictions to submit their annual modular classroom program requests by November 1 each year.

Given the high number of modular classrooms being requested and the expectation that a significant portion of the CBE's request will be approved, the modular classroom projects will be bundled and released over the course of the 2026-27 school year. This approach ensures adequate time is provided to the modular manufacturer, consultants and contractors to complete designs, obtain permits and complete construction for all projects that receive provincial approval.

7 | Conclusion

The CBE recommends the request of 64 new modular units for the 2026-27 school year.

The high number of new modular units being proposed is directly in response to the continued high utilization rates being experienced and that is projected for several more years. This pressure is further compounded by the fact that only one new school is currently under construction, while the remaining 14 approved new schools are not expected to open for three to four more years.

JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I:	Eligibility Filters for Modular Classrooms
Attachment II:	Modular Classroom Ranking Criteria
Attachment III:	Modular Classroom Eligibility Filter Review 2025
Attachment IV:	Modular Classroom Points Assignment 2025
Attachment V:	Modular Classrooms Recommended for New Units 2025
Attachment VI:	Modular Classrooms Excluded from Modular Unit Additions 2025

GLOSSARY – Developed by the Board of Trustees
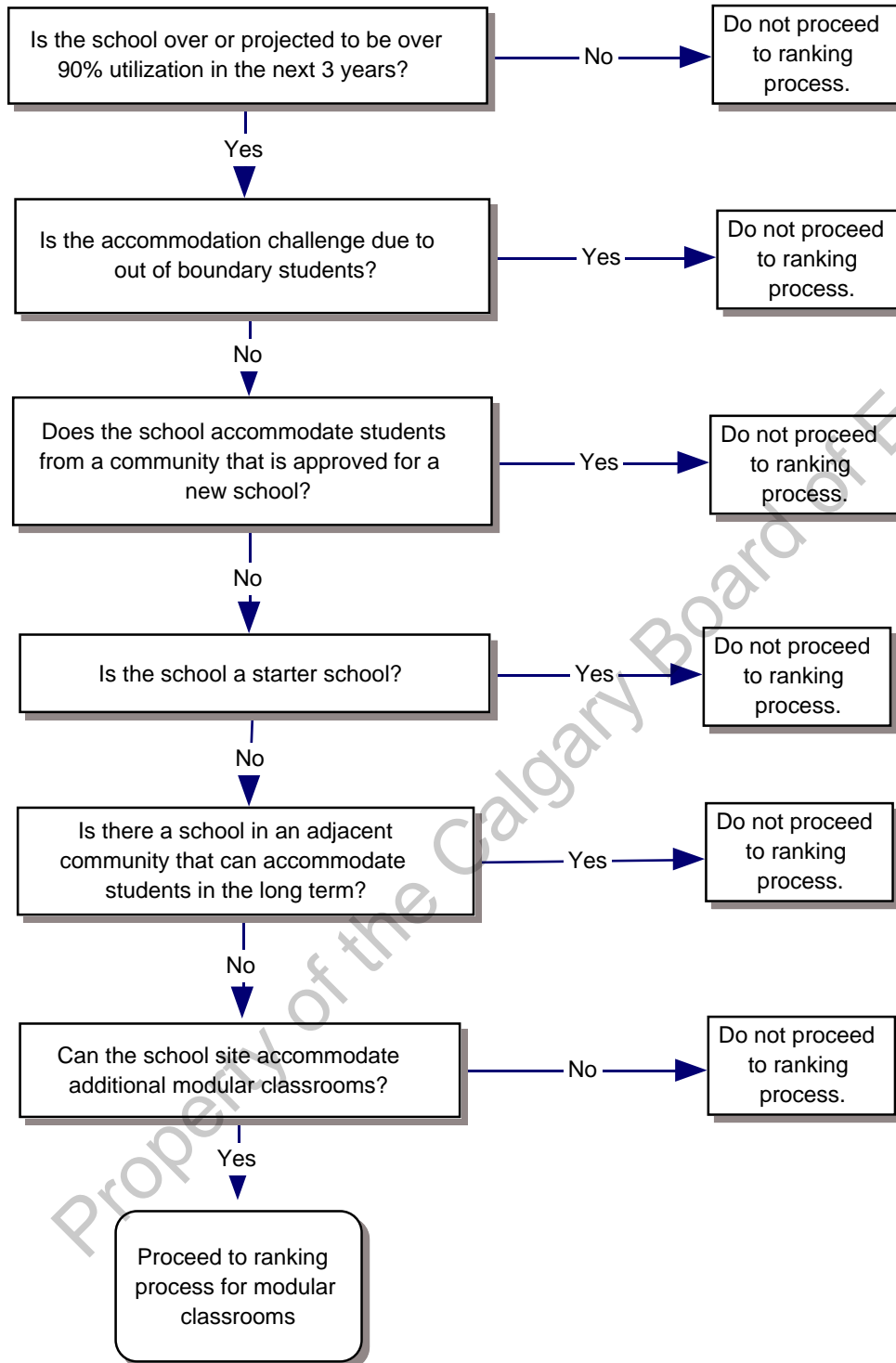
Board: Board of Trustees

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.

Is the school over or projected to be over 90% utilization in the next 3 years? — No → Do not proceed to ranking process.

Yes ↓

Is the accommodation challenge due to out of boundary students? — Yes → Do not proceed to ranking process.

No ↓

Does the school accommodate students from a community that is approved for a new school? — Yes → Do not proceed to ranking process.

No ↓

Is the school a starter school? — Yes → Do not proceed to ranking process.

No ↓

Is there a school in an adjacent community that can accommodate students in the long term? — Yes → Do not proceed to ranking process.

No ↓

Can the school site accommodate additional modular classrooms? — No → Do not proceed to ranking process.

Yes ↓

Proceed to ranking process for modular classrooms

Prepared by Planning October 2024

CATEGORY A

Enrolment, Utilization, Projection

Strength of enrolment and utilization into the future (Projected 3-Year Utilization)

Projected Utilization is less than 89%	0
Projected Utilization is between 90% to 99%	5
Projected Utilization is between 100 to 104%	10
Projected Utilization is between 105 to 109%	15
Projected Utilization is between 110 to 114%	20
Projected Utilization is between 115 to 119%	25
Projected Utilization is between 120 to 124%	30
Projected Utilization is between 125 to 129%	35
Projected Utilization is between 130 to 134%	40
Projected Utilization is between 135 to 139%	45
Projected Utilization is greater than 140%	50

CATEGORY B

Site Features, Location

Ability to add modular units to the site. Ranking Range: 0 (difficult) to 1 (easy)

Site Size - ability to accommodate portables	1
Physical Obstructions (large trees, playground equip, catch basins, elec. Transformers, etc)	1
Site Grading, contours (slope to portables not good)	1
Additional Parking Requirements	1
Additional Washroom stall / sink requirments	1
Sight lines for Security, creates concealed areas	1
Ability to locate portables near entrance	1
Ability to connect with a corridor	1
Ease of connecting services, ie gas, power, data	1
Proximity to underground services restricting placement (ie: main elec, water, sewer)	1
Proximity and quantity of windows opposite the modulars	1
Fire rating of school exterior wall	1
Existing Firewall on school to accommodate addition	1
Distance from Street (within 15m will allow for more)	1
Location on site for aesthetics……front vs. rear vs. side	1
Existing catch basins in vicinity to portables for roof drainage	1
Proximity to main sidewalks (downspouts cause icing)	1

CATEGORY C

Cost to Add Modular Units Compared to Average Cost to Add Modular Units to a Site

What is the anticipated cost of modular units at this site?

1 = Poor $$$$$	(more than 25% more)	5
2 = Fair $$$$	(Between 20 to 24% more)	10
3 = Good $$$	(Between 15 to 19% more)	15
4 = Very Good $$	(Between 10 to 14% more)	20
5 = Excellent $	(Less than 9% more)	25

School Name	Is school over or projected to be over 90% utilization in next 3 years?	Is accommodation challenge due to out of boundary students?	Does school accommodate students from a community that is approved for a new school?	Is the school a starter school?	Is there a school in an adjacent community that can accommodate students in the long term?	Can the school site accommodate additional modular classrooms?	Does the school meet all the filters to proceed to the ranking process for modular classrooms?
Alexander Ferguson School	Yes	Yes	-	-	-	-	-
Bowness High School	Yes	Yes	-	-	-	-	-
Bridlewood School	Yes	Yes	-	-	-	-	-
Cappy Smart School	Yes	Yes	-	-	-	-	-
Dr. E. W. Coffin School	Yes	Yes	-	-	-	-	-
Earl Grey School	Yes	Yes	-	-	-	-	-
Eric Harvie School	Yes	Yes	-	-	-	-	-
Ernest Morrow School	Yes	Yes	-	-	-	-	-
Evergreen School	Yes	Yes	-	-	-	-	-
Forest Lawn High School	Yes	Yes	-	-	-	-	-
Mount View School	Yes	Yes	-	-	-	-	-
Patrick Airlie School	Yes	Yes	-	-	-	-	-
Queen Elizabeth Jr/Sr High School	Yes	Yes	-	-	-	-	-
Ramsay School	Yes	Yes	-	-	-	-	-
Rosedale School	Yes	Yes	-	-	-	-	-
Rosemont School	Yes	Yes	-	-	-	-	-
Sunalta School	Yes	Yes	-	-	-	-	-
West Dalhousie School	Yes	Yes	-	-	-	-	-
West Dover School	Yes	Yes	-	-	-	-	-
Auburn Bay School	Yes	No	Yes	-	-	-	-
Bayside School	Yes	No	Yes	-	-	-	-
Belvedere Parkway School	Yes	No	Yes	-	-	-	-
Bob Edwards School	Yes	No	Yes	-	-	-	-
Cambrian Heights School	Yes	No	Yes	-	-	-	-
Catherine Nichols Gunn School	Yes	No	Yes	-	-	-	-
Clarence Sansom School	Yes	No	Yes	-	-	-	-
Dr. Gordon Higgins School	Yes	No	Yes	-	-	-	-
Dr. Roberta Bondar School	Yes	No	Yes	-	-	-	-
F.E. Osborne School	Yes	No	Yes	-	-	-	-
H.D. Cartwright School	Yes	No	Yes	-	-	-	-
Hawkwood School	Yes	No	Yes	-	-	-	-
James Fowler High School	Yes	No	Yes	-	-	-	-
Keeler School	Yes	No	Yes	-	-	-	-
Lakeshore School	Yes	No	Yes	-	-	-	-
Nickle School	Yes	No	Yes	-	-	-	-
North Haven School	Yes	No	Yes	-	-	-	-
O. S. Geiger School	Yes	No	Yes	-	-	-	-
Pineridge School	Yes	No	Yes	-	-	-	-
Simon Fraser School	Yes	No	Yes	-	-	-	-
Terry Fox School	Yes	No	Yes	-	-	-	-
Vincent Massey School	Yes	No	Yes	-	-	-	-
William D. Pratt School	Yes	No	Yes	-	-	-	-
Abbeydale School	Yes	No	No	No	Yes	-	-
Acadia School	Yes	No	No	No	Yes	-	-
Arbour Lake School	Yes	No	No	No	Yes	-	-
Balmoral School	Yes	No	No	No	Yes	-	-
Banff Trail School	Yes	No	No	No	Yes	-	-
Bowcroft School	Yes	No	No	No	Yes	-	-
Branton School	Yes	No	No	No	Yes	-	-
Brentwood School	Yes	No	No	No	Yes	-	-
Buchanan School	Yes	No	No	No	Yes	-	-

School Name	Is school over or projected to be over 90% utilization in next 3 years?	Is accommodation challenge due to out of boundary students?	Does school accommodate students from a community that is approved for a new school?	Is the school a starter school?	Is there a school in an adjacent community that can accommodate students in the long term?	Can the school site accommodate additional modular classrooms?	Does the school meet all the filters to proceed to the ranking process for modular classrooms?
Capitol Hill School	Yes	No	No	No	Yes	-	-
Captain John Palliser School	Yes	No	No	No	Yes	-	-
Chaparral School	Yes	No	No	No	Yes	-	-
Chris Akkerman School	Yes	No	No	No	Yes	-	-
Collingwood School	Yes	No	No	No	Yes	-	-
Colonel Sanders School	Yes	No	No	No	Yes	-	-
Dalhousie School	Yes	No	No	No	Yes	-	-
Dr. J. K. Mulloy School	Yes	No	No	No	Yes	-	-
Erin Woods School	Yes	No	No	No	Yes	-	-
Ethel M. Johnson School	Yes	No	No	No	Yes	-	-
Fairview School	Yes	No	No	No	Yes	-	-
Glamorgan School	Yes	No	No	No	Yes	-	-
Griffith Woods School	Yes	No	No	No	Yes	-	-
Haysboro School	Yes	No	No	No	Yes	-	-
Highwood School	Yes	No	No	No	Yes	-	-
Janet Johnstone School	Yes	No	No	No	Yes	-	-
Killarney School	Yes	No	No	No	Yes	-	-
King George School	Yes	No	No	No	Yes	-	-
Lake Bonavista School	Yes	No	No	No	Yes	-	-
Le Roi Daniels School	Yes	No	No	No	Yes	-	-
Louis Riel School	Yes	No	No	No	Yes	-	-
Maple Ridge School	Yes	No	No	No	Yes	-	-
Marion Carson School	Yes	No	No	No	Yes	-	-
New Brighton School	Yes	No	No	No	Yes	-	-
Queen Elizabeth School	Yes	No	No	No	Yes	-	-
R.T. Alderman School	Yes	No	No	No	Yes	-	-
Radisson Park School	Yes	No	No	No	Yes	-	-
Riverside School	Yes	No	No	No	Yes	-	-
Roland Michener School	Yes	No	No	No	Yes	-	-
Royal Oak School	Yes	No	No	No	Yes	-	-
Scenic Acres School	Yes	No	No	No	Yes	-	-
Silver Springs School	Yes	No	No	No	Yes	-	-
Sir Wilfrid Laurier School	Yes	No	No	No	Yes	-	-
Sundance School	Yes	No	No	No	Yes	-	-
The Hamptons School	Yes	No	No	No	Yes	-	-
Thorncliffe School	Yes	No	No	No	Yes	-	-
Tom Baines School	Yes	No	No	No	Yes	-	-
Tuscany School	Yes	No	No	No	Yes	-	-
Valley View School	Yes	No	No	No	Yes	-	-
Varsity Acres School	Yes	No	No	No	Yes	-	-
West Springs School	Yes	No	No	No	Yes	-	-
Western Canada High School	Yes	No	No	No	Yes	-	-
Wildwood School	Yes	No	No	No	Yes	-	-
Willow Park School	Yes	No	No	No	Yes	-	-
Woodbine School	Yes	No	No	No	Yes	-	-
Altadore School	Yes	No	No	No	No	No	-
Captain Nichola Goddard School	Yes	No	No	No	No	No	-
Citadel Park School	Yes	No	No	No	No	No	-
Colonel J. Fred Scott School	Yes	No	No	No	No	No	-
Copperfield School	Yes	No	No	No	No	No	-
Cranston School	Yes	No	No	No	No	No	-

School Name	Is school over or projected to be over 90% utilization in next 3 years?	Is accommodation challenge due to out of boundary students?	Does school accommodate students from a community that is approved for a new school?	Is the school a starter school?	Is there a school in an adjacent community that can accommodate students in the long term?	Can the school site accommodate additional modular classrooms?	Does the school meet all the filters to proceed to the ranking process for modular classrooms?
Crossing Park School	Yes	No	No	No	No	No	-
Douglas Harkness School	Yes	No	No	No	No	No	-
Dr. George Stanley School	Yes	No	No	No	No	No	-
Dr. Martha Cohen School	Yes	No	No	No	No	No	-
Falconridge School	Yes	No	No	No	No	No	-
Guy Weadick School	Yes	No	No	No	No	No	-
Hidden Valley School	Yes	No	No	No	No	No	-
Lord Beaverbrook High School	Yes	No	No	No	No	No	-
Northern Lights School	Yes	No	No	No	No	No	-
Nose Creek School	Yes	No	No	No	No	No	-
Rideau Park School	Yes	No	No	No	No	No	-
Robert Thirsk High School	Yes	No	No	No	No	No	-
Rundle School	Yes	No	No	No	No	No	-
Taradale School	Yes	No	No	No	No	No	-
Ted Harrison School	Yes	No	No	No	No	No	-
Valley Creek School	Yes	No	No	No	No	No	-
West Ridge School	Yes	No	No	No	No	No	-
Alternative High School	Yes	No	No	No	No	Yes	Yes
Coventry Hills School	Yes	No	No	No	No	Yes	Yes
John G. Diefenbaker High School	Yes	No	No	No	No	Yes	Yes
Panorama Hills School	Yes	No	No	No	No	Yes	Yes
Dr. E. P. Scarlett High School	Yes	No	No	No	No	Yes	Yes
Annie Foote School	Yes	No	No	No	No	Yes	Yes
Annie Gale School	Yes	No	No	No	No	Yes	Yes
Centennial High School	Yes	No	No	No	No	Yes	Yes
Chief Justice Milvain School	Yes	No	No	No	No	Yes	Yes
Colonel Macleod School	Yes	No	No	No	No	Yes	Yes
David Thompson School	Yes	No	No	No	No	Yes	Yes
Ernest Manning High School	Yes	No	No	No	No	Yes	Yes
Georges P. Vanier School	Yes	No	No	No	No	Yes	Yes
Henry Wise Wood High School	Yes	No	No	No	No	Yes	Yes
Lester B. Pearson High School	Yes	No	No	No	No	Yes	Yes
Manmeet Singh Bhullar School	Yes	No	No	No	No	Yes	Yes
Marlborough School	Yes	No	No	No	No	Yes	Yes
Marshall Springs School	Yes	No	No	No	No	Yes	Yes
McKenzie Lake School	Yes	No	No	No	No	Yes	Yes
Midsun School	Yes	No	No	No	No	Yes	Yes
Mount Royal School	Yes	No	No	No	No	Yes	Yes
Mountain Park School	Yes	No	No	No	No	Yes	Yes
Prince Of Wales School	Yes	No	No	No	No	Yes	Yes
Richmond School	Yes	No	No	No	No	Yes	Yes
Ron Southern School	Yes	No	No	No	No	Yes	Yes
Saddle Ridge School	Yes	No	No	No	No	Yes	Yes
Sibylla Kiddle School	Yes	No	No	No	No	Yes	Yes
Stanley Jones School	Yes	No	No	No	No	Yes	Yes
William Reid School	Yes	No	No	No	No	Yes	Yes
Windsor Park School	Yes	No	No	No	No	Yes	Yes

#	SCHOOL	PROGRAM	CATEGORY A Enrolment / Projection / Utilization	CATEGORY B Site Features / Location	CATEGORY C Cost Compared to Average	TOTAL
1	Ernest Manning High School	Regular	35	10	5	50
2	Annie Foote School	Regular	30	13	5	48
3	Lester B. Pearson High School	Regular and IB	25	10	10	45
4	Sibylla Kiddle School	Regular	25	12	5	42
5	Marlborough School	Regular	20	12	5	37
6	Windsor Park School	Regular	20	9	5	34
7	David Thompson School	Regular and French Immersion	20	9	5	34
8	Marshall Springs School	Regular	15	13	5	33
9	Ron Southern School	Regular	15	11	5	31
10	Prince Of Wales School	Regular	15	10	5	30
11	Georges P. Vanier School	Regular and French Immersion	15	9	5	29
12	Chief Justice Milvain School	Regular and Traditional Learning Centre	5	15	5	25
13	Manmeet Singh Bhullar School	Regular	10	9	5	24
14	McKenzie Lake School	Regular	10	8	5	23
15	Mountain Park School	Regular	5	7	5	17

School Name	Area	Planning Sector	Overflow Status	Projected Utilization w/o Overflow (2025)	Projected Utilization w/o Overflow (2027)	Overflowed To:	# of Units Requested	# of Student Spaces	New Utilization w/o Overflow (Projected 2025)	New Utilization w/o Overflow (Projected 2027)	Points Ranking	% above Avg. Cost	Playfields Impacted?	Site Revisions
Annie Foote School	4	NE	Receiver	103%	121%		4	100	86%	101%	48	32%	NO	New Sub Data Closet, Parking Expansion, Tree Replacement, Regrade Slopes, B/F Upgrade
Chief Justice Milvain School	4	NE		107%	99%		2	50	97%	90%	25	36%	NO	Parking Expansion, Regrade Slopes, B/F Upgrade
David Thompson School	6	S		103%	111%		6	150	85%	91%	34	58%	NO	New Sub Data Closet, Tree Replacement, New Firewall, Relocate Basketball field, Washroom Expansion, New Garbage Enclosure, Relocate Gas Line, B/F Upgrade
Ernest Manning High School	7	W		121%	125%		6	150	111%	115%	50	39%	NO	Design Complete- New Sub Data Closet, Special Foundation, B/F Upgrade
Georges P. Vanier School	2	C		106%	107%		4	100	91%	92%	29	39%	NO	New Sub Data Closet, Parking Expansion, Washroom Expansion, B/F Upgrade
Lester B. Pearson High School	4	NE		114%	118%		6	150	104%	107%	45	20%	NO	Design Complete- New Sub Data Closet, Parking Expansion, Tree Replacement
Manmeet Singh Bhullar School	4	NE		98%	101%		2	50	90%	92%	24	81%	NO	Parking Expansion, New Firewall, B/F Upgrade
Marlborough School	4	NE		99%	110%		2	50	86%	96%	37	73%	NO	New Firewall, Regrade Slopes, B/F Upgrade
Marshall Springs School	6	S		87%	107%		6	150	74%	91%	33	51%	NO	New Firewall, New Sub Data Closet, Parking Expansion, Tree Replacement, B/F Upgrade, Regrade Slopes, Relocate Basketball field
McKenzie Lake School	5	SE	Receiver	101%	104%		6	150	82%	84%	23	53%	NO	New Firewall, Parking Expansion, Washroom Expansion, Regrade Slopes, B/F Upgrade
Mountain Park School	5	SE		81%	96%		4	100	73%	85%	17	59%	NO	New Firewall, Parking Expansion, Tree Replacement, Regrade Slopes, B/F Upgrade
Prince Of Wales School	5	S		98%	107%		4	100	78%	85%	30	78%	NO	New Firewall, Parking Expansion, B/F Upgrade
Ron Southern School	6	S		103%	109%		4	100	87%	92%	31	63%	NO	New Firewall, New Sub Data Closet, Parking Expansion, Washroom Expansion, Regrade Slopes, B/F Upgrade
Sibylla Kiddle School	5	SE		111%	116%		6	150	88%	92%	42	48%	NO	New Firewall, New Sub Data Closet, Parking Expansion, Regrade Slopes, B/F Upgrade, Special Foundation
Windsor Park School	7	SW		85%	115%		2	50	68%	92%	34	87%	NO	New Firewall, Parking Expansion, Regrade Slopes, B/F Upgrade

School Name	Area	Planning Sector	Reason for Not Submitting
Alternative High School	6	C	Enrolment can be managed as students in this program could be supported through community schools in the CBE.
Annie Gale School	4	NE	Site review by Facility Projects determined this school will not be able to receive additional modulars classrooms.
Centennial High School	5	S	Previously approved for modular classrooms.
Colonel Macleod School	3	C	The anticipated openings of Evanston Middle School and a second elementary school within the next two years are expected to reduce TLC enrolment in the area.
Coventry Hills School	3	N	Projected enrolment for this school drops below 90% by 2029.
Dr. E. P. Scarlett High School	6	S	Previously approved for modular classrooms.
Henry Wise Wood High School	6	S	Site review by Facility Projects determined this school will not be able to receive additional modulars classrooms.
John G. Diefenbaker High School	2	N	Previously approved for modular classrooms.
Midsun School	5	S	Provincial capacity error inflated utilization; projected utilization is expected to fall below 90% following the correction
Mount Royal School	7	C	Previously approved for modular classrooms.
Panorama Hills School	2	N	Projected enrolment for this school drops below 90% by 2029.
Richmond School	7	C	Enrolment can be managed through an accomodation plan.
Saddle Ridge School	4	NE	This is a P3 school and is already at/above its maximum modular capacity.
Stanley Jones School	3	C	Site review by Facility Projects determined this school will not be able to receive additional modulars classrooms..
William Reid School	7	C	Site review by Facility Projects determined this school will not be able to receive additional modulars classrooms..

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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

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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

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> 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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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:
   a) at the point of hire, as evidenced by new employee acknowledgement;
   b) annually by school principals; and
   c) annually by supervisors.
	Compliant

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.

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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

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.

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The Chief Superintendent shall:

1.2	Appropriately manage risks related to the strategic and operational objectives of The Calgary Board of Education.	Compliant

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

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.

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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

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

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.

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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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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

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

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.

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1.3.2	Zero instances of CBE's insurers refusing to insure the CBE due to the existence of hazardous conditions.	Compliant

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

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.

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1.3.4	Clearly defined processes are in place and utilized for approval of offsite activities.	Compliant

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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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.

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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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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.

Calgary Board of Education

report to Board of Trustees | Locally Developed Courses

Date	October 14, 2025
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Jennifer Turner, Superintendent of School Improvement Michael W. Nelson, Superintendent of School Improvement
Governance Policy Reference	Locally Developed Courses R-2: Academic Success OE-3: Instructional Program
Resource Person(s)	Ken Weipert, Education Director, School Improvement Kelsey McMahon-Stoker, Specialist, School Improvement

1 | Recommendation

It is recommended:

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

2 | Issue

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

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

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

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

3 | Background

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

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

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

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

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

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

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

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

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

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

4 | Analysis

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

Authorization from the Minister of Education and by Alberta Education is ongoing. As sequences are finalized and authorized, the Calgary Board of Education continues to add those sequences having student interest. Since the report to the Board of Trustees dated April 22, 2025 and June 24, 2025, the sequence recommendations in this report have been approved by Alberta Education and require Board of Trustee approval.

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

Authorization of courses is on going and timing of acquisition dependent on the authoring jurisdiction's ability to meet the complexity of writing and submitting sequences. This may cause delay in courses being available for acquiring and student use during the first semester of the 2025-2026 school year.

The courses listed in the table below are authorized by Alberta Education and have generated interest from students. It is recommended these courses be approved for use in the Calgary Board of Education for the duration indicated beginning semester two on January 28, 2026 of the First Year until the Last Year.

Acquired Courses	Version	Course Code	First Year	Start Date	Last Year
Global Economics 35	3 Credits (2025-2029)	LDC3273	2025-2026	2026-01-28	2028-2029
Tipi Making (Elder Chronicles) 15	3 Credits (2023-2027)	LDC1021	2025-2026	2026-01-28	2026-2027

5 | Implementation Consequences

Calgary Board of Education Operational Expectations OE-3: Instructional Program states,
> "*The Board of Trustees believes that providing high quality programming for all students is essential for student success.*"

> *The Chief Superintendent shall:*
> *3.1 Plan for and provide challenging, relevant and high quality programming opportunities that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.*

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

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

6 | Conclusion

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

JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

report to Board of Trustees	Chief Superintendent's Update

Date | October 14, 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-4: Treatment of Employees
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.

Calgary Board of Education

9-10

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-4: Treatment of Employees states that "student success and wellbeing depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-4 by establishing and implementing standards and practices for the recruitment, fair compensation, and retention of highly qualified employees while administering clear personnel rules and procedures for employees in a respectful organizational culture.

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 | Exploring Wisakachihowin (Trauma) and Violence Informed Understanding & Love Informed Care

On August 27, 2025, staff from the Indigenous Education Team, Niitsitapi Learning Centre, Piitoayis Family School, School Improvement and other service units, along with representatives from community partners and the Elders Gathering Circle gathered at Niitsitapi Learning Centre for a full-day professional learning event titled Wisakachihowin (Trauma) Informed Understanding & Love Informed Care. The day began in a good way with a blessing and territorial welcome by Elder Miiksika'am (Dr. Clarence Wolfleg) of the Siksika Nation. Facilitators Terri Cardinal (Saddle Lake Cree Nation) and Amber Dion (Kehewin Cree Nation) led participants through a series of sessions focused on trauma and love-informed care and practice, with a focus on supporting the well-being and achievement of Indigenous students in the CBE.

OE-2 Learning Environment/Treatment of Students | Fall Equinox with Elder Saa'kokoto

On September 22, several CBE staff attended a 6:30 a.m. Sunrise celebration led by Blackfoot Elder Saa'kokoto from the Kainai First Nation at Hull's Wood in Fish Creek Park. The ceremony was organized to celebrate the arrival of the Fall Equinox where participants engaged in a smudge on the land and listened to Elder Saa'kokoto share teachings about the meaning of Fall Equinox from a Blackfoot perspective.

OE-2 Learning Environment/Treatment of Students | Fall Blessings with Elder Leonard Bastien

On September 23, members of the Indigenous Education Team, invited guests, and school staff and students from Niitsitapi Learning Centre and Piitoayis Family School participated in Fall Blessing ceremonies with Blackfoot Elder Leonard Bastien from the Piikani Nation. Elder Leonard provided wisdom, encouragement, humour, and inspired renewed connection through ceremony to open the 2025-26 school year.

OE-2 Learning Environment/Treatment of Students | Treaty 7 Day

In recognition of Treaty 7 Day on September 22, the Indigenous Education Team created a virtual Padlet resource with resources to support learning for all CBE students and staff. The Padlet also highlights other important dates throughout September, including National Day for Truth and Reconciliation/Orange Shirt Day.

OE-2 Learning Environment/Treatment of Students, OE-3 Instructional Program | Guidelines for Ethical and Responsible Use of Artificial Intelligence (AI)

As the use of Artificial Intelligence (AI) in schools continues to grow to support areas such as task design, assessment, and student learning, several CBE teams came together to ensure this technology is used responsibly and respectfully. The Teaching and Learning with Technology and Learning Resources team collaborated with the Indigenous Education, Diversity and Inclusion, and Inclusive Learning teams to develop the Guidelines for Ethical and Responsible Use of Artificial Intelligence (AI): Supporting Truth & Reconciliation, Diversity and Inclusion, and Inclusive Education in the Classroom.

This document offers schools practical guidance for integrating AI in ways that align with ethical principles and CBE educational values. It emphasizes the importance of culturally responsive resource gathering, strategies to mitigate bias and promote equity, and approaches that enhance access to learning and support inclusive practices.

OE-4 Treatment of Employees | Elder Miiksika'am at System Leadership Meeting

Elder Miiksika'am, Dr. Clarence Wolfleg a Blackfoot Elder from the Siksika Nation opened the CBE System Leadership Meeting on September 17, welcoming all leaders to Treaty 7 territory. He generously shared smudge teachings and offered a song, which grounded the gathering in ceremony and spirit. His presence and teachings set a respectful and reflective tone for the day, reminding system leaders of the importance of relationships, reciprocity, and responsibility in our collective work. The opening created space for participants to enter the meeting with intention and humility guided by Indigenous ways of being, belonging, doing, and knowing.

OE-8 Communicating and Engaging with the Public | National Day for Truth & Reconciliation and Orange Shirt Day

CBE staff, students, families, friends, and community attended the 5th annual ceremonial opening of the National Day for Truth & Reconciliation event on September 30 at the Confluence Historic Site & Parkland. Hosted in friendship by the City of Calgary, Calgary Board of Education, and Calgary Catholic School Division, the event commemorated Indian residential school victims, honoured survivors, and renewed personal commitments to Truth & ReconciliACTION. This year's gathering included a collaborative video featuring a student from Jack James High School, smudge tent, activities for children, and Indigenous speakers. Indigenous students from the CBE danced to commemorate and honour the Indigenous children who did not return home and all survivors and intergenerational survivors of residential schools.

JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOL

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.