

# public agenda

## Regular Meeting of the Board of Trustees

April 21, 2026  
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   <b>Call to Order, National Anthem, Acknowledgement of the Land and Welcome</b>	Chair		
	2   <b>Consideration/Approval of Agenda</b>	Board	GC-2	
	3   <b>Awards and Recognitions</b>		GC-3	
	4   <b>Results Focus</b>			
	4.1 Niitsitapi Learning Centre Presentation	L. Pritchard	R-4	Page 4-1
	5   <b>Operational Expectations</b>			
	6   <b>Public Comment [ <a href="#">PDF</a> ]</b> Requirements as outlined in Board Meeting Procedures.		GC-3.2	
	7   <b>Matters Reserved for Board Information</b>		GC-3	
	7.1 Budget Assumption Report 2026-2027	J. Pitman, B. Grundy	OE-5	Page 7-1
	8   <b>Matters Reserved for Board Decision</b>	Board	GC-2	
	8.1 Results 4: Personal Development – Monitoring Report	Board	R-4	Page 4-1 (Apr. 7/26)
	8.2 Trustee Remuneration Committee Report	Board	GC-5E; 2E	Page 8-1



**9 | Consent Agenda**

9.1 Items Provided for Board Decision

9.1.1 OE-2: Learning Environment/Treatment of Students – Monitoring Report

*(THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-2: Learning Environment/ Treatment of Students.)*

9.1.2 OE-6: Asset Protection – Monitoring Report

*(THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-6: Asset Protection.)*

9.1.3 Locally Developed Courses

*(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.)*

9.1.4 Board Meeting Minutes

- March 3, 2026 Regular Meeting
- March 17, 2026 Regular Meeting
- March 31, 2026 Special Meeting

*(THAT the Board of Trustees approves the Minutes of the Regular Meetings held March 3 and 17, 2026, and the Special Meeting held March 31, 2026, as submitted.)*

9.2 Items Provided for Board Information

9.2.1 Non-Compliance in Relation to Campaign Disclosure Statements for 2025 Municipal Election

**Private Session**

**Termination of Meeting**

**Debrief**

**Notice |**

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

Information is collected under the authority of the Education Act and the Protection of Privacy Act section 4(c) for the purpose of informing the public.

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

Board	GC-2.6	
	OE-2	Page 5-1 (Apr. 7/26)
	OE-6	Page 5-9 (Apr. 7/26)
	R-2; OE-3	Page 9-1
		Page 9-10 Page 9-18 Page 9-27
		Page 9-29
Board	GC-2.3	

# 2026-27 Budget Assumption Report

## Report to Board of Trustees



Calgary Board  
of Education

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Date	April 21, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy, Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning
Resource Person(s)	Superintendents' Team Finance & Technology Services staff

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## 1. Recommendation

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

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## 2. Issue

Operational Expectation 5: Financial Planning, clause 5.2 requires the Chief Superintendent to develop budget-planning assumptions.

The Chief Superintendent interprets the budget-planning assumptions to include key principles and variables, both controllable and non-controllable, which will drive budget decisions. The Budget Assumptions Report reflects the Board's values and identifies critical and relevant assumptions impacting the development and balancing of the subsequent budget.

To fulfill staffing at schools, the CBE will continue with resource deployment to schools via the Resource Allocation Method (RAM) based on the assumptions contained within this report. At this time, it is expected that the ratio of students to school-based staff will decrease modestly, all factors considered. As well, services and support to students will increase at a rate equal to the growth in

student enrolment. After the Board's review of the report, the intention would be to provide the RAM plan to schools on April 22nd, 2026. This date is important to ensure schools have sufficient time to make any necessary staffing adjustments.

Should any information impacting funding become known after the Board of Trustees receives this Budget Assumptions Report, the new information will be fully disclosed in the 2026-27 Budget Report presented to the Board of Trustees in May 2026.

### 3. Conclusion

The attached report on budget assumptions accomplishes the above-noted provision and interpretation and is submitted for consideration by the Board of Trustees.



JOANNE PITMAN  
CHIEF SUPERINTENDENT OF SCHOOLS

#### ATTACHMENTS

Attachment: 2026-27 Budget Assumption Report

#### 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.

# Budget Assumptions Report

## 2026-27



Calgary Board  
of Education

# Budget Assumption Report

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## A Note from Leadership

### A note from the Chief Superintendent of Schools and the CBE leadership team

Our schools are communities—places where students, staff and families work together every day to create the best possible learning experiences.

As we look ahead to next year, our planning continues to be guided by our mission, our values, and the Board of Trustees' priorities of achievement, equity and well-being. These foundations keep us focused on strong learning environments and on advancing the goals of the CBE Education Plan.

Overall enrolment across the CBE remains steady, and at the same time the complexity of student needs continues to grow. Our classrooms welcome learners with an increasing range of backgrounds, experiences and specialized needs. This diversity strengthens our system and creates important opportunities for us to refine our practices and deepen inclusive, responsive learning environments.

On February 12, the government announced funding to support classroom complexity—a core priority in the Board of Trustees' advocacy over many years. Through this announcement, the CBE will receive targeted funding for 118 schools to hire an Alberta Complexity Team, comprising one teacher and two educational assistants. This is a positive step toward meeting the needs we see in classrooms every day.

We now have more than 44,000 students learning English as an additional language and 29,000 students with specialized learning needs. We will move quickly to allocate this new funding and anticipate having all teams in place for 2026-27 school year.

Throughout the budget development process, our commitment remains steadfast: to make thoughtful, student-centered decisions that support strong learning outcomes and ensure staff have the resources required to meet the needs of every learner.

We are grateful for the investment in education outlined in government's Budget 2026. As always, we will continue to prioritize programs, services and staffing that help students thrive—whether that means supporting specialized learning needs, enhancing instructional practices, or providing the tools necessary for effective teaching and learning. At the same time, we continue to plan carefully for rising operational costs to ensure resources remain focused on the classroom.

The CBE educates one in six students in Alberta. Families place high expectations on us, and we share that commitment: every student deserves a world-class learning experience.

We also appreciate the government's continued investment in modern, well-maintained learning spaces. With many of our schools at or near capacity, we look forward to new schools being built closer to where students live. These new learning spaces will reduce travel times for families, ease enrolment pressures, and create more opportunities for students to learn in their own communities.

Concurrently, investing in existing schools has never been more important; with more than 60% of CBE schools over 50 years old, ensuring safe, functional and modern environments remains a priority.

While new schools take four to five years from announcement to completion, school leaders will continue to use space creatively, and we will continue to manage through short-term grade configuration changes and redesignations where necessary.

I am confident in the strength of our school communities and the dedication of our staff. Together—with our families, our partners and our Board of Trustees—we will continue to build welcoming, inclusive and high-performing learning environments where every student can thrive.

Sincerely,

Joanne Pitman  
Chief Superintendent of School

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# Organization Summary

All budget decisions are aligned with CBE and Board priorities.

## Mission

The Board of Trustees' mission for the CBE is:

**“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.”**

The CBE considers each individual student and their learning needs alongside available financial and other resources. This prioritization process is informed by the CBE's values.

## Values

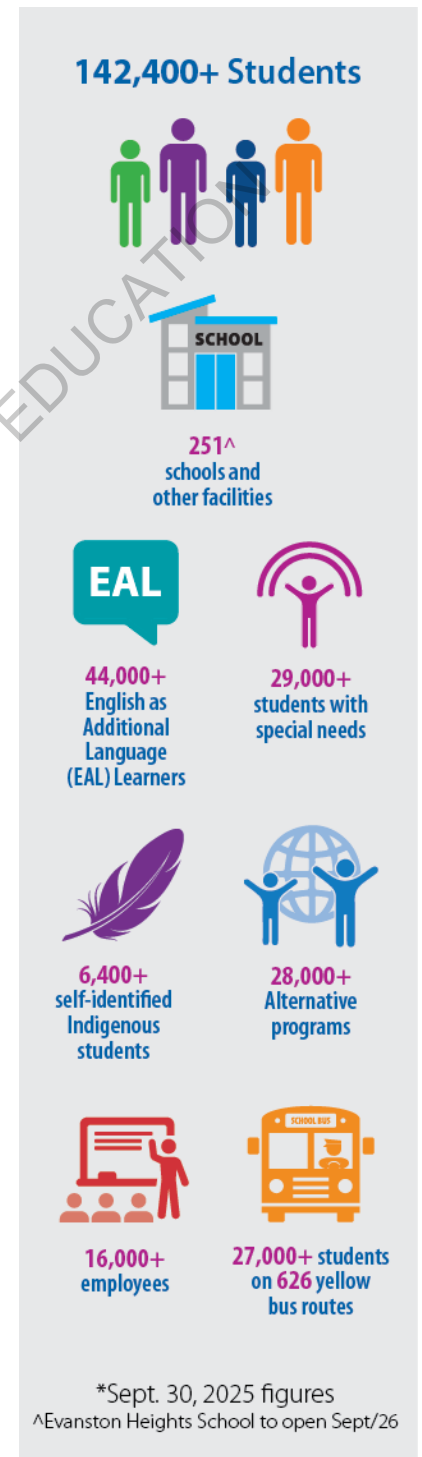
- Students come first
- Learning is our central purpose
- Public education serves the common good

## Guiding Documents

The CBE's work is guided by its Education Plan and Board of Trustees' priorities: achievement, equity and well-being.

Decisions are also guided by the:

- *Education Act*
- Ministerial Order on Student Learning Assurance Framework



## Context: Budget 2026-27

The 2026-27 CBE budget is currently under development. The final budget will be shaped over the next several weeks as we finalize allocations to best meet the needs of all students.

The information set out below identifies some of the key factors within the CBE's operational context that will impact Budget 2026-27.

### Rate of enrolment growth trends towards the CBE's long term average

- The CBE is forecasting enrolment of more than 143,475 students next year. Growth is expected to follow the long term average, with year-over-year increases of slightly more than 1,000 students. Enrolment projections do not include potential impacts related to changes in Temporary Resident requirements.
- The CBE does not receive additional operating funding for students enrolled after September 30 of the school year. As a result, enrolment increases after this date must be absorbed within existing annual funding or by accessing operating reserves.
- CBE schools are full. Over 70% of CBE schools are full or over capacity. Schools have been resourceful by maximizing all available space as classrooms including common areas and staff rooms. Currently, over 30 schools are overflowing students to schools with available space.

### There are more students with greater complexity in our system.

- It is important that students have access to the supports they need to be successful in their learning. Resources are allocated to an increasing number of students with special learning needs, and those needs are becoming more complex.
- Government has taken steps to provide more than \$143 million to address both class size and complexity. Through this allocation, the CBE has been approved for 118 Classroom Complexity Teams comprising 118 teachers and 236 educational assistants assigned to specific schools with a grant of \$35.4 million.
- The Government of Alberta, through Education and Childcare, is making an additional \$300 million available in 2026-27 to support the hiring of more teachers and school-based staff. How those funds will be allocated and for what specific purpose are not known at the time this report was finalized.

### Every cent of Alberta Education and Childcare funding supports students.

CBE continually reviews its operations to ensure resources are maximized to classrooms.

- 80 cents of every dollar goes directly to schools and centralized directed supports for schools, with the remainder allocated through targeted grants to operating and maintaining the CBE's 252 schools, transporting more than 27,000 students to school, and other operating cost to keep our schools and systems running efficiently.
- Annual funding supports students served in that school year, and budgets are managed within the dollars received. Increasing costs continue to influence spending capacity.
- Administrative costs are closely managed and remain low at roughly 3% of our budget.

- Our operating reserves are 0.9% of prior year total expenditures at the second quarter of 2025-26. Alberta Education and Childcare requires school boards to maintain operating reserves between 1% and 6%. The CBE is targeting an operating reserve, exclusive of school generated funds and carry-forward balances, of \$35 million or approximately 2%.
- Currently more than 60 per cent of CBE's 252 schools are more than 50 years old. School districts need to redirect dollars, often from instructional grants, to fund operating and maintenance costs for these aging buildings.

### Costs continue to rise.

- Salaries and benefits continue to increase in alignment with collective agreements. It is important to balance supporting a growing system with providing fair compensation packages/workloads for employees. Approximately 78% of CBE's costs are directly related to employing people.
- Inflationary costs continue to persist and are significant in the areas of electronic devices such as laptops.
- Lease costs continue to increase on the Education Centre.
- Geopolitical issues are likely to increase costs well into 2026-27.

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## Revenue Assumptions

### An investment in education contributes to a strong Alberta

- Based on publicly available information shared by Alberta Education and Childcare, the CBE is aware of the following funding changes. Note they may not be all inclusive.

Funding Type	% Change
Base Instructional Funding	3%
Distance Education Grants	3%
Home Education & Shared Responsibility Funding	3%
English as an Additional Language	6%
ECS Program Unit Funding Grant	6%
ECS Program Unit Funding Moderate Language Grant	6%
Specialized Learning Support	3%
Refugee Student	3%
First Nations, Metis and Inuit Education	3%
School Technology	3%
Transportation	3%
Operations & Maintenance	5%
System Administration	-5%
Infrastructure Maintenance & Renewal	eliminated

- The CBE will maximize available grant revenue across all grant categories subject to the terms and conditions set out in the 2026-27 Education and Childcare Funding Manual.
- The CBE continues to see more students with complex learning needs. The Alberta government has made a significant investment in complexity programs and supports. At this time the CBE does not have information regarding the allocation of \$300 million in complexity funding nor does it have information on planned literacy, numeracy, and mental health funding.
- System and school fees will cover the direct cost of fee-related programs and services and comply with the *Education Act* and related regulations. The CBE's comprehensive fee waiver program also means that no student will be denied access to a public education due to an inability to pay a fee.
- The CBE's student transportation program remains balanced within the total of Alberta Education and Childcare transportation funding and related fee revenue. The cost of providing special needs transportation services will continue to exceed the available special needs transportation grant.
- The CBE's Operations and Maintenance grant funding does not fully cover all operating and maintenance costs.

- The CBE will maximize investment returns on cash in excess of current need subject to Alberta Education and Childcare guidance. The CBE's investment strategy is predicated on maximizing returns consistent with the preservation of invested capital consistent with the *Education Act, Investment Regulation*.
- The CBE applied prudence in the determination of its 2026-27 Alberta Education and Childcare revenue forecast. If actual revenue exceeds the forecast that incremental revenue will be applied to support an area of greatest system need.

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# Expense Assumptions

The CBE believes in meeting the needs of students while being responsible stewards of public dollars.

- CBE spending on programs, services, supports and operations will align with Alberta Education and Childcare funding.
- The CBE will spend the funding received for the 2026-27 school year on students enrolled in CBE schools for the 2026-27 school year (Appendix II).
- CBE administration will continue to monitor the CBE's Accumulated Surplus from Operations to ensure it maintains sufficient operational flexibility to meet unanticipated costs or opportunities.
- The CBE will meet health, safety, legal and learning environment needs.
- The CBE will allocate resources to ensure compliance with provincial legislation and collective agreements including general wage increases, employee salary grid movement and benefits changes.
- The CBE will increase Resource Allocation Method (RAM) rates sufficient to maintain school-based delivery after factoring in recent collective agreement changes. The increases to the RAM will occur within a balanced CBE budget.
- The CBE will adjust centrally provided services and supports to students consistent with available financial resources and subject to identified needs.
- The CBE will continuously apply program evaluation aligned to Board policy linked to efficiency, economy and effectiveness. Any necessary changes are implemented in alignment with CBE policies.
- The CBE maintains the ability to attract, train, retain and pay employees.
- The CBE will not rely on one-time funding sources, such as operating and capital reserves, to cover recurring expenses.
- The CBE will apply Alberta Education and Childcare's targeted/restricted instructional funding for the specified purposes it is intended to address. Any new targeted funding will be deployed in alignment with Alberta Education and Childcare's direction.
- The CBE will work with the provincial government, provincial organizations such as the Association of School Business Officials of Alberta, and other school jurisdictions to identify cost-saving strategies where opportunities exist.
- The opening of new schools, modulars and modernizations will have a significant draw on capital reserves. New school commissioning covers the fit-up costs of opening a new school and include items such as learning resources, musical instruments, laptops and smartboards. As a result of the *Real Property Governance Act*, school boards do not have the ability to replenish their capital reserves through the sale of buildings.
- Board-funded capital investments support the maintenance of learning spaces and systems as well as the replacement of vehicles, equipment, and technology hardware necessary to maintain operations.

# Risks

## We use control mechanisms to manage risk and increase public confidence in the CBE’s financial health

The CBE has processes and controls in place to identify and manage risks to an acceptable level. While these measures are designed to reduce risk, there is still the possibility that one or more risks could affect operations beyond what is anticipated.

Inherent risks are assessed based on management’s judgment, informed by subject matter experts, and reflect the level of risk before any mitigating actions are taken.

Risks identified below are management’s judgement on the most likely risks to influence the 2026-27 school year. These identified risks change year-over-year in step with changes to the CBE’s operational context.

### Financial and Operational Compliance Risks

The CBE exercises prudent financial oversight, monitors the use of allocated funds, and maintains adequate reserves to support long-term fiscal stability.

The CBE’s goal is to ensure that government, the public, staff and students have confidence in the CBE’s ability to maintain teaching and learning programs over time. This is achieved, in part, by maintaining operating reserves sufficient to ensure the continuity of teaching and learning in the face of unanticipated events.

<b><i>Operating Reserve Requirements Exceed Available Balance</i></b>	<b>Likelihood</b>	Moderate	<b>Consequence</b>	Moderate
The cost of responding to unexpected events or adjusting services to new funding levels may exceed available operating reserves. Insufficient reserves could require the CBE to reprioritize initiatives mid-year and may limit the ability to invest in required capital without affecting teaching and learning.				
<b><i>Capital Reserve Requirements Exceed Available Balance</i></b>	<b>Likelihood</b>	Higher	<b>Consequence</b>	Moderate
The cost of known capital needs exceed available capital reserves. Insufficient reserves could require the CBE to reprioritize initiatives and may limit the ability to invest in required capital without affecting teaching and learning.				
<b><i>Public Expectation Exceed Funded Capacity</i></b>	<b>Likelihood</b>	Higher	<b>Consequence</b>	Moderate
Public expectation for public education exceeds capacity of the CBE to provide within allocated funding levels. Ongoing communications with families will highlight funding available and where funds are allocated.				
<b><i>Targeted Government Funding</i></b>	<b>Likelihood</b>	Moderate	<b>Consequence</b>	Moderate
CBE’s flexibility to address evolving student needs quickly and effectively may be impacted by targeted funding.				
<b><i>System Administration Cap</i></b>	<b>Likelihood</b>	Higher	<b>Consequence</b>	Moderate
A 5% reduction to the system administration cap increases pressure on a constrained budget. Leasing costs continue to rise, and further staffing reductions are not feasible.				
<b><i>Costs for New School Opening Unfunded</i></b>	<b>Likelihood</b>	Higher	<b>Consequence</b>	Higher
Many commissioning costs for new or modernized schools are not fully funded, requiring draws on finite capital reserves and potentially affecting quality of learning spaces.				

## Staffing and Contractual Risks

Staffing comprises approximately 78% of CBE expenditures. Grid movement and negotiated salary and benefit increases can have a significant impact on CBE operations. The Government of Alberta has primary responsibility for collective bargaining with the Alberta Teachers' Association. The CBE bargains with unions and manages exempt employee compensation following the provisions of the *Public Sector Employers Act*. Non-ATA salary increases are funded from the CBE's base grants. The Board of Trustees approves all collective agreements and related terms and conditions of employment on behalf of the CBE.

<b>Staff Attrition Costs Higher than Assumed</b>	Likelihood	Higher	Consequence	Higher
Retirements, resignations, and replacement staffing may occur at higher-than-expected rates. Increased attrition in key school and service-unit positions can create administrative delays and service gaps.				
<b>School-based Staffing</b>	Likelihood	Higher	Consequence	Higher
Increased hiring of teachers and educational assistants, alongside increased complexity funding, will strain the CBE's ability to attract, recruit, train.				
<b>Collective Agreement Implementation</b>	Likelihood	Lower	Consequence	Higher
The implementation of collective agreements have financial and administrative impacts. Collective agreements for the ATA, Staff Association, CUPE, and Trades expire in August 2028. The impact of a labour action should always be assessed.				

## Operational Risks

The operational risks set out below reflect those events that are most likely to have an impact on CBE operations. The table below sets out the inherent (unmitigated) risks.

<b>Deferred Maintenance Backlog Increase</b>	Likelihood	Moderate	Consequence	Moderate
Unanticipated increase in the deferred maintenance backlog or unforeseen equipment failures could require unplanned resource reallocation or disruption of service.				
<b>Service Unit Operations Hindered</b>	Likelihood	Moderate	Consequence	Moderate
Limited resources in a growing system may hinder service unit operations, resulting in slower response times, delayed or terminated projects, and reduced support for schools.				
<b>Actual Costs Exceed Estimates</b>	Likelihood	Moderate	Consequence	Lower
Costs may rise faster than assumed during budget development, requiring reprioritization of initiatives and supports to maintain financial sustainability.				
<b>Full Schools and Classroom Complexity</b>	Likelihood	Lower	Consequence	Higher
Persistent enrolment growth combined with increasing classroom complexities may exceed the CBE's staffing and space capacity.				
<b>English as an Additional Language (EAL)</b>	Likelihood	Moderate	Consequence	Moderate
Growing proportions of EAL students, particularly those entering later in their academic journey, may place downward pressure on graduation and completion rates over time.				
<b>Inflation and Foreign Exchange</b>	Likelihood	Higher	Consequence	Higher
Volatile energy prices, global trade disruption, and inflationary pressures increase costs for goods and services. Current funding does not directly address inflation or foreign exchange impacts, placing additional pressure on operating budgets.				
<b>Mid-year Funding Adjustments</b>	Likelihood	Moderate	Consequence	Higher
Funding changes made outside the normal cycle impede long-term planning and may negatively affect the efficiency and effectiveness of service delivery.				
<b>Funding Lag to Growing System</b>	Likelihood	Lower	Consequence	Higher
Provincial funding may not keep pace with system growth, reducing the quality and availability of programs, services, and supports for students.				
<b>Delayed or unfunded refugee students</b>	Likelihood	Higher	Consequence	Lower
Funding for refugee students is only provided once status is confirmed. Delays or lack of funding increase reliance on internal resources to ensure full student support.				



# Appendices

## Appendix I: Funding Profile

The Calgary School Division		
Projected Operational Funding - as of March 2026		
	Funding Framework Grants	Budget 2026
Base Instruction	Grade ECS	\$29,470,110
	Grades 1 - 9	\$652,787,410
	High Schools	\$269,631,397
	Rural Small Schools	\$0
	Home Education & Shared Responsibility <sup>1</sup>	\$1,085,392
	Outreach Programs	\$360,500
	Distance Education (Non-Primary)	\$0
	<b>Sub-Total</b>	<b>\$953,334,809</b>
Services & Supports	ECS Program Unit Funding (PUF) Grant	\$7,206,856
	ECS Program Unit Funding (PUF) Moderate Language Delay Grant	\$786,235
	Specialized Learning Support	\$125,645,715
	First Nations, Métis, and Inuit Education	\$11,001,334
	English as an Additional Language	\$42,714,159
	Francisation	\$0
	Refugee Student	\$30,096,532
	Institutional Programs (EPI)	\$12,616,842
	Classroom complexity	\$7,919,690
Schools	Operations & Maintenance Grant	\$140,767,436
	School Technology	\$3,500,846
	Transportation	\$53,045,415
Community	Socio-Economic Status	\$9,603,965
	Geographic	\$1,534,800
	Fort McMurray Allowance	\$0
	School Nutrition Program	\$3,137,690
	Francophone Equivalency	\$0
Jurisdictions	System Administration	\$49,957,779
	Teacher Salary Settlement	\$97,581,515
A	Budget 2026 - Projected Operational Funding	<b>\$1,550,451,620</b>
B	2025/26 School Year - Estimated Operational Funding <sup>2</sup>	\$1,508,808,787
C	2025/26 Funding Adjustment	-\$18,276,272
D = B + C	2025/26 Total Operational Funding <sup>2</sup>	\$1,490,532,515
E = A - D	\$ Increase/(Decrease)	\$59,919,105
F = E/D	% Change	4.0%
<b>Financial Health of the School Division (2024/25 School Year)</b>		
	Operating Reserves	\$23,614,000
	ASO % of Operating Expenses (Provincial ASO - 3.9%)	1.44%
	Capital Reserves	\$67,225,000
<b>Notes:</b>		
<sup>1</sup> . Home Education and Shared Responsibility Grant estimates will be updated using the September actual enrolment count for the 2026/27 school year.		
<sup>2</sup> . 2025/26 Operational Funding estimate includes eligible in-year adjustments.		

# Results 4: Personal Development

Monitoring report for the school year 2024-25



Calgary Board  
of Education

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Date April 7, 2026

Meeting Type Regular Meeting, Public Agenda

To Board of Trustees

From Joanne Pitman  
Chief Superintendent of Schools

Purpose Decision

Originator Dr. Jennifer Turner, Superintendent School Improvement  
Dr. Michael Nelson, Superintendent School Improvement

Governance Policy Board/Chief Superintendent Relationship  
Reference B/CSR-4: Authority of the Chief Superintendent  
B/CSR-5: Chief Superintendent Accountability

Results  
R-4 Personal Development

Operational Expectations  
OE-3: Instructional Program  
OE-7: Communication With and Support for the Board

Resource Person(s) Michael Craig, Education Director, Research and Strategy

## CHIEF SUPERINTENDENT CERTIFICATION

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

- making reasonable progress toward achieving the desired results.
- making reasonable progress with exception(s) (as noted).
- not making reasonable progress.

Signed: 

Date: April 7, 2026

Joanne Pitman, Chief Superintendent

## BOARD OF TRUSTEES ACTION

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

- to be making reasonable progress.
- to be making reasonable progress with exception (as noted in motion).
- not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Laura Hack, Chair, Board of Trustees

# Executive Summary

## Analysis |

**Notes |** Results 4: Personal Development was a minor focus on the 2024-25 CBE Students Survey. As a result, of the eighteen indicators in Results 4, questions that inform twelve of the summary measures were not asked. However, enduring questions that inform two of the summary measures were included in the survey questions asked. As well, at the June 25, 2024 Regular Meeting of the Board of Trustees, Trustees approved a suspension of the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2024 - 25 school year. As a result, only students in Division 3, or grades 7, 8 and 9, received report card assessments related to two of the four remaining indicators.

The data indicates that:

- The Annual Returning Rate in 2023-24 for CBE was 21.4 per cent, showing a 2.5 percentage point increase over the previous year results and exceeding the provincial average by 2.2 percentage points.
- Overall Level of Success for Division 3 students, as measured by the report card stems for “Engages in learning with confidence and persistence” and “Sets and works toward learning goals” increased to 97.3 and 97.5 per cent respectively.
- The percentage of students experiencing success with the learning outcomes of the Health/CALM Programs of Study remains high and was maintained at 98.0 per cent.
- Overall Emotional Health as measured by the CBE student survey continues to improve year-over-year with an increase of 2.4 percentage points over 2023-24 results to 70.3 per cent.
  - While increasing year over year, the measure related to “I talk to my caregivers, friends, classmates, and/or teachers about how I feel,” continues to have the lowest level of overall agreement, particularly for grade 8 and 9 students.
- The Physical Health Summary Measure as measured by the CBE student survey continues to improve each year since 2021-22, showing an increase of 2.4 percentage points over 2023-24 results to 67.5 per cent.
  - While the measure related to limiting screen time has continued to improve since 2021-22, student agreement levels remain low at 48.5 percent.

## Context |

It should be noted that report card indicators are summative in nature and represent teacher assessment of a body of evidence collected over the course of the school year and reported on June report cards. Conversely, the data associated with the CBE Student Survey, represents student perception data collected during a specific period of time. The administration of the 2024-25 Student Survey took place in the first few months of 2025.

As such, caution is needed in any attempt to compare report card results to student survey perception data, as these are dissimilar data sources gathered at different points in the 2024-25 school year. Teachers and students would have unique differences related to accurately assessing or self-assessing personal development.

New curriculum for Physical Education and Wellness was implemented beginning in 2022-23 for Division 1 and 2 students. This was accompanied by a change in the report cards stems. As a result, report card data for 2023-24 and 2024-25 for Division 1, Division 2 and the All Student cohort may be compared in terms of a year-over-year analysis for these three years. However, a statistical analysis over time is not yet possible and caution should be advised when drawing any conclusions over time.

## Targets |

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

For the 2023–24 Monitoring Report, report card results remained very high and consequently offered limited opportunity to identify measurable areas for improvement within the three report indicators. Additionally, with the 2022-23 and ongoing introduction of new curriculum for Physical Education, and subsequent changes in the report cards stems, setting targets was not advised until such a time as a statistical analysis over time is possible in order to determine both benchmarks and targets.

As Results 4 was a minor focus on the 2022-23 CBE Student Survey, data informing the 2023-24 Monitoring Report included one indicator based on an Alberta Education Assurance Measure, three based on report card data, and two of the fourteen indicators tied to survey data. As Results 4 was to be a minor focus on the 2024-25 CBE Student Survey as well, and limited to the same set of data, it was determined to be prudent to wait until there is a complete data set for Results 4 prior to a determination for appropriate targets.

It is for these reasons no targets were set for 2024-25 in this report.

## Major Year Reporting Schedule |

Report	Major focus on the CBE Student Survey	Major focus year for Board Reporting
Results 3   Citizenship	2024-25	2025-26
<b>Results 4   Personal Development</b>	<b>2025-26</b>	<b>2026-27</b>
Results 5   Character	2026-27	2027-28
Results 3   Citizenship	2027-28	2028-29

## Glossary of Terms |

- Board: Board of Trustees
- Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarizes 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 progress; and a signed certification from the Chief Superintendent of the status.
- Report Card Indicators:
  - Exemplary Strengths (EX): Strengths are apparent in exemplary and sustained levels of performance. Challenging situations are managed within a pattern of self-regulation.
  - Evident Strengths (EV): Strengths are evident and have a positive impact on learning experiences. Areas for improvement do not, or only occasionally, constrain the quality of learning experiences.
  - Emerging Strengths (EM): Strengths are evident in some learning situations. Strengths are likely to appear in response to external structure or stimulus. Weaknesses constrain the quality of learning experiences. A plan of action involving school, student and home is required to address the areas for improvement.
  - Network of Support Required (SR): Strengths require further development to be realized within the school environment. The student's learning experiences are at risk. Remediation through coordinated action by home, school and possibly outside agencies is required to address areas for improvement.
  - Individual Program Plan (IPP): Used for students with Alberta Education Special Education Coding only when a priority learning cycle on the IPP is directly related to the report card stem in question. Indicates that progress and achievement in relation to that report card stem are included in the IPP.
- 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 with *Operational Expectations* and monitoring reasonable progress on *Results*.
- Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

## Policy |

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

### Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to affirm the responsibility of public education in relation to recognizing and strengthening the diverse abilities and capacities of individual learners.

The Chief Superintendent interprets *each student will identify and actively develop individual gifts, talents and interests* to mean that in and through their learning program, every individual learner in The Calgary Board of Education will identify and actively develop their individual gifts, talents and interests.

### Students will:

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

### Interpretation |

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

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

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

### Indicators |

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

**Note |** Results 4: Personal Development was a minor focus on the 2024-25 CBE Students Survey. The questions that inform the following summary measures were not asked:

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

**Students will:**

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

**Interpretation |**

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

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

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

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

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

**Indicators |**

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

**Note |** Per the June 25, 2024 Regular Meeting of the Board of Trustees, Trustees approved a suspension of the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2024- 25 school year. As a result, only students in Division 3, or grades 7, 8 and 9, received report card assessments related to this indicator.

**Note |** Results 4: Personal Development was a minor focus on the 2024-25 CBE Students Survey. The questions that inform the following summary measures were not asked:

2. Percentage of high school students who report they are able to set goals for themselves and work towards them; as measured by Overall Agreement on the **Self-Improvement Summary Measure** on CBE Student Survey.
3. Percentage of high school students who report they raise questions and bring their own ideas to learning tasks; as measured by Overall Agreement on the **Self-Advocacy Summary Measure** on CBE Student Survey.
4. Percentage of high school students who report they use feedback and past experiences to improve their learning; as measured by Overall Agreement on the **Self-Reflection Summary Measure** on CBE Student Survey.



**Students will:**

4.3 Have the confidence to embrace ambiguity and complexity.

**Interpretation |**

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

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

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

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

**Indicators |**

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

**Note |** Per the June 25, 2024 Regular Meeting of the Board of Trustees, Trustees approved a suspension of the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2024- 25 school year. As a result, only students in Division 3, or grades 7, 8 and 9, received report card assessments related to this indicator.

**Note |** Results 4: Personal Development was a minor focus on the 2024-25 CBE Students Survey. The questions that inform the following summary measures were not asked:

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

**Students will:**

4.4 Take risks appropriately.

**Interpretation |**

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

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

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

**Indicators |**

**Note** | Results 4: Personal Development was a minor focus on the 2024-25 CBE Students Survey.

The questions that inform the following summary measures were not asked:

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

**Students will:**

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

**Interpretation |**

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

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

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

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

**Indicators |**

1. **Kindergarten to Grade 6:** Percentage of students experiencing success with the learning outcomes of Physical Education and Wellness Programs of Study; as measured by the well-being stem on student report cards.

**Grade 7 to 12:** Percentage of students experiencing success with the learning outcomes of the Health/CALM Programs of Study; as measured by student report cards.

**Note |** New curriculum implementation of Physical Education and Wellness K-6 during the 2022-2023 school year resulted in new report card stems. This change would have impacted data included for Divisions 1 and 2 in both the 2022-2023, 2023-2024, 2024-2025 school years. While a year over year comparison to results from 2022-23 is reasonable, multi-year comparisons would not be a valid metric because of this change.

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

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

**Note |** Results 4: Personal Development was a minor focus on the 2024-25 CBE Students Survey. The questions that inform the following summary measures were not asked:

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

**Students will:**

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

**Interpretation |**

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

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

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

**Indicators |**

**Note |** Results 4: Personal Development was a minor focus on the 2024-25 CBE Students Survey.

The questions that inform the following summary measures were not asked:

1. Percentage of students who report they can use technology to help them learn; as measured by Overall Agreement of the **Learning Technology Summary Measure** from CBE Student Survey.
2. Percentage of students who report they use technology to explore personal interests and ideas; as measured by Overall Agreement of the **Technological Fluency Summary Measure** from CBE Student Survey.
3. Percentage of students who report they use technology to communicate effectively with others; as indicated by Overall Agreement of the **Technological Communication Summary Measure** from CBE Student Survey.
4. Percentage of students who report they can assess critically information presented in online environments; as measured by Overall Agreement of the **Technological Critical Thinking Summary Measure** from CBE Student Survey.

## Monitoring Information

### Evidence of Progress |

#### Board-approved indicators and targets as well as 2024-25 results, analysis and capacity building |

##### Policy 4.1 Indicator 1

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

The Annual Dropout and Returning Rates<sup>1</sup> are based on data for three consecutive school years. An initial cohort of students age 14 to 18 (the Age Specific Cohort) is established for a given school year. The Annual Dropout Rate is calculated by determining the number of students from the Cohort who are not found to be anywhere within the Alberta learning system in the subsequent school year. Finally, the Annual Returning Rate is calculated by tracking how many of the students who were not in the learning system in the second consecutive year are found to have returned to the learning system in the third year.

A student is considered to be participating in the Alberta learning system if they meet at least one of the following criteria at any point in the subsequent school year:

- the student has a registration in the K-12 system;
- the student has taken a high school level course;
- the student has received a diploma;
- the student has attended a post-secondary institution;
- the student has registered in an apprenticeship program;
- the student has attained Academic Standing (passed five grade 12 courses that include one Language Arts diploma exam course and three other diploma exam courses by the end of the subsequent school year); and
- the student has attained a Certificate of School Completion.

#### Annual Returning Rate (%)

Cohort	2019-20	2020-21	2021-22	2022-23	2023-24
CBE	16.8	17.9	16.7	18.9	21.4
Alberta	18.1	17.3	17.2	16.6	19.2

**Note |** Annual Returning Rate data are always a year behind the reporting year. For example, while the most current CBE rate (21.4%) was reported in the *Spring 2025 Alberta Education Assurance Measure Results Report*, instead of being for the 2024-25 school year (reporting year) it is for the previous school year (2023-24).

<sup>1</sup> Reference: Annual dropout and returning rates: methodology for rate calculation. Alberta Education. (May 2020). Retrieved Mar. 12, 2026, from <https://open.alberta.ca/dataset/28cde5fb-bea2-46f0-ab9e-e840f1daa107/resource/32e498f3-acd6-4377-9ba2-f34d3a6c134e/download/edc-dropout-returning-rate-methodology-2020-05.pdf>

- **Target for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

Over the past five years, the annual returning rate in CBE showed a general upward trend and reached its highest result following a notable 2.5 percentage point increase in 2024-25. Alberta also recorded a notable 2.6 percentage point improvement from 2023-24 to 2024-25 after a three-year continuous decline. Furthermore, both CBE and Alberta demonstrated statistically significant improvement in comparison to the previous 3-year average according to the criteria provided by Alberta Education.

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**Policy 4.2 Indicator 1**

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

**All Students: Sets and works toward learning goals<sup>2</sup> (%)**

Indicator	2020-21	2021-22	2022-23*	2023-24*	2024-25*
Exemplary Strengths	35.4	34.8	31.2	30.6	30.4
Evident Strengths	47.7	47.9	47.5	48.1	49.1
Emerging Strengths	14.1	14.6	18.4	18.4	17.9
Network of Support Required	2.1	2.1	2.8	2.7	2.4
Individual Program Plan	0.7	0.6	0.2	0.1	0.1
<b>Overall Level of Success</b>	<b>97.2</b>	<b>97.3</b>	<b>97.1</b>	<b>97.1</b>	<b>97.5</b>

\*Note | Only Division 3 results were reported in 2022-23, 2023-24 and 2024-25 school year.

**Division 3 Students: Sets and works toward learning goals (%)**

Indicator	2020-21	2021-22	2022-23	2023-24	2024-25
Exemplary Strengths	32.6	31.2	31.2	30.6	30.4
Evident Strengths	47.0	47.8	47.5	48.1	49.1
Emerging Strengths	17.0	17.8	18.4	18.4	17.9
Network of Support Required	3.3	3.1	2.8	2.7	2.4
Individual Program Plan	0.2	0.1	0.2	0.1	0.1
<b>Overall Level of Success</b>	<b>96.6</b>	<b>96.8</b>	<b>97.1</b>	<b>97.1</b>	<b>97.5</b>

- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

<sup>2</sup> The general indicators for this stem are:

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

- **Analysis**

**All Students, Division 1 and Division 2:** Analyses are not available for the All Students, Division 1, and Division 2 cohorts as only Division 3 had reported results since 2022-23 school year.

**Division 3:** The Overall Level of Success for Division 3 students showed consistent improvement within the past five years and reached its highest level in 2024-25. The increase in Overall Level of Success was statistically significant in comparison to the previous three-year average. Exemplary Strengths showed a general downward trend over time and declined significantly compared to the previous three-year average. Furthermore, Evident Strengths result had a notable 1.0 percentage-point increase in 2024-25, while Emerging Strengths decreased by 0.5 percentage points. The increase in Evident Strengths was statistically significant by Chi-Square test.

To determine improvement in Network of Support Required, the percentage of students in this category should decrease. The percentages of Network of Support Required showed continuous decline over time and decreased to the lowest percentage to 2.4 per cent in the 2024-25 school year. When compared to the previous three-year average, the decrease in Network of Support Required was statistically significant.

**Note |** Students in the IPP category for any indicator is not based on lack of success, but rather their exceptionality. Students receive an IPP indicator when they are being assessed on individualized goals documented in an Individualized Program Plan and not on grade-level Alberta Curriculum outcomes. The only way to measure their success is through a review of their goal documented in their Individualized Program Plan.



**Policy 4.3 Indicator 1**

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

**All Students: Engages in learning with confidence and persistence<sup>3</sup> (%)**

Indicator	2020-21	2021-22	2022-23*	2023-24*	2024-25*
Exemplary Strengths	36.8	36.3	31.5	30.6	30.7
Evident Strengths	44.9	45.1	46.2	47.1	47.9
Emerging Strengths	15.2	15.4	19.2	19.2	18.7
Network of Support Required	2.3	2.4	2.9	2.9	2.6
Individual Program Plan	0.8	0.8	0.2	0.2	0.1
<b>Overall Level of Success</b>	<b>96.9</b>	<b>96.8</b>	<b>96.9</b>	<b>96.9</b>	<b>97.3</b>

\*Note | Only Division 3 results were reported in 2022-23, 2023-24 and 2024-25 school year.

**Division 3 Students: Engages in learning with confidence and persistence (%)**

Indicator	2020-21	2021-22	2022-23	2023-24	2024-25
Exemplary Strengths	33.1	31.8	31.5	30.6	30.7
Evident Strengths	46.0	46.4	46.2	47.1	47.9
Emerging Strengths	17.4	18.2	19.2	19.2	18.7
Network of Support Required	3.3	3.3	2.9	2.9	2.6
Individual Program Plan	0.2	0.2	0.2	0.2	0.1
<b>Overall Level of Success</b>	<b>96.5</b>	<b>96.4</b>	<b>96.9</b>	<b>96.9</b>	<b>97.3</b>

- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

<sup>3</sup> The general indicators for this stem are:

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

- **Analysis**

**All Students, Division 1 and Division 2:** The analyses are not available for All Students, Division 1, and Division 2 cohorts as only Division 3 had reported results since 2022-23 school year.

**Division 3:** The Overall Level of Success for Division 3 students reported a 0.4 percentage point increase in 2024-25 after keeping the high 96.9 per cent result in 2022-23 and 2023-24 school year. It improved significantly in comparison to the previous three-year average.

Among the three strengths indicators, Exemplary Strengths had a 0.1 percentage-point increase in 2024-25 following a three-year decline while Emerging Strengths decreased by 0.5 percentage points after three years of improvement. Evident Strengths demonstrated a general increasing trend, except for a 0.2 percentage point drop in 2022-23. When compared to the previous three-year average, only the increase in Evident Strengths was statistically significant.

To determine improvement in Network of Support Required, the percentage of students in this category should decrease. The percentages of Network of Support Required decreased to 2.6 percentage points in 2024-25 after maintaining a low level of 2.9 per cent from 2022-23 to 2023-24 school year. And the year-over-year decrease was statistically significant by Chi-Square test.

**Note |** Students in the IPP category for any indicator is not based on lack of success, but rather their exceptionality. Students receive an IPP indicator when they are being assessed on individualized goals documented in an Individualized Program Plan and not on grade-level Alberta Curriculum outcomes. The only way to measure their success is through a review of their goal documented in their Individualized Program Plan.

**Policy 4.5 Indicator 1**

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

**Students experiencing success with Health learning outcomes. (%)**

	2020-21	2021-22	2022-23	2023-24	2024-25
<b>All Students</b>	<b>97.7</b>	<b>97.8</b>	<b>97.8*</b>	<b>98.0*</b>	<b>98.0*</b>
Division 1	98.4	98.1	98.7*	98.8*	98.8*
Division 2	98.4	98.6	99.1*	99.2*	99.2*
Division 3	97.1	98.2	97.1	97.1	96.9
Division 4**	94.0	92.7	92.5	93.1	93.5

\*Note | New curriculum for Physical Education and Wellness was implemented beginning in 2022-23 for Division 1 and 2 students, along with a change in report card stems.

\*\*Note | Health learning outcomes for Division 4 students are associated with CALM Program of Studies.

- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

**All Students, Division 1 and Division 2:** Statistical analyses are not available for the All Students, Division 1 or Division 2 cohorts. Only Division 3 and Division 4 had consistent and comparable reported results since 2022-23 school year as new health curriculum was introduced for both Division 1 and Division 2, along with new report card stems. However, in general, slight increases were noted for All Students, Division 1, and Division 2 over time, with results remaining stable over the past two years.

**Division 3:** Student success in Health demonstrated a general downward trend over the past five years. A 0.2 percentage-point decline was observed in 2024-25 after maintaining 97.1 per cent result in 2022-23 and 2023-24 school year. From a strictly statistical analysis and based on a Chi-Square test comparing to the previous three-year average result, Division 3 result was significantly lower in the 2024-25 school year.

**Division 4:** The success rate in CALM among Division 4 students fluctuated over time, with a two-year increase following a two-year decline. 93.5 per cent of high school students achieved success in, which is significantly higher than the previous three-year average by Chi-Square test.

**Policy 4.5 Indicator 2**

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

**Physical Health Summary Measure Overall**

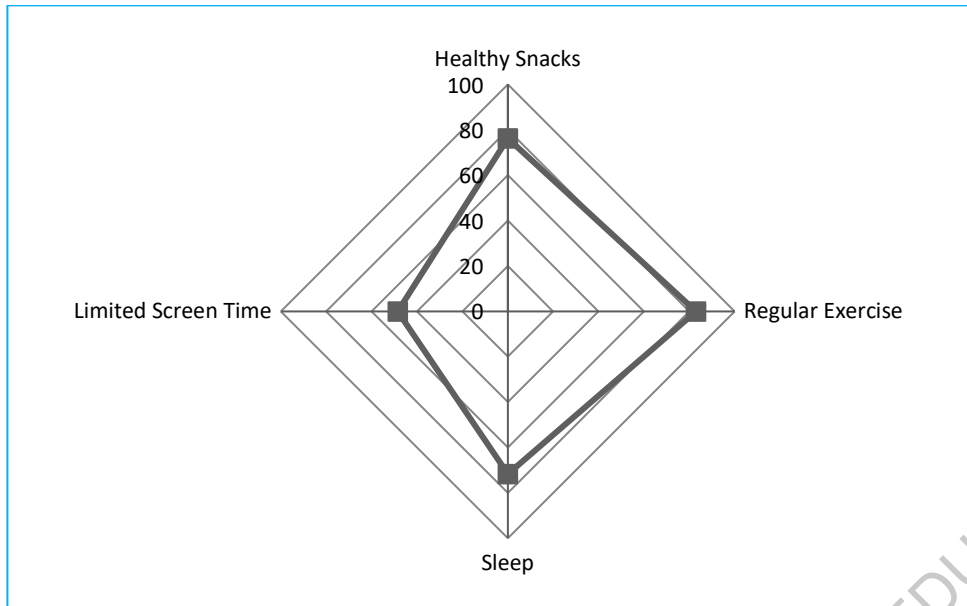
	2020-21	2021-22	2022-23	2023-24	2024-25
Overall Sample Size	30 869	35 608	35 159	39 899	42 125
Overall Agreement (%)	69.5	65.1	66.0	67.5	69.9

**Physical Health Summary Measure by Grade**

Grade	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Grade 5	80.6	77.1	75.4	75.9	76.7
Grade 6	74.0	71.8	71.2	72.1	73.7
Grade 8	67.0	62.7	63.5	65.2	68.5
Grade 9	64.9	61.3	63.0	64.4	67.0
Grade 11	62.9	58.0	60.2	63.9	65.7
Grade 12	63.2	57.2	59.6	61.9	66.2

**Physical Health Summary Measure by Question Theme**

Question Theme	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Healthy Snacks	82.7	74.5	74.5	74.1	76.2
Regular Exercise	81.2	79.8	79.8	81.5	83.0
Sleep	70.1	66.5	66.4	68.9	71.7
Limited Screen Time	44.1	39.5	43.1	45.5	48.5



- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

Overall, student agreement with the Physical Health Summary Measure showed a consistent upward pattern since 2021-22. 69.9 per cent of CBE students reported the overall agreement in 2024-25, representing a statistically significant improvement compared to the previous three-year average. Across grades, an inverse relationship between grade and overall agreement levels persisted, in that student agreement levels decreased as grade level increased. Within the past five years, the difference among grades narrowed consistently, from approximately 20 percentage points to 11 percentage points in 2024-25.

For the questions asked in this measure, the agreement levels increased significantly in comparison to the previous three-year average. Furthermore, the Regular Exercise questions recorded the highest 83 percentage points result in 2024-25 while the question related to screen time consistently reported the lowest agreement levels over time. Only 48.5 per cent of students agreed that they do not have too much screen time in 2024-25 school year.

**Policy 4.5 Indicator 4**

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

**Emotional Health Summary Measure Overall**

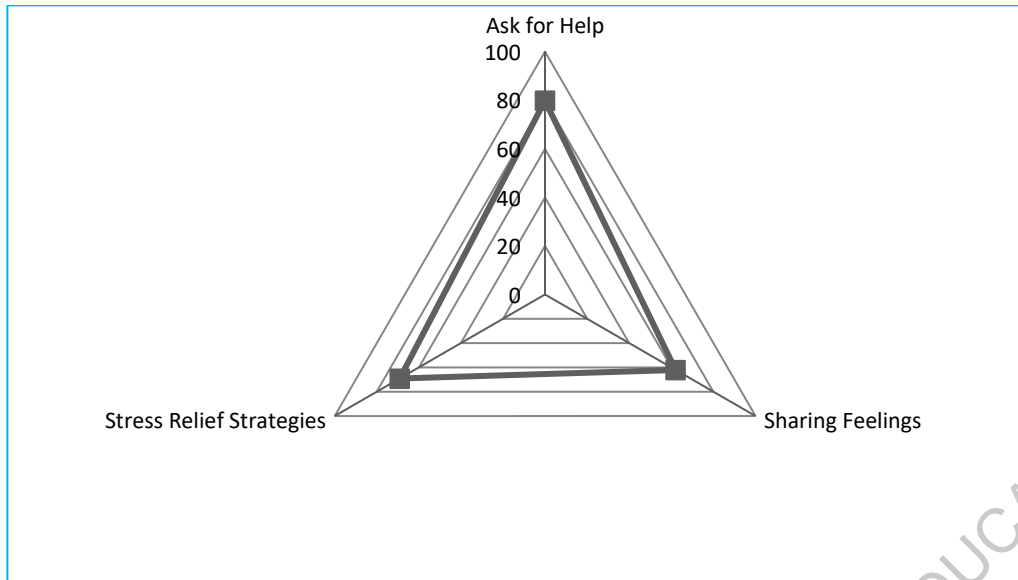
	2020-21	2021-22	2022-23	2023-24	2024-25
Overall Sample Size	30 577	34 926	35 165	40 589	42 887
Overall Agreement (%)	67.2	63.5	65.7	67.9	70.3

**Emotional Health Summary Measure by Grade**

Grade	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Grade 5	75.5	73.4	73.7	75.6	75.8
Grade 6	70.4	67.1	68.6	69.6	71.5
Grade 8	62.0	58.2	61.4	62.9	66.5
Grade 9	61.4	59.2	62.4	63.7	67.3
Grade 11	65.1	59.2	62.6	67.5	69.6
Grade 12	68.6	63.1	65.4	68.1	71.7

**Emotional Health Summary Measure by Question Theme**

Question Theme	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Ask for Help	74.7	72.3	74.7	76.9	79.8
Sharing Feelings	60.3	54.6	57.4	60.0	62.0
Stress Relief Strategies	66.6	62.8	65.1	66.7	69.1



- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

Overall student agreement for the Emotional Health measure showed a continuously growing trend since 2021-22, reaching the highest 70.3 percentage points result in 2024-25. Based on a Chi-Square test, the 2024-25 result was significantly higher than the previous three-year average.

When disaggregated by grade, Grade 5 students continued to report the highest agreement levels while Grade 8 students showed the lowest agreement level over the past four years. Moreover, student agreement levels increased for each grade cohort from 2021-22 with the degree of improvement being most noteworthy for high school students. And the increases at each grade level were statistically significant compared to the previous three-year average.

Student agreement levels across the three question themes ranged from 62 to 79.8 per cent agreement, a difference of 17.8 percentage points with student agreement being lowest for the question related to sharing feelings. When compared to the previous three-year averages, all three questions consistently reported significantly higher agreement levels in 2024-25 school year by statistical test.

## Interpretation |

Over the past school year, CBE students showed notable gains in personal development, with overall improvements observed across all measures.

The Annual Returning Rate reached its highest level since 2020. It showed a 2.5 percentage point increase over the previous year results and exceeded the provincial average by 2.2 percentage points while the dropout increased by only 0.1%. The drop out rate was considered maintained by Alberta Education Assurance measure according to the previous three year average, however, the increased student drop out rate may be explained by the fact that this cohort entered high school in 2021–22, a year that aimed for normalcy following a year of pandemic restrictions, yet continued to experience disruptions due to school closures, intermittent returns to at-home learning, and staffing shortages.

The meaningful gains within the Annual Returning Rate may be attributed to a number of intentional interventions and program offerings. As an example, students who returned to apprenticeship increased significantly after a decline last year. The growth in apprenticeship participation may be connected to strengthened program coordination which included a shared liaison role between CBE and NextGen, which has supported students in finding, accessing and navigating apprenticeships and work experiences. The increase may also reflect a return to hands-on learning opportunities that were disrupted during COVID-19.

Despite progress, a continued focus on retention and re-engagement remains a priority, strengthening programs such as Unique Pathways and deepening school-community partnerships that support students' connection to purposeful learning and future readiness.

In Division 3, overall levels of success on the report card indicators “Sets and works toward learning goals” and “Engages in learning with confidence and persistence” continued to rise, with fewer students requiring a network of supports to meet expectations. This statistically significant improvement may suggest meaningful progress in school-level work around collaborative response, which see schools ensuring that every student is supported by a team. This approach may able be strengthening students' capacity to take ownership of their learning.

At the same time, Division 3 success in Health declined slightly and fell just below the three-year average, though it remained above 96 per cent. This small shift may reflect the natural fluctuations due to calibration of assessment practices and changes within the overall cohort of students. Continued support for the Middle School Well-Being Strategy, which includes targeted social emotional learning during this key developmental stage, remains a priority. Short-term fluctuations can also be attributed to the process of establishing deeper, more sustainable learning and growth.

Division 4 students showed statistically significant improvement in CALM learning outcomes compared to the previous three-year average. Contributing factors may include more flexible, student-centered delivery models, increased use of tools such as myBlueprint, and new CALM tasks co-designed with Specialists.

Both Physical Health and Emotional Health summary measures increased significantly from last year, marking the strongest results in five years. Emotional Health summary measure exceeded 70 per cent, with high school students showing the greatest improvement, which could be attributed to increased maturity, stronger self-advocacy, and enhanced stress-management skills.

Within the Emotional Health summary measure, the question theme Sharing Feelings, while continuing to improve, remains the lowest-agreement area. This may relate be connected to digital environments, which can be a significant point of peer-to-peer connection. These environments are



often highly curated and filtered online spaces. The curation of what is shared and seen can often distort perceptions of self and others, interfering with the development of authentic relationships and the psychological safety needed to truly share feelings.

Connected to this may be the student responses in the Physical Health Summary Measure which show that screen time continues to be a significant challenge for many learners. Although overall results have improved over the past four years, only 48.5 per cent of students reported feeling capable of regulating their use of digital devices. This lower level of agreement reflects the developmental demands of self-regulation, the persuasive design of digital platforms, and strong peer norms, which are all factors that make reducing screen time particularly difficult.

Regulating screen time requires self-awareness and executive functioning skills that continue to develop through adolescence and well into adulthood. Schools are supporting this growth through intentional goal-setting, gradual release of responsibility, and increased awareness of how technology and algorithms shape behaviour.

In addition, as digital devices are used for both academic and recreational purposes. This can make it challenging for students to choose to limit screen time when it is for personal use, as limiting screen time when it is required for school and may not be within their control. On their own time, notifications, peer norms, and the persuasive design of digital platforms may make it difficult for students to make the conscious choice to limit their screen time, resulting in student inability or lack of desire to reduce their screen time when it is their choice.

Alberta's Personal Mobile Device policy is helping to reduce screen time by limiting access to social media and external communication during the school day, raising students' awareness of their digital habits. However, meaningful behaviour change takes time, especially when learning still relies on digital devices and tools. These realities highlight the importance of CBE's work regarding digital citizenship alongside social-emotional learning, particularly as students develop their identities in online spaces.

The Teaching & Learning with Technology team is strengthening this work by embedding algorithmic literacy into digital citizenship and AI-related professional learning. These efforts help teachers support students in understanding the benefits and challenges of screen use, recognizing when digital engagement affects their well-being or sense of self, and developing the skills needed to set limits and engage purposefully and safely online.

- **Celebrate**

- For Division 3 students, **Overall Level of Success** showed year-over-year significant improvement in:
  - Percentage of students in kindergarten to grade 9 reported to set and work toward learning goals; as measured by student report cards.
  - Percentage of students in kindergarten to grade 9 reported to engage in learning with confidence and persistence; as measured by student report cards.
- A significant improvement was found in Annual Returning Rate over time, and CBE had higher overall returning rate than Alberta for the past two years.
- Fewer Division 3 students were requiring a network of support to achieve success as measured by the report card stems **Engages in learning with confidence and persistence** and **Sets and works toward learning goals**.

- A consistently upward trend was found for student overall agreement in **Physical Health** and **Emotional Health Summary Measures** since 2021-22.
- Division 4 students saw a significant increase in CALM success rate.
- **Areas for Growth**
  - Although all survey questions in **Physical Health Summary Measure** continue to improve year over year, student agreement levels remain low regarding limiting screen time.
  - While increasing year over year, **Emotional Health Summary Measure** for “I talk to my caregivers, friends, classmates, and/or teachers about how I feel” consistently has the lowest level of overall agreement over time, particularly for grade 8 and 9 students.
  - Division 3 students showed a decline in Health success rate compared to the previous three-year average.

## Building Capacity |

The following is the list of next steps based on the analysis provided in this report.

### Professional Learning

By increasing staff capacity through significant investment in professional learning, student personal development results will continue to be strong. Specifically, examples of professional learning being undertaken include the following:

- Professional learning in collaboration with Primary Care, myBlueprint, Junior Achievement, and Ever Active Schools Well-Being, PE and Health Forum focus on increasing evidence-based pedagogy/practice and teacher capacity in Health, CALM, and PE.
- Professional learning on Outcomes Based Assessment to increase evidence-based pedagogy/practice and teacher capacity in Physical Education.
- Learning offered as part of the High School and Middle School Well-Being Symposiums focused on Culturally Responsive Social Emotional Learning and integrating learning into action planning.
- Build capacity of Elementary, Middle and High School Educators through Social Emotional Learning working groups and divisional meetings (P’s, AP’s, LL’s).
- Social Emotional Lead Teachers (SELT) professional Learning focused on continuum of supports and seven elements, building capacity for specific universal and targeted support in schools.
- Learning through the Complementary Curriculum & Pathways on best practices, including cross-curricular connections, inclusion, and social-emotional learning.
- Supporting High School teachers engage in professional learning focused on universal task design, assessment of learning and for learning, creation of a system rubric, and the implementation of required courses with proficiency scales to support system coherence.
- Integrated and expanded professional learning focused on the ethical use of technology, digital citizenship, and literacy, while providing schools with strategies to support student well-being and screen time management.

- Build and offer additional professional learning focused on artificial intelligence for educators focusing on effective use in teaching, as well as supporting student use for learning effectively and safely.
- Continue to offer professional learning for school leaders about the Personal Mobile Device policy, digital citizenship, use of artificial intelligence, and technology privacy.
- Ongoing training for myBlueprint e-Portfolio to boost staff and student engagement to plan for high school completion.

### Structures & Processes

The following structures and processes will be utilized in support of continued student achievement associated with Results 4 and access to supports across a range of areas:

- Continued development of programming with SAIT for Grade 11 and 12 students participating in the Digital Futures Pathway Collegiate.
- Continued development of programming with SAIT and Mattamy Homes for the Calgary Trades and Technologies Collegiate that will begin programming for students in the 2025-2026 school year.
- Continued development of Dual Credit and Exploratory programming in partnership with industry, post-secondary institutions, and community organizations to expand student choice at the high school level.
- Continued development of a Holistic Transition Plan to support all Grade 9 students who self-identify as Indigenous as they transition into Grade 10.
- Facilitate Middle and High School Symposiums that use school-specific data, SEL strategies, and student voice to develop Student Well-Being Action Plans.
- Implement the Mental Health Intervention Plan by deploying Social Emotional Lead Teachers (SELT) and System Intervention Learning Leaders (SILL) to build universal, targeted, and individualized SEL strategies in 18 identified schools.
- Utilize and track baseline CBE Student Survey data on learning technologies and digital citizenship to inform decisions about supports, professional learning, and system priorities.
- Maintain cross-district collaboration processes by liaising with other Alberta school districts to share knowledge and approaches related to learning technologies, digital citizenship, and artificial intelligence use in schools.
- Collaborate with the Software Vetting Committee (SVC) and Artificial Intelligence Governance Committee (AIGC) to support consistent understanding, governance, and guidelines for the implementation of AI across CBE schools and service units.

### Resources

The following actions will be taken to support system and school needs regarding resource creation and accessibility:

- Refinement of the Well-Being SDP Support Document to support alignment of school well-being priorities with system-wide planning.
- Develop action-plan resources from the High School and Middle School Student Well-Being Symposium to guide short-, medium-, and long-term data-driven goal setting.

- Restructure the D2L SEL Toolbox to provide educators with direct and accessible SEL instructional materials.
- Ensure a wide range of technology-integration resources to support student learning including: Brightspace by D2L, Google Classroom, Google Workspace for Education, Read&Write, SMART tools, Copyleaks, design-thinking resources, mobile technologies, digital citizenship resources, AI-for-learning tools, coding and robotics materials, and computer science resources.
- Provide ongoing access to external resources such as Hackergal and Your Voice is Power to encourage inclusive and diverse participation in technology-related fields and future careers
- Complementary Curriculum & Pathways Team support and professional learning funds to increase access to high-quality instructional and experiential resources.
- Partner with external agencies to offer professional learning and off-campus educational experiences for students.
- Maintain and support ongoing use of myBlueprint to enhance student planning, goal setting, and high school completion pathways.

## Targets |

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

Report card results remain very high and so, not an opportunity for growth. Additionally, with the introduction of new curriculum for Physical Education which began in 2022-23 and is ongoing, with the corresponding changes in the report cards stems, setting targets would not be advised until such a time as a statistical analysis over time is possible in order to determine both benchmarks and targets.

One indicator in Results 4 is based on an Alberta Education Assurance Measure, three are based on report card data and the remaining fourteen indicators are tied to survey data. As Results 4 will be a major focus on the 2025-26 CBE Student Survey and as such, it continues to be prudent to wait until there is a complete data set for Results 4 prior to setting targets.

It is for these reasons no targets have been set for 2025-26 in this report.

Despite this, and while year over year improvement has been noted, ongoing monitoring for the **Emotional Health and Physical Health Summary Measures** continues to be recommended, with particular attention to the themes of Limited Screen Time, Sharing Feelings and Stress Relief Strategies.

## APPENDIX

Appendix I:	Results 4   Detail for Returning Rate
Appendix II:	Results 4   CBE Student Survey Questions & 2024-25 Results

## Appendix I: Results 4 | Detail for Annual Returning Rate

Year	Drop Out Count	Returning Count			Total Returning Count	Unadjusted Returning Rate	Estimated Attrition	Returning Rate
		K-12 Participation	Post-Secondary	Apprenticeship				
2020	1075	93	25	3	121	11.3	353.1	<b>16.8</b>
2021	1119	115	27	1	143	12.8	318.6	<b>17.9</b>
2022	998	93	15	8	116	11.6	305.2	<b>16.7</b>
2023	934	97	22	3	122	13.1	286.9	<b>18.9</b>
2024	1105	110	24	12	146	13.2	423.8	<b>21.4</b>

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## Appendix II: Results 4 | CBE Student Survey Questions & 2024-25 Results

### Policy 4.5

#### Indicator 2 – Physical Health Summary Measure

Question	Overall Agreement (%)
1   I take care of myself by choosing healthy snacks when I am able.	76.2
2   I take care of myself by exercising regularly when I am able.	83.0
3   I take care of myself by getting enough sleep when I am able.	71.7
4   I take care of myself by making sure I don't have too much screen time (e.g., TV, computer, tablet, cell phone).	48.5

#### Indicator 4 – Emotional Health Summary Measure

Question	Overall Agreement (%)
1   I ask for help when I need it.	79.8
2   I talk to my caregivers, friends, classmates, and/or teachers about how I feel.	62.0
3   I have strategies that I can use for myself when I feel stressed about school.	69.1

# Trustee Remuneration Committee Report

## Report to Board of Trustees



Calgary Board  
of Education

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Date	April 21, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Charlene May Chair, Trustee Remuneration Committee
Purpose	Decision
Governance Policy Reference	Governance Culture GC-5E: Trustee Remuneration Committee Terms of Reference GC-2E: Trustee Remuneration
Resource Person(s)	Trustee Cynthia Cordova, Committee Member External Members, Trustee Remuneration Committee Patricia Minor, Corporate Secretary

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## 1. Recommendation

It is recommended:

- THAT the Board of Trustees approves an increase to trustee honoraria effective September 1, 2026 of 3.07% or \$1,523 based on the most recent three-year rolling average of Statistics Canada annual published Calgary Consumer Price Index.
- THAT the Board of Trustees approves the amendments to Governance Culture 2E: Trustee Remuneration, Attachment I to this report, effective September 1, 2026.

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## 2. Background

The Board of Trustees' Governance Culture-5E: Committees, Terms of Reference for the Trustee Remuneration Committee identify the purpose of the Committee is to assist the Board of Trustees in determining trustee remuneration levels, taking into consideration budgetary, economic and other relevant factors.

**GOVERNANCE CULTURE**  
**GC-2E: Trustee Remuneration****6****Monitoring Method: Board Self-assessment****Monitoring Frequency: Annual****A. Taxable Honoraria, Benefits and Allowances**

1. Effective September 1, 202~~6~~<sup>5</sup>, Trustees' honoraria was set at ~~\$51,09949,576~~ 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:	\$ <del>18</del> 7.00
Dinner:	\$ <del>28</del> 7.00

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 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: ~~September 23, 2025~~

The Committee is comprised of two trustees and three individuals independent of the Calgary Board of Education who have expertise in the areas of board compensation, governance and public sector/not for profit experience

### 3. Analysis

The Trustee Remuneration Committee met three times between January 14, 2026 and March 18, 2026 to consider and discuss trustee remuneration. The Committee reviewed a variety of information regarding trustee remuneration including, but not limited to:

- 2024-2025 remuneration and benefits paid to trustees of the Calgary Board of Education, Calgary Catholic School Division, Edmonton Public School Board and Edmonton Catholic School Division (Metro Boards) as reported in the August 31, 2025 audited financial statements for each school board;
- Metro Boards' policies regarding trustee remuneration and expenses;
- The most recent three-year rolling average of Statistics Canada annual published Calgary Consumer Price; and
- Alberta Government's travel, meal and hospitality policy related to meal expenses.

The Committee is recommending an increase to trustee honoraria effective September 1, 2026 of 3.07% or \$1,523 based on the most recent three-year rolling average of Statistics Canada annual published Calgary Consumer Price Index.

The Committee further recommends the following amendments to GC-2E: Trustee Remuneration:

- In section B.4, meal expenses will be reimbursed in accordance with the Alberta Government's Travel, Meal and Hospitality Expense policy, Appendix A - Travel and Meal Reimbursement and Allowance Rates.

The Board requested that section B.4 of GC-2E: Trustee Remuneration be revised to remove the reference to the Alberta Government's Travel, Meal and Hospitality Expense policy and instead reflect the meal rates for breakfast, lunch and supper reflected in the Alberta Government's Travel, Meal and Hospitality Expense policy, Appendix A - Travel and Meal Reimbursement and Allowance Rates.

### 4. Financial Impact

The annual cost of the proposed amendments to trustee remuneration, recommended by the Trustee Remuneration Committee, is \$11,071.

### 5. Conclusion

The Trustee Remuneration Committee recommends the Board of Trustees consider the proposed increase to trustee honoraria and the proposed amendments to GC-2E: Trustee Remuneration

## ATTACHMENTS

Attachment I: GC-2E: Trustee Remuneration (proposed revisions)

## 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.

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# OE-2: Learning Environment / Treatment of Students



## Operational Expectations Monitoring Report

April 7, 2026

### CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 2: Learning Environment/Treatment of Students, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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

Signed:  \_\_\_\_\_

Date: April 7, 2026

Joanne Pitman, Chief Superintendent

### BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 2: Learning Environment/Treatment of Students, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Chair, Board of Trustees

## Executive Summary

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

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

The Board was last presented with the annual monitoring report for OE-2 on April 8, 2025. Subsequently, the Board of Trustees approved revisions to the OE-2 policy and the Chief Superintendent's reasonable interpretations and indicators on September 23, 2025.

Because this report includes data available from the 2024-2025 school year, compliance and evidence statements in this report will reflect the previously approved reasonable interpretation and indicators. Reporting on the reasonable interpretation and indicators approved September 23, 2025 will begin during the OE monitoring presented during the 2026-2027 school year.

This report includes data available from the 2024-25 school year and contains evidence to support the following findings:

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

### Board-approved Interpretation |

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

The Chief Superintendent interprets:

- *learning environment* to mean those situations when students are engaged in instruction and activities related to Alberta Education's Programs of Study and where students are supervised by Calgary Board of Education employees. Learning environments include approved off-site activities.
- *safe* to mean a learning environment that is free from potential harm to students and their well-being.
- *respectful* to mean a learning environment that is caring and where students feel they are treated fairly.

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

The Chief Superintendent shall:

2.1	Provide safe and positive learning conditions for each student that foster a sense of belonging and a respect for diversity.	Compliant
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CBE is responsible for creating a learning environment where students are welcomed and appreciated as unique individuals.

The Chief Superintendent interprets:

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

### Board-approved Indicators and Evidence of Compliance |

2.1.1	A clearly defined, system wide student code of conduct is implemented and reviewed annually.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

School principals met with all staff, students and communicated to families (via School Council and email updates) to facilitate awareness and understanding of the Student Code of Conduct. The results of the principal feedback survey from these meetings support 100% compliance in relation to ensuring that students, staff and parents/guardians were made aware of the Student Code of Conduct.

For the 2024–2025 school year, school administrators received professional learning related to progressive student discipline and restorative practices to support positive student relationships and conduct. This learning also provided opportunities to introduce school leaders to community partnerships and services available to support schools. Continued professional development will focus on helping students, staff, and families understand roles, processes, expectations, and responses as part of a whole school approach that promotes a welcoming, caring, respectful, and safe learning and working environment.

2.1.2	100% of schools complied with Administrative Regulation 3021 – School Emergency Practices and Procedures.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

CBE administration is pleased to report that 100% of schools confirmed that they were in compliance with Administrative Regulation 3021. All schools completed the requisite number of fire drills and lockdown drills during the school year.

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

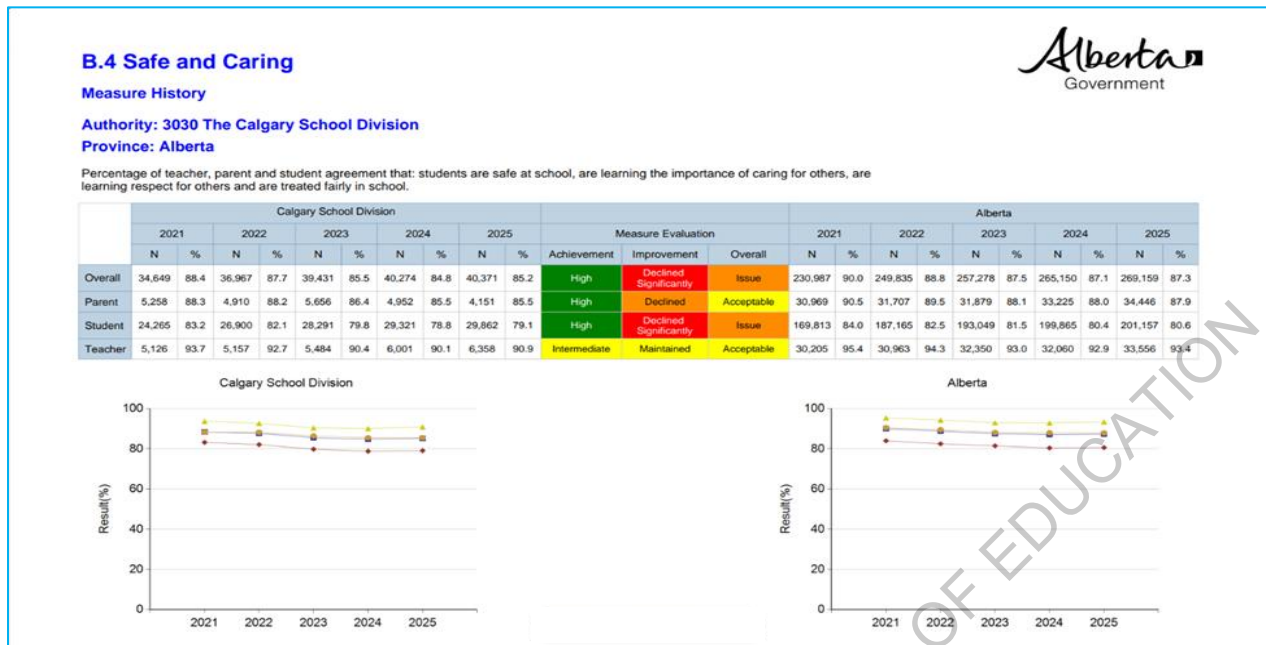
*Evidence statement*

In the Spring of 2025, over forty thousand individuals, including CBE students (29,862), parents (4,151) and teachers (6,358), responded to the Alberta Education Assurance (AEA) Survey. Of the thousands of students, parents and teachers who responded to the Alberta Education Assurance (AEA) Survey, 85.2 per cent agreed or strongly agreed that students are safe in school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. This increased 0.4 percentage points from 84.8 per cent in 2024.

Within that overall percentage, 79.1 per cent of student responses indicated agreement with the safe and caring suite of questions from The Calgary Board of Education Annual Safe and Caring Schools result, up 0.3 percentage points from 78.8 per cent in 2024. This is within the +/- 2 percentage points range of the previous year's result indicating that CBE is compliant with indicator 2.1.3.



## Alberta Education Assurance Survey Measure for Safe and Caring 2024-2025



### 2.1.4

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

Compliant

The organization is compliant with this indicator.

#### Evidence statement

Schools have well defined processes to confirm volunteer police information checks with prior to commencement of volunteer service in schools. 100% of school principals reported compliance with the volunteer security requirements.

### 2.1.5

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

Compliant

The organization is compliant with this indicator.

#### Evidence statement

During the 2024-25 school year, recidivism was calculated at 69% based on a data set of 206 students who had direct involvement with the Attendance Team. 31% of the students showed 5% or more improvement in attendance from the date of referral to the Attendance Team to the last day of school. Of the total data set, 43 students were excluded from the analysis as they had transferred out of the CBE for various reasons.

## Background:

In the 2024-25 school year, the Attendance Team provided consultation and support to school leaders concerning 781 students and an additional 63 general consults regarding attendance policies and procedures.

In addition to consultation on individual students, the Attendance Team provides leadership, guidance, and support to schools in implementing strategies that improve student attendance through a whole school approach. This work emphasizes data informed interventions, system level direction, supportive leadership, fostering a culture of attendance, and meaningful engagement with parents and the wider community. Schools utilize a range of strategies through a whole school approach to support student reengagement, referring students to the Attendance Team only after school-based interventions have been fully explored.

Out of the 781 students, 206 students were identified as needing further support and intervention through the Attendance Team. Involvement with the Attendance Team includes direct parent contact with the Attendance Counsellors and/or referrals to the Office of Student Attendance and Reengagement, resulting in a letter of warning, mediation or a hearing with the Attendance Board.

Students referred to the Attendance Team often present complex personal and family circumstances that contribute to ongoing attendance challenges. Many schools reported difficulty engaging parents in the development of an Attendance Improvement Plan, and limited parent communication reduced opportunities for effective intervention. In other cases, students and their families were supported to connect with internal and/or external supports to address underlying barriers and make incremental progress in attendance.

Students who are brought forward to the Attendance Team late through the school year receive ongoing efforts to support their attendance year over year, and incremental change is often seen in the following year.

2.1.6	Principals confirm that transitions between schools for students with Individual Program Plans have been supported through planning meetings and identified plans.	Compliant
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The organization is compliant with this indicator.

### *Evidence statement*

Schools consistently work together to support the transition of students with Individual Program Plans (“IPPs”). This occurs on an ongoing basis between schools, as students shift locations over the course of the year and is completed during May-June for those students moving on from a natural transition (elementary to middle school, middle school to high school). Area based Education Directors consistently review transition processes between schools, providing direction and support with transition planning. For the 2024-2025 school year, 100% of principals reported that meetings were held between the current school and the receiving school(s) to support transitions for students on IPPs.

Schools provide opportunities for parents and families to provide input in the transition plans for their students. This can include connecting families with the receiving school staff, school visits to familiarize

students and families with a new location, as well as providing additional information that would support a student during a transitional time. Transition plans are recorded within the IPP, providing critical documented information for receiving schools. In the 2024-2025 school year, 100% of principals reported that intentional transitional plans were developed for students on IPP's to support their move to another school.

Additionally, for all self-identified Indigenous students transitioning from grade 9 to 10, Holistic Transition Plans were created and shared between schools to further support the transition of our Indigenous students to High School.

2.1.7	Principals confirm all requests for the establishment of student organizations promoting welcoming, caring respectful and safe learning environments are supported.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

CBE schools support student organizations that promote welcoming, caring, and safe learning environments. For the 2024-25 school year, these included such groups as:

- Student councils
- Leadership groups
- High school student representation on the Chief Superintendent Student Advisory Council
- GSAs/QSAs
- Student voice clubs and focus groups
- Diversity councils
- Culture Clubs (Muslim, Ukrainian, Christian Crossroads, Black Student Union, French Clubs)
- Provision of spaces for cultural observance (e.g. spaces and support for smudging, prayer rooms, etc.)

In 2024-25, 100% of principals reported that students were or would have been supported, if requested, in the establishment of student organizations that promoted welcoming, caring, respectful and safe

***Evidence demonstrates all indicators in subsection 1 are in compliance.***

## GLOSSARY – Developed by the Board of Trustees

## Board: 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. The Chief Superintendent is required to comply with the Board's stated values about operational conditions and actions as set out in these policies.

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.

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.

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

# OE-6: Asset Protection

## Operational Expectations Monitoring Report

April 7, 2026




Calgary Board  
of Education

### CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 6: Asset Protection, 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: April 7, 2026

Joanne Pitman, Chief Superintendent

### BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 6: Asset Protection, 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

## Executive Summary

The Board of Trustees believes that the protection of all organizational assets contributes to student learning.

This Operational Expectation establishes expectations of the Board of Trustees for the Calgary Board of Education regarding the protection of organizational assets.

The Chief Superintendent's reasonable interpretation and indicators for OE 6: Asset Protection were approved on September 27, 2022. The Board was last presented with the annual monitoring report for OE 6 on April 8, 2025. This report includes data available from the 2024-2025 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
6.1	6.1.1	Compliant
6.1	6.1.2	Compliant
6.1	6.1.3	Compliant
6.1	6.1.4	Compliant
6.1	6.1.5	Compliant
6.1	6.1.6	Compliant

### Board-approved Interpretation |

The success of our students is enhanced when materials, both tangible and intangible, belonging to CBE are safeguarded and not placed at undue risk.

The Chief Superintendent interprets:

- *protection* to mean controls are in place to ensure assets are safeguarded to decrease risk to a medium or low level.
- *organizational assets* to mean all tangible property and equipment and all intangible property (data and operational systems) owned by CBE that are vital to its operation. These include all asset categories recorded on the CBE balance sheet.

The Chief Superintendent shall:

6.1	Properly maintain, adequately protect and appropriately use all organizational assets.	Compliant
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Ensuring that the resources, material goods and other properties and possessions of CBE are safe and guarded from theft and liabilities is critical to the operation and functioning of the organization.

The Chief Superintendent interprets:

- *properly maintain* to mean kept in safe working order.
- *adequately protect* to mean controls are in place to ensure assets are safeguarded to decrease risk to a medium or low level.
- *appropriately use* to mean assets are utilized by CBE staff according to the purpose for which they were acquired.
- *organizational assets* to mean all tangible property and equipment and all intangible property (data and operational systems) owned by CBE that are vital to its operation. These include all asset categories recorded on the CBE balance sheet.

## Board-approved Indicators and Evidence of Compliance |

6.1.1	95% of the corporate information created, received, maintained, disposed or preserved by the CBE is in accordance with GARP (Generally Accepted Record Keeping Principles).	Compliant
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The organization is compliant with this indicator.

### *Evidence statement*

During the monitoring period, the Records Management (RM) team received and processed approximately 3,380 boxes of records from schools and service units. Of these, 1,820 boxes contained a total of 30,668 Official Student Record (OSR) folders designated for digitization. All 30,668 OSR folders were digitized, uploaded to PASI (Provincial Approach to Student Information) and verified. Stringent quality assurance processes were consistently applied by the RM team to ensure that student records were accurately digitized and uploaded to PASI in compliance with Alberta Education and Child Care's digitization standards for data integrity, security, and accessibility.

To emphasize digital recordkeeping standards at schools, the RM team delivered targeted training to 101 schools. These sessions promoted consistent practices across the system and guided administrative staff through the technical requirements of OSR digitization and PASI uploads. Moreover, the RM team carried out remediation follow-up with schools whose initial uploads were unsuccessful because the uploads did not meet PASI standards. The uploads and related processes from these schools were reviewed, deficiencies identified and in-person support for corrective actions was provided.

Administrative records also received comprehensive reviews to verify adherence with retention and disposition protocols. During the monitoring period, 1,559 record boxes were processed for active retention, while 1,062 boxes that had reached the end of their retention periods were reviewed and securely destroyed. Additionally, consistent with recordkeeping best practices, Schools and Service Units continued to securely dispose of transitory records through the Shred Bin program.

Based on the volume and scope of records that were subjected to quality assurance reviews, the Records Management Team determined that the CBE's records management practices continue to be aligned with Generally Accepted Recordkeeping Principles at the Essential level of maturity.

## 6.1.2

99% of all attempted intrusions into the CBE Information Systems will be successfully blocked.

Compliant,  
with one  
significant  
intrusion  
noted

The organization is compliant with this indicator. Additional details are provided below regarding one particularly significant intrusion.

*Evidence statement*

Internal tracking determined there were more than 126 million attempted intrusions during the monitoring period, a 2.4% increase from last year, including approximately 277,000 attempts that could have caused serious damage to CBE systems and data.

As noted above, one intrusion was particularly significant, and additional details are provided herein due to the scale and impact of the intrusion. From a compliance monitoring standpoint, this intrusion, while very significant, is treated as a single intrusion. On January 7th, 2025, PowerSchool notified the CBE of a cybersecurity incident that affected data from the CBE's Student Information System. PowerSchool first discovered the issue on December 28th, 2024, and determined that an unauthorized party, using compromised PowerSchool credentials, gained access through their PowerSource portal to various customers' data. PowerSource is a customer service tool used by PowerSchool to manage customer requests for services and supports. Between December 22nd to 25th, 2024, PowerSchool was contracted by the CBE to upgrade the CBE's PowerSchool instance. To conduct the upgrade, PowerSchool support staff were granted remote access to the CBE's Student Information System. Unfortunately, the timing of the CBE's upgrade coincided with when the PowerSchool support portal was compromised, and as a result the PowerSchool attacker was able to gain access and exfiltrate CBE student and staff data.

To protect against future incidents, stricter remote access protocols have been implemented by the CBE and, in their response to the Office of the Information and Privacy Commissioner of Alberta, PowerSchool detailed a list of eight corrective technical and administrative actions that they have now implemented.

Separately, a school-based staff member's account was compromised and used to send phishing emails to more than 500 CBE and non-CBE individuals. The account compromise occurred after the staff member opened a malicious email link sent by a nefarious actor, entered their login credentials on a fictitious site and subsequently accepted a 2FA (Two Factor Authentication) prompt that was not initiated by the staff member. Once identified, the staff member's account was disabled, the phishing messages were removed from CBE inboxes, and further impacts to CBE systems or data were prevented.

Moreover, during the monitoring period, five student devices infected with malware (including ransomware) were detected. Early detection and device quarantining facilitated timely eradication of the threats and the prevention of other harmful impacts.

Additionally, Dark Web monitoring during the reporting period identified approximately 400 staff accounts and 1,600 student accounts as potentially having compromised credentials. Although proof of



compromise could not be confirmed, and there were no indications that any of the identified accounts had been used for malicious activity, mandatory password resets were enforced as a precaution.

6.1.3	100% of mandated life safety and preventative maintenance inspections are completed according to their respective frequency requirements.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

Of the mandated life safety and preventive maintenance inspections required by the various authorities having jurisdiction, 100% of these routines were completed for the 2024-2025 school year.

Mandated inspections include: annual fire alarm and emergency lighting inspections, semi-annual fire suppression and emergency generator inspections as well as tri-annual boiler inspections.

6.1.4	CBE will secure insurance coverage against theft, property losses and liability losses to the organization.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

The CBE maintains insurance coverage to protect the organization against theft, property damage, and liability exposures. As a participating member of the Urban Schools Insurance Consortium (USIC), the CBE secures and maintains appropriate insurance coverage and limits across key areas including property, liability, cyber and crime, auto, student accident and student travel.

6.1.5	No legal complaints related to violation of intellectual property rights are received.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

There were no complaints related to a violation of CBE's intellectual property rights received by the CBE Legal Services during the 2024-2025 school year.

6.1.6	No losses are incurred by CBE on deposits and investments.	Compliant
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The organization is compliant with this indicator.

*Evidence statement*

No losses have been incurred by CBE on deposits and investments.

**Evidence demonstrates all indicators in subsection 1 are in compliance.**

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# Locally Developed Courses

## Report to Board of Trustees



Calgary Board  
of Education

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Date	April 21, 2026
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

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## 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 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 continued 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.

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

The courses listed in the table below, developed by employees of the Calgary Board of Education have been authorized by Alberta Education for the duration indicated from the First Year until the Last Year. It is recommended these courses be approved for use by students enrolled in the Calgary Board of Education.

Developed Courses	Version	Course Code	First Year	Last Year
Arabic Language and Culture 3Y 15	5 Credits (2026-2030)	LDC1331	2026-2027	2029-2030
Arabic Language and Culture 3Y 25	5 Credits (2026-2030)	LDC2331	2026-2027	2029-2030
Arabic Language and Culture 3Y 35	5 Credits (2026-2030)	LDC3331	2026-2027	2029-2030

Developed Courses	Version	Course Code	First Year	Last Year
Astronomy 15	3 Credits (2026-2030)	LDC1947	2026-2027	2029-2030
Astronomy 15	5 Credits (2026-2030)	LDC1947	2026-2027	2029-2030
Astronomy 25	5 Credits (2026-2030)	LDC2947	2026-2027	2029-2030
Astronomy 25	3 Credits (2026-2030)	LDC2947	2026-2027	2029-2030
Astronomy 35	3 Credits (2026-2030)	LDC3947	2026-2027	2029-2030
Astronomy 35	5 Credits (2026-2030)	LDC3947	2026-2027	2029-2030
Aviation - Structures 15	3 Credits (2026-2030)	LDC1341	2026-2027	2029-2030
Aviation - Structures 25	3 Credits (2026-2030)	LDC2341	2026-2027	2029-2030
Aviation - Structures 35	3 Credits (2026-2030)	LDC3341	2026-2027	2029-2030
Guitar 15	3 Credits (2026-2030)	LDC1568	2026-2027	2029-2030
Guitar 15	5 Credits (2026-2030)	LDC1568	2026-2027	2029-2030
Guitar 25	3 Credits (2026-2030)	LDC2568	2026-2027	2029-2030
Guitar 25	5 Credits (2026-2030)	LDC2568	2026-2027	2029-2030
Guitar 35	3 Credits (2026-2030)	LDC3568	2026-2027	2029-2030
Guitar 35	5 Credits (2026-2030)	LDC3568	2026-2027	2029-2030
Hindi Language and Culture 3Y 15	5 Credits (2026-2030)	LDC1063	2026-2027	2029-2030
Hindi Language and Culture 3Y 25	5 Credits (2026-2030)	LDC2063	2026-2027	2029-2030
Hindi Language and Culture 3Y 35	5 Credits (2026-2030)	LDC3063	2026-2027	2029-2030
Intercultural Studies 15	3 Credits (2026-2030)	LDC1502	2026-2027	2029-2030

Developed Courses	Version	Course Code	First Year	Last Year
Leadership in the Arts 35	3 Credits (2026-2030)	LDC3458	2026-2027	2029-2030
Leadership in the Arts 35	5 Credits (2026-2030)	LDC3458	2026-2027	2029-2030
Musical Theatre Performance 15	3 Credits (2026-2030)	LDC1858	2026-2027	2029-2030
Musical Theatre Performance 15	5 Credits (2026-2030)	LDC1858	2026-2027	2029-2030
Musical Theatre Performance 25	3 Credits (2026-2030)	LDC2858	2026-2027	2029-2030
Musical Theatre Performance 25	5 Credits (2026-2030)	LDC2858	2026-2027	2029-2030
Musical Theatre Performance 35	3 Credits (2026-2030)	LDC3858	2026-2027	2029-2030
Musical Theatre Performance 35	5 Credits (2026-2030)	LDC3858	2026-2027	2029-2030
Sculpting 15	5 Credits (2026-2030)	LDC1799	2026-2027	2029-2030
Sculpting 25	5 Credits (2026-2030)	LDC2799	2026-2027	2029-2030
Sculpting 35	5 Credits (2026-2030)	LDC3799	2026-2027	2029-2030
Technical Theatre 15	3 Credits (2026-2030)	LDC1987	2026-2027	2029-2030
Technical Theatre 15	5 Credits (2026-2030)	LDC1987	2026-2027	2029-2030
Technical Theatre 25	3 Credits (2026-2030)	LDC2987	2026-2027	2029-2030
Technical Theatre 25	5 Credits (2026-2030)	LDC2987	2026-2027	2029-2030
Technical Theatre 35	3 Credits (2026-2030)	LDC3987	2026-2027	2029-2030
Technical Theatre 35	5 Credits (2026-2030)	LDC3987	2026-2027	2029-2030
Urdu Language and Culture 3Y 15	5 Credits (2026-2030)	LDC1061	2026-2027	2029-2030
Urdu Language and Culture 3Y 25	5 Credits (2026-2030)	LDC2061	2026-2027	2029-2030

Developed Courses	Version	Course Code	First Year	Last Year
Urdu Language and Culture 3Y 35	5 Credits (2026-2030)	LDC3061	2026-2027	2029-2030
Vietnamese Language and Culture 3Y 15	5 Credits (2026-2030)	LDC1062	2026-2027	2029-2030
Vietnamese Language and Culture 3Y 25	5 Credits (2026-2030)	LDC2062	2026-2027	2029-2030
Vietnamese Language and Culture 3Y 35	5 Credits (2026-2030)	LDC3062	2026-2027	2029-2030
American Sign Language Introduction	(2026-2030)	7-8-9	2026-2027	2029-2030
Guitar	(2026-2030)	5-6-7-8-9	2026-2027	2029-2030

### 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 2026-2027 school year.

The courses listed in the table below are authorized by Alberta Education. It is recommended these courses be approved for student use in the Calgary Board of Education for the duration indicated from the First Year until the Last Year.

Acquired Courses	Version	Course Code	First Year	Last Year
American Sign Language and Deaf Culture 15	5 Credits (2026-2030)	LDC1300	2026-2027	2029-2030
American Sign Language and Deaf Culture 25	5 Credits (2026-2030)	LDC2300	2026-2027	2029-2030
American Sign Language and Deaf Culture 35	5 Credits (2026-2030)	LDC3300	2026-2027	2029-2030
Building Communities of Hope 15	3 Credits (2024-2028)	LDC1078	2026-2027	2027-2028
Building Communities of Hope 25	3 Credits (2024-2028)	LDC2076	2026-2027	2027-2028
Building Communities of Hope 35	3 Credits (2024-2028)	LDC3177	2026-2027	2027-2028
Drawing 15	5 Credits (2026-2030)	LDC1859	2026-2027	2029-2030
Drawing 25	5 Credits (2026-2030)	LDC2859	2026-2027	2029-2030



Acquired Courses	Version	Course Code	First Year	Last Year
Drawing 35	5 Credits (2026-2030)	LDC3859	2026-2027	2029-2030
Introduction to ESports 15	5 Credits (2025-2029)	LDC1085	2026-2027	2028-2029
Learning Strategies 15	3 Credits (2026-2030)	LDC1599	2026-2027	2029-2030
Learning Strategies 15	5 Credits (2026-2030)	LDC1599	2026-2027	2029-2030
Learning Strategies 25	3 Credits (2026-2030)	LDC2599	2026-2027	2029-2030
Learning Strategies 25	5 Credits (2026-2030)	LDC2599	2026-2027	2029-2030
Learning Strategies 35	3 Credits (2026-2030)	LDC3599	2026-2027	2029-2030
Learning Strategies 35	5 Credits (2026-2030)	LDC3599	2026-2027	2029-2030
Medicine Wheel 15	3 Credits (2025-2029)	LDC1172	2026-2027	2028-2029
Psychology – Abnormal 35	3 Credits (2026-2030)	LDC3155	2026-2027	2029-2030
Psychology – Advanced 35	3 Credits (2026-2030)	LDC3292	2026-2027	2029-2030
Portfolio Art 35	3 Credits (2023-2027)	LDC3158	2026-2027	2026-2027
Portfolio Art 35	5 Credits (2023-2027)	LDC3158	2026-2027	2026-2027
Seven Teachings 15	3 Credits (2025-2029)	LDC1175	2026-2027	2028-2029
Social Emotional Wellbeing 15	3 Credits (2026-2030)	LDC1176	2026-2027	2029-2030
Surviving Financially as an Adult 25	5 Credits (2025-2029)	LDC2220	2026-2027	2028-2029
Surviving Financially as an Adult 35	5 Credits (2025-2029)	LDC3224	2026-2027	2028-2029
Workplace Essential Skills 25	5 Credits (2025-2029)	LDC2743	2026-2027	2028-2029
Workplace Essential Skills 35	5 Credits (2025-2029)	LDC3743	2026-2027	2028-2029

## 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

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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.

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# Non-Compliance in Relation to Campaign Disclosure Statements for Calgary Board of Education Trustee Candidates

## Report to Board of Trustees



Calgary Board  
of Education

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Date	April 21, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Information
Governance Policy Reference	Governance Culture 3: Board Job Description

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## 1. Recommendation

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

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## 2. Issue

Pursuant to section 147.8(1)(b) of the *Local Authorities Election Act* (LAEA), if a candidate fails to file a disclosure statement as required by section 147.4 of the LAEA, in the case of an election of trustees, the secretary of the school board shall transmit a report to that effect to the school board, which shall on its receipt, make the report public.

The deadline for candidates (who received contributions) to file a campaign disclosure statement to Elections Calgary was March 2, 2026 at 4:30 p.m. As per section 147.7(3) of the LAEA, a 10-day grace period applies following the March 2 deadline.

In accordance with this requirement, the names of the 2025 Calgary Board of Education trustee candidates determined to be non-compliant as per Part 5.1 of the LAEA are provided in Attachment I to this report.

### 3. Background

LAEA requires that the secretary of the school board shall transmit a report to the school board, which shall on its receipt, make the report public identifying school board trustee candidates who received contributions between January 1, 2025 and December 31, 2025 that failed to file their campaign disclosure statements by March 12, 2026.

### 4. Analysis

#### Filing Requirements Overview

The LAEA sets out the requirements for election finances and campaign disclosures for school board trustee candidates, as provided in Attachment II to this report. Any school board trustee candidates who received contributions between January 1, 2025 and December 31, 2025 that failed to file their campaign disclosure statements by March 12, 2026 will be included in a non-compliance report to their respective school board.

The LAEA requires that on or before March 1 of each year, a candidate for public school board trustee who has received contributions between January 1, 2025 and December 31, 2025 were required to file a campaign disclosure statement by March 1, 2026. In keeping with the *Interpretation Act*, the March 1, 2026 deadline becomes March 2, 2026 as March 1, 2026 is a Sunday.

Section 147.53 of the LAEA provides that the requirement to file a campaign disclosure statement applies to any candidate who:

- Gives a written notice under Section 147.22 of the LAEA, but does not file a nomination,
- Whose nomination is not accepted under Section 28 of the LAEA,
- Withdraws as a candidate,
- Is disqualified or becomes ineligible to continue as a candidate, or
- Is not elected.

Section 147.7(3) of the LAEA provides that if a candidate files a campaign disclosure statement no later than 10 days after the filing deadline, they will not be included in the non-compliance report in relation to campaign disclosure statements. Ten days after the March 2, 2026 filing deadline is March 12, 2026.

Section 147.7(2) of the LAEA outlines that candidates who are required to file a campaign disclosure statement and fail to file campaign disclosure statements by March 2, 2026 are subject to a late filing fee of \$500, payable to the candidate's local jurisdiction.

As set out in Section 22(1.2) of the LAEA, a person is not eligible to be nominated as a candidate for election as a school board trustee if:

- a) a report was presented or transmitted under section 147.8(1) in respect of the person,

- b) the Court did not dispense with, or extend the time for, compliance with section 147.4 by an order under section 147.8(3), and
- c) subject to subsection (1)(d.1), nomination day for the election occurs within
  - (i) the 8-year period following the day on which the secretary presented the report to council or transmitted the report to the school board, or
  - (ii) where the campaign disclosure statement required by section 147.4 has been filed with the secretary, the 3-year period following the day of filing, whichever period expires first.

The effect of non-compliance in relation to candidate campaign disclosure statements is outlined in Attachment III. Non-compliant candidates may apply to the Court of Kings Bench for relief as per Section 147.8(2) of the LAEA.

### **Offences and Fines**

A candidate who fails to comply with Section 147.4(1) of the LAEA or a candidate who has not filed their campaign disclosure statements by April 1, 2026, is guilty of an offence and may be subject to a fine of not more than \$5,000, as per Section 147.84 of the LAEA. The Alberta Election Commissioner has the authority to investigate violations or potential violations of Part 5.1 of the LAEA (Election Finances and Contributions Disclosure) and impose an administrative penalty. The LAEA provides that the Returning Officer shall, within a reasonable time, report any act or omission that likely constitutes an offence under Part 5.1 to the Alberta Election Commissioner. Accordingly, in keeping with Section 205(b) of the LAEA, the Returning Officer notified the Alberta Election Commissioner on March 2, 2026 of any candidate who failed to file campaign disclosure statements.

### **Public Access to Campaign Disclosure Statements**

Section 147.4(7) of the LAEA requires that candidate campaign disclosure statements be made available on The City of Calgary's website, while ensuring the following information set out in the LAEA is not disclosed:

- the mailing address of the candidate and of the candidate's official agent [LAEA Section 147.4(7)(a)],
- any address provided for a contributor, except any portion of an address that names a municipality or a province [LAEA Section 147.4(7)(b)], and
- any other candidate or contributor contact information not required but included on a document filed with a local jurisdiction [LAEA Section 147.4(7)(c)].

### **Courtesy Notification**

The LAEA does not require the Returning Officer, or the secretary, to provide notice of campaign disclosure statement filing requirements and deadlines to candidates. As a courtesy, Elections Calgary shared campaign disclosure requirements and deadlines by email on January 26, 2026 to candidates who filed a notice of intent to be nominated for the 2025 General Election. Physical letters were also sent to candidates via regular mail the week of February 16, 2026.

The email to candidates provided instructions to file campaign disclosure statements or advise Elections Calgary in writing that they did not receive contributions between January 1, 2025 and

December 31, 2025 and are therefore excluded from the requirement to file a campaign disclosure statement by March 2, 2026.

Candidate campaign disclosure requirements and deadlines were also communicated on the Elections Calgary website and shared at the September 11, 2025 in-person and September 18, 2025 virtual candidate information sessions hosted by the Returning Officer.

Elections Calgary has not been given jurisdiction in the LAEA to review candidates' disclosure statements for accuracy or completeness, nor provide any assurances respecting their accuracy, thoroughness or legality.

## 5. Conclusion

This report is being provided to meet the requirements of the *Local Authorities Election Act* that the secretary of the school board transmit a report to the school board identifying school board trustee candidates who received contributions between January 1, 2025 and December 31, 2025 that failed to file their campaign disclosure statements by March 12, 2026.

### ATTACHMENTS

- Attachment I: Non-Compliant Calgary Board of Education Trustee Candidates
- Attachment II: Candidate Campaign Disclosure Statement Requirements
- Attachment III: Effect of Non-Compliance in Relation to Candidate Campaign Disclosure Statement

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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.

**Non-Compliant Calgary Board of Education Trustee Candidates**

<b>SURNAME</b>	<b>First Name</b>
MCFARLANE	Grant
NISHIMURA	Jon Kent
ZUCH	Dar

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## Candidate Campaign Disclosure Statement Requirements

*Local Authorities Election Act, Section 147.25, 147.4:*

In the case of a general election, on or before March 1 of each year, a candidate who received contributions in the previous year shall file with the secretary of the candidate's local jurisdiction a disclosure statement in the prescribed form, which must include, in respect of the previous year,

- (a) the total amount of all contributions received during the year that did not exceed \$50 in the aggregate from any single contributor,
- (b) the total amount contributed, together with the contributor's name and address, for each contributor whose contributions during the year exceeded \$50 in the aggregate,
- (c) the total amount of all contributions received under section 147.2(4),
- (d) the total amount from fund-raising functions received in the year,
- (e) the total amount of other revenue received in the year,
- (f) the total amount of campaign expenses incurred in the year,
- (g) an itemized campaign expense report setting out the campaign expenses incurred by the candidate in the year,
- (h) the total amount paid by the candidate out of the candidate's own funds in the year not reimbursed from the candidate's campaign fund,
- (i) A transfer between a local political party and an endorsed candidate of money or real property, including permitting the use of real property for the other's benefit, or a debt incurred during a campaign period for the purpose of eliminating a deficit referred to in section 147.52(1).
- (j) where the previous year is the year in which the election was held, the total amount of any campaign surplus for the campaign period, including any surplus from previous campaigns, and
- (k) where the previous year is the year in which the election was held, the amount of any deficit for the campaign period.

## **Effect of Non-Compliance in Relation to Candidate Campaign Disclosure Statements**

*Local Authorities Election Act*, Section 147.8(1):

Subject to section 147.7, if a candidate fails to file a disclosure statement as required by section 147.4

- (a) in the case of an election of municipal councillors, the secretary shall
  - (i) present a report to that effect to council on the day of the first council meeting after the filing deadline, and
  - (ii) publish the report or the information in the report on the municipality's website by no later than the day referred to in subclause (i), and
- (b) in the case of an election of school board trustees, the secretary of the school board shall transmit a report to that effect to the school board, which shall on its receipt make the report public.