

public agenda

Regular Meeting of the Board of Trustees

June 23, 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 Call to Order, National Anthem, Acknowledgement of the Land and Welcome	Chair		
	2 Consideration/Approval of Agenda	Board	GC-2	
	3 Awards and Recognitions		GC-3	
	3.1 2026 ASBA Honouring Spirit: Indigenous Student Award	Board	GC-3	
	3.2 2026 Lieutenant Governor of Alberta Student Award	Board	GC-3	
	4 Results Focus			
	5 Operational Expectations			
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures.			
	7 Matters Reserved for Board Information		GC-3	
	7.1 EducationMatters Presentation and Financial Statements	S. Washbrook	GC-3	Page 7-1
	7.2 Age of CBE Schools	J. Pitman	OE-9	Page 7-20
	8 Matters Reserved for Board Decision	Board	GC-2	
	8.1 Proposed Amendments to Governance Culture Policies	Board	GC-5,5E	Page 8-1

8.2	Board Meeting Minutes			
	<ul style="list-style-type: none"> May 20, 2026 Regular Meeting 			Page 8-9
9	Consent Agenda	Board	GC-2.6	
9.1	Items Provided for Board Decision			
9.1.1	OE-5: Financial Planning – Annual Monitoring <i>(THAT The Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-5: Financial Planning.)</i>		OE-7	Page 5-1 (June 9/26)
9.1.2	OE-9: Facilities – Annual Monitoring <i>(THAT The Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-9: Facilities.)</i>		OE-7	Page 5-12 (June 9/26)
9.1.3	Locally Developed Courses <i>(THAT the Board of Trustees approves the recommendations for Locally Developed Courses for school use in CBE for the authorization periods set by Alberta Education's policy.)</i>		OE-3	Page 9-1
9.1.4	2026-2027 Monitoring Adjustments to Results 3, 4, and 5 <i>(THAT The Board of Trustees approves monitoring adjustments to Results 3: Citizenship, Results 4: Personal Development, and Results 5: Character for the 2026-27 school year, as provided in the report.)</i>		R-3,4,5	Page 9-7
9.1.5	Board Meeting Minutes <ul style="list-style-type: none"> May 7, 2026 Special Meeting May 26, 2026 Regular Meeting <i>(THAT the Board of Trustees approves that the Minutes of the Special Meeting held May 7, 2026 and the Regular Meetings held May 26, 2026, as submitted).</i>			Page 9-13 Page 9-15
9.2	Items Provided for Board Information			
9.2.1	Correspondence		OE-7	Page 9-22
	Private Session			
	Termination of Meeting			
	Debrief	Board	GC-2.3	

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

Information is collected under the authority of the Education Act and the 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.

PROPERTY OF THE CALGARY BOARD OF EDUCATION



EducationMatters Financial Statements

as at December 25, 2025

Report to Board of Trustees



Calgary Board
of Education

Date	June 23, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Information
Originator	Stephanie Washbrook, Executive Director, EducationMatters
Governance Policy Reference	Governance Culture GC-3: Board Job Description

1. Recommendation

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

2. Issue

The Board of Trustees has requested a report on the audited financial statements of EducationMatters. The attached report is provided in response to this request.

ATTACHMENTS

EducationMatters Financial Statements as at December 31, 2025

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

PROPERTY OF THE CALGARY BOARD OF EDUCATION

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION

FINANCIAL STATEMENTS

DECEMBER 31, 2025

PROPERTY OF THE CALGARY BOARD OF EDUCATION

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
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DECEMBER 31, 2025

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PROPERTY OF THE CALGARY BOARD OF EDUCATION

INDEPENDENT AUDITOR'S REPORT

To the Board of Governors of EducationMatters, Calgary's Trust for Public Education

Opinion

We have audited the financial statements of EducationMatters, Calgary's Trust for Public Education (the "Trust"), which comprise the statement of financial position as at December 31, 2025, and the statement of operations, statement of changes in fund balances and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Trust as at December 31, 2025, and its results of operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations ("ASNPO").

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Trust in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Information other than the Financial Statements and Auditor's Report thereon

Management is responsible for the other information. The other information is comprised of the information, other than the financial statements and our auditor's report thereon, in the Annual Report.

Our opinion on the financial statements does not cover the other information and we do not and will not express any form of assurance conclusion thereon. In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

The Annual Report is expected to be made available to us prior to the date of this auditor's report. If, based on the work we will perform on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact to those charged with governance.

INDEPENDENT AUDITOR'S REPORT, continued

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with ASNPO, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Trust's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Trust or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Trust's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- ♦ Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- ♦ Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Trust's internal control.
- ♦ Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

INDEPENDENT AUDITOR'S REPORT, continued

- ♦ Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Trust's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Trust to cease to continue as a going concern.

- ♦ Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Baker Tilly Catalyst LLP

**CALGARY, ALBERTA
APRIL 16, 2025**

**CHARTERED PROFESSIONAL
ACCOUNTANTS**

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
STATEMENT OF FINANCIAL POSITION
DECEMBER 31, 2025

	2025	2024
Assets		
Current		
Cash and cash equivalents (Note 3)	\$ 4,088,140	\$ 4,657,984
Short-term investment (Note 4)	391,699	-
Accounts receivable	3,943	3,447
Prepaid expenditures	17,886	23,384
	4,501,668	4,684,815
Investments (Notes 5 and 7)	9,254,863	8,346,635
	\$13,756,531	\$13,031,450
Liabilities and Fund balances		
Current		
Accounts payable and accrued liabilities	\$ 33,488	\$ 27,725
Deferred contributions (Note 6)	341,000	341,000
	374,488	368,725
Fund balances		
Operating fund surplus (deficit)	(46,742)	123,309
Long-term self-sustainability fund (Note 8)	1,169,636	958,732
Flow-through fund	4,392,288	4,189,077
Endowment fund (Note 8)	7,866,861	7,391,607
	13,382,043	12,662,725
	\$13,756,531	\$13,031,450

Approved on behalf of the board

 _____ Board Chair

 _____ Treasurer

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
STATEMENT OF OPERATIONS
FOR THE YEAR ENDED DECEMBER 31, 2025

	Operating Fund	Long-term self-sustainability Fund	Flow-Through Fund	Endowment Fund	2025 Total	2024 Total
Revenue						
Contributions (Notes 5 and 9)	\$ 20,000	\$ -	\$ 3,499,711	\$ 59,065	\$ 3,578,776	\$ 3,542,693
Realized gain on investments	108,845	102,977	-	366,994	578,816	392,023
Calgary Board of Education grants (Note 6)	510,000	-	-	-	510,000	510,000
Interest and fees	10,495	-	-	-	10,495	14,558
Castle rock revenue	5,054	-	-	-	5,054	-
Interfund fees (Note 7)	197,825	-	(83,302)	(114,523)	-	-
	852,219	102,977	3,416,409	311,536	4,683,141	4,459,274
Other expenditures						
Expenditures (Schedule 1)	900,029	6,191	3,213,198	216,125	4,335,543	3,759,422
Unrealized gain (loss) on investments	(8,123)	-	-	379,843	371,720	643,158
Excess (deficiency) of revenue over expenditures	\$ (55,933)	\$ 96,786	\$ 203,211	\$ 475,254	\$ 719,318	\$ 1,343,010

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
STATEMENT OF CHANGES IN FUND BALANCES
FOR THE YEAR ENDED DECEMBER 31, 2025

	Operating fund surplus (deficit)	Long-term self- sustainability fund	Flow-through fund	Endowment fund	2025 Total	2024 Total
Balance, beginning of year	\$ 123,309	\$ 958,732	\$ 4,189,077	\$ 7,391,607	\$12,662,725	\$11,319,715
Excess (deficiency) of revenue over expenditures	(55,933)	96,786	203,211	475,254	719,318	1,343,010
Interfund transfers (Note 7)	(114,118)	114,118	-	-	-	-
Balance, ending of year	<u>\$ (46,742)</u>	<u>\$ 1,169,636</u>	<u>\$ 4,392,288</u>	<u>\$ 7,866,861</u>	<u>\$13,382,043</u>	<u>\$12,662,725</u>

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED DECEMBER 31, 2025

	2025	2024
Cash flows from operating activities		
Excess of revenue over expenditures	\$ 719,318	\$ 1,343,010
Adjustments for		
Amortization	-	2,248
Realized gain on investments	(578,816)	(392,023)
Unrealized gain on investments	(371,720)	(643,158)
	(231,218)	310,077
 Change in non-cash working capital items		
Accounts receivable	(496)	(2,506)
Prepaid expenditures	5,498	(1,170)
Accounts payable and accrued liabilities	5,763	4,563
	(220,453)	310,964
 Cash flows from investing activities		
Purchase of investments	(525,995)	(334,013)
Proceeds from sale of investments	568,303	444,657
Purchase of short-term investments	(391,699)	-
	(349,391)	110,644
 Increase (decrease) in cash	(569,844)	421,608
Cash, beginning of year	4,657,984	4,236,376
 Cash, end of year	\$ 4,088,140	\$ 4,657,984
 Cash consists of:		
Cash	\$ 449,398	\$ 491,414
Treasury bills (Note 3)	3,638,742	4,166,570
	\$ 4,088,140	\$ 4,657,984

The accompanying notes are an integral part of the financial statements

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2025

1. Nature of operations

EducationMatters, Calgary's Trust for Public Education (the "Trust") was formed by way of a trust indenture on January 20, 2003. The Trust is a registered charity and a public trust under the Income Tax Act (Canada) and, accordingly, is exempt from income taxes and can issue donation receipts for income tax purposes. The Trust's mandate is to promote citizen engagement with and inspire passion for public education and to mobilize resources for programs that enhance public education.

The Board of Trustees of the Calgary Board of Education (the "CBE Board") appoints all Trust governors. At least two, but not more than 50%, of the Trust governors must be members of the CBE Board.

2. Significant accounting policies

These financial statements are prepared in accordance with Canadian accounting standards for not-for-profit organizations. The significant policies are detailed as follows:

(a) Cash and cash equivalents

Cash and cash equivalents are defined as cash and short-term investments, with terms to maturity of three months or less at the date of purchase.

(b) Revenue recognition

The Trust follows the restricted fund method of accounting.

The Trust receives contributions in the form of donations to specified funds, operating grants, and castle rock revenue.

Restricted grants and contributions are recognized as revenue in the related restricted fund when amounts can be reasonably estimated and collection is ensured. Restricted contributions relating to the general fund are recognized in revenue when the related expenditure occurs.

Unrestricted contributions are recognized in the corresponding fund as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

The Trust recognizes interest and fees, castle rock revenue, and gains and losses on investments when the amounts are earned.

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2025

2. Significant accounting policies, continued

(c) Foreign exchange

The Trust uses the temporal method to translate its foreign currency transactions.

Monetary assets and liabilities are translated at the exchange rate in effect at the statement of financial position date. Other assets and liabilities are translated at the rate in effect on the transaction date. Balances for the current year appearing in the statement of operations are translated at average year rates. Exchange gains and losses are included in the statement of operations.

(d) Trust funds and internally restricted funds

The Trust holds long-term self-sustainability, flow-through and endowment funds.

The Trust restricts endowment fund grants in any fiscal period to a maximum of 4.5% of the market value of the endowment at the end of the prior fiscal year.

The Long-term self sustainability fund was established by the Board of Governors as a vehicle to help EducationsMatters achieve the long-term goal of becoming financially independent in its own right, and to reduce reliance on all other forms of external support over time. The fund is invested in the same conservative manner as the Balanced fund.

Flow-through funds are spent during the year in which they are received or the year following to support a wide range of programs and projects.

Endowment funds are created by donors to provide long-term support for discretionary spending, general fields of interest or designated specific programs or projects.

(e) Interfund fees

Interfund fees are charged to the flow-through and endowment funds in lieu of charging administrative expenses to those funds. Endowment funds are generally charged an interfund fee of 1.5% in accordance with donor agreements and flow-through funds are generally charged an interfund fee of 3.5% of each gift received and are recorded as earned.

(f) Donated material and services

The Trust does not record gifts-in-kind unless fair market value is readily determinable. Gifts of publicly traded shares are recognized at fair market value at the date of donation.

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2025

2. Significant accounting policies, continued

(g) Financial instruments

(i) Measurement of financial instruments

The Trust initially measures its financial assets and liabilities at fair value, except for certain related party transactions that are measured at the carrying amount or exchange amount, as appropriate.

The Trust subsequently measures all its financial assets and financial liabilities at cost, except for investments in equity instruments that are quoted in an active market, which are measured at fair value. Changes in fair value are recognized in the statement of operations in the period incurred.

Financial assets measured cost include cash and cash equivalents and accounts receivable.

Financial liabilities measured cost include accounts payable and accrued liabilities.

Financial assets measured at fair value include the pooled investment funds.

(ii) Impairment

For financial assets measured at cost, the Trust determines whether there are indications of possible impairment. When there is an indication of impairment, and the Trust determines that a significant adverse change has occurred during the period in the expected timing or amount of future cash flows, a write-down is recognized in the statement of operations. A previously recognized impairment loss may be reversed to the extent of the improvement. The carrying amount of the financial asset may not be greater than the amount that would have been reported at the date of the reversal had the impairment not been recognized previously. The amount of the reversal is recognized in the statement of operations.

(iii) Transaction costs

The entity recognizes its transaction costs in the statement of operations in the period incurred. However, financial instruments that will not be subsequently measured at fair value are adjusted by the transactions costs that are directly attributable to their organization, issuance or assumption.

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2025

3. Cash and cash equivalents

Cash and cash equivalents include short-term investments of \$3,638,742 (2024 - \$4,166,570) consisting entirely of investments in Canadian treasury bills with maturity dates of 90 days or less. Short-term investments yielded an average interest rate of 2.73% (2024 - 4.76%)

4. Short-term investment

The short-term investment consists of a Canadian treasury bill with a carrying value of \$391,699 (2024 - \$nil) and a maturity date of April 8, 2026. The investment yields an interest rate of 2.19% and is classified as a short-term investment as its maturity exceeds 90 days.

5. Investments

	2025	2024
Pooled Funds - Endowment fund	\$ 7,865,614	\$ 7,387,903
Pooled Funds - Flow-through fund	219,613	-
Pooled Funds - Long-term self-sustainability fund	1,169,636	958,732
	\$ 9,254,863	\$ 8,346,635

Investments are comprised of \$9,254,863 (2024 - \$8,346,635) in pooled investment funds measured at fair value. The Trust's policy is to liquidate gifted shares on the same day as they are received. There were gifted shares measured at fair value of \$1,058,883 (2024 - \$1,246,186) held at December 31, 2025.

6. Related party transactions

The Trust is economically dependent on contributions from the Calgary Board of Education ("CBE") and is committed to provide services to the CBE in fund development, grants and student awards. During the year, the Trust received \$510,000 (2024 - \$510,000) from the CBE. Contributions in the amount of \$341,000 (2024 - \$341,000) were deferred to 2026 in accordance with spending the funds over a twelve-month period and are included in the deferred contributions on the statement of financial position.

The Trust rented office space and purchased services of \$17,009 (2024 - \$16,800) and \$8,129 (2024 - \$7,302), respectively, from the CBE.

Grants awarded to the CBE schools by the Trust are distributed to recipients by way of the CBE. In 2025, this amount was \$2,278,131 (2024 - \$2,224,691).

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2025

6. Related party transactions, continued

These transactions are in the normal course of operations and have been valued in these financial statements at the exchange amount which is the amount of consideration established and agreed to by the related parties.

7. Interfund fees and interfund transfers

The Flow-through fund generated fees of \$83,302 and the Endowment fund generated fees of \$114,523, all of which were transferred to the Operating fund.

In addition, a portion of the prior year operating surplus of \$114,118 was transferred to the Long-term self-sustainability fund from the Operating fund.

8. Endowment and Long-term Self-Sustainability Fund

Endowment funds are invested to provide long-term support, and are comprised of the following:

	2025	2024
Cash and cash equivalents	\$ 1,247	\$ 3,704
Investments	7,865,614	7,387,903
	\$ 7,866,861	\$ 7,391,607

Long-term self-sustainability funds are invested to provide long-term sustainability and are comprised of the following:

	2025	2024
Investments	\$ 1,169,636	\$ 958,732

9. Additional information on fund development

(a) Expenditures incurred to raise funds

	2025	2024
Fund development salaries and benefits	\$ 223,266	\$ 178,921
Fund development expenditures	100,702	45,709
	\$ 323,968	\$ 224,630

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2025

9. **Additional information on fund development, continued**

(b) Funds raised during 2025 were \$3,578,776 (2024 - \$3,542,693).

(c) Summary of disbursements:

	2025	2024
Grants (Note 5)	\$ 2,278,131	\$ 2,224,691
Scholarships	1,101,679	754,391
	\$ 3,379,810	\$ 2,979,082

(d) Allocation of total expenditures and disbursements

Total expenditures and disbursements after allocation of salaries and benefits to the cost centres consist of the following:

	2025	2024
Grant disbursements	\$ 3,379,810	\$ 2,979,082
Program expenditures	573,328	500,006
Fund development expenditures, excluding events	323,968	224,630
Investment fees	58,437	53,456
Amortization expense	-	2,248
	\$ 4,335,543	\$ 3,759,422

Salary and benefit costs are incurred to operate the Trust and its programs in a cost-effective manner while maximizing all opportunities to further the Trust's mission. The Trust allocates salary and benefits based on the actual time spent in each cost centre by each staff person.

10. **Financial instruments**

Transactions in financial instruments may result in an entity assuming or transferring to another party one or more of the financial risks described below. The required disclosures provide information that assists users of financial statements in assessing the extent of risk related to financial instruments.

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2025

10. Financial instruments, continued

(a) Foreign exchange risk

Foreign currency risk arises from fluctuations in foreign exchange rates that may affect the value of the Trust's investments denominated in currencies other than the Canadian dollar. The Trust holds investments in foreign markets which are subject to changes in exchange rates.

The Trust does not actively hedge foreign exchange risk but monitors its exposure on an ongoing basis and may adjust its investment strategy accordingly.

(b) Market risk

Market risk is the risk that the value of a financial instrument will fluctuate as a result of changes in market prices (other than those arising from interest rate risk or currency risk), whether those changes are caused by factors specific to the individual financial instrument or its issuer, or factors affecting all similar financial instruments traded in the market. The Trust is exposed to market risk through its pooled investments invested in equity securities traded in an active market.

(c) Interest rate risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The Trust is exposed to interest rate risk on its fixed income instruments within the pooled investment account. Fixed-rate financial instruments subject the Trust to a fair value risk.

Unless otherwise noted, it is management's opinion that the Trust is not exposed to significant other price risks arising from these financial instruments.

EDUCATIONMATTERS, CALGARY'S TRUST FOR PUBLIC EDUCATION
SCHEDULE OF EXPENDITURES
FOR THE YEAR ENDED DECEMBER 31, 2025

	Operating fund	Long-term self- sustainability fund	Flow-through fund	Endowment fund	2025 Total	2024 Total
Expenditures						
Grants and scholarships (Notes 5 and 8)	\$ -	\$ -	\$ 3,213,198	\$ 166,612	\$ 3,379,810	\$ 2,979,082
Salaries and benefits (Note 9)	386,346	-	-	-	386,346	327,719
Office	160,244	-	-	-	160,244	31,232
Contract staff	142,237	-	-	-	142,237	184,659
Fund development (Note 9)	100,702	-	-	-	100,702	45,709
Computer applications and support	67,165	-	-	-	67,165	62,718
Investment fees (Note 9)	2,733	6,191	-	49,513	58,437	53,456
Professional fees	23,593	-	-	-	23,593	55,799
Rent (Note 6)	17,009	-	-	-	17,009	16,800
Amortization	-	-	-	-	-	2,248
Total expenditures	\$ 900,029	\$ 6,191	\$ 3,213,198	\$ 216,125	\$ 4,335,543	\$ 3,759,422

Age of CBE Schools

Report to Board of Trustees



Calgary Board
of Education

Date	June 23, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-2: Learning Environment/Treatment of Students OE-6: Asset Protection OE-9: Facilities
Resource Person(s)	Trevor Fenton, Director, Facility Projects Peter Jeffrey, Manager, Infrastructure Asset Management David Jaimes, Manager, Capital Construction

1. Recommendation

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

2. Issue

The Calgary Board of Education (CBE) school portfolio is aging, with over 60% of facilities exceeding 50 years of age. This trend is increasing pressure on the Maintenance and Renewal (M&R) budget, creating implications for long-term capital planning and the reliability of school infrastructure.

3. Background

Attachment I provides the full list of school facilities owned by the CBE along with the original construction date and dates of major capital investments (modernizations or expansions) that have occurred over the years. The list excludes any schools that occupy leased space not owned by the CBE such as Discovering Choices or Chinook Learning Services, as well as legacy heritage school buildings leased to non-school entities such as Belvedere Parkway Bungalow, Balmoral Bungalow and Riverside Bungalow. In summary, the current CBE school portfolio is comprised of 254 existing school facilities depicted in Attachment I in five broad categories:

- CBE operated & maintained – 229 schools;
- P3 maintained – 10 schools;
- Charter operated & maintained – 12 schools;
- leased to third party – 1 school; and
- closed/vacant – 2 schools.

The following provides some high-level portfolio facts:

- Total number of modular classrooms: 925;
- Total portfolio area: 1.49M m²;
- Total portfolio replacement cost (includes P3 and Charter schools): \$8.13B
- Total number of approved new schools: 22
- Number of schools >70 years old without a major modernization: 42
- Number of schools >50 years old without a major modernization: 124

Please note that the dates of modernizations and replacements have been extracted from legacy records and spreadsheets and have not been validated through an in-depth school-by-school review. Additionally, it is also important to highlight that in the past, the budget provided for major modernization projects may have been insufficient to address all requirements in a school. This means that although a school may have received modernization funding, in many cases, large portions of the school may have been left untouched.

Appendix I provides the age distribution of CBE owned schools and reflects historic construction patterns, with a significant number of facilities built during the 1950s, 1960s and 1970s. While school buildings are generally planned for a 50-year service life, targeted investments are required throughout that period to ensure the facility remains a safe, functional and reliable place to learn. These targeted investments are generally funded through the M&R program. With a robust M&R program, facilities can often operate safely well beyond their 50-year design life. Despite this, older facilities will still offer challenges as building code requirements and societal expectations evolve over time. For example, approximately 60% of CBE schools are not fully accessible for persons with mobility challenges, and aged Career and Technology Studies laboratories often are not able to meet modern educational needs, as they are unable to keep pace with rapidly evolving technology.

Once a facility reaches its end-of-life (typically at the 50-70 year mark), significant investment is required to bring the aged facility back up to present day building codes, refresh finishes and revitalize critical building systems. This end-of-life refresh could take the form of a major modernization, or, if appropriate, full replacement of the facility (both requested and approved through the Three-Year School Capital Plan).

Industry best practice dictates an average annual investment (M&R plus major recapitalization) of approximately 1% to 2% of the construction replacement value to maintain the condition of a commercial facility portfolio. With the estimated replacement value of CBE schools sitting at \$7.4B (excludes P3 maintained and Charter occupied schools, which are maintained through alternate funding streams), CBE should be investing \$74M – \$148M per year. Over the last 10 years the CBE has received an average of \$37.3M per year in M&R grants and \$16.6M per year in major capital projects for existing schools, for a total annual investment of roughly \$53.9M per year (not adjusted for

inflation). With the recent elimination of the Infrastructure Maintenance & Renewal (IMR) grant and modest increases to the Operation & Maintenance (O&M) and Capital Maintenance & Renewal (CMR) grants, the M&R budget has effectively been reduced by a little over \$8M, dropping the annual investment for 2026-27 even further below this level.

4. Analysis

With the current pace of school aging (26 schools are expected to surpass 50 years of age over the next decade), CBE should be receiving an average of 2.6 existing school major capital project approvals per year (i.e. modernizations or replacements), just to keep pace. This does not include the backlog of 124 schools already beyond their 50-year design life and that have not received a major modernization.

By contrast, over the last 10 years, CBE has received an average of approximately one existing school major capital project approval (modernization or replacement) per year. Additionally, only recently has the provincial government changed their approach to funding major modernizations. Up until the approval of the Annie Gale School modernization project in 2024, funding levels for modernization projects were set (and fixed) at initial approval (before Planning or Design was complete) often resulting in projects that only partially addressed the full requirement. While this legacy approach has now been rectified, many of the modernizations noted in Attachment I left significant portions of the school untouched.

5. Financial Impact

As the proportion of CBE schools exceeding their intended 50-year service life increases, the system will experience a growing shift from planned to reactive maintenance. Aging building systems are more prone to sudden and unexpected failure, placing increased pressure on the M&R program to respond to emergent issues rather than proactively addressing lifecycle needs. This reactive approach is less efficient, more costly, reduces the capacity to complete planned work, and ultimately creates learning interruptions. As a result, the risk profile of the portfolio continues to rise, including an increased likelihood of unexpected system failures that could impact school operations, up to and including temporary school closures where critical systems fail that cannot be quickly repaired or resolved.

6. Conclusion

The CBE school portfolio continues to age, with over 60% of schools already exceeding their intended 50-year design life. At the same time, major capital projects to renew aging CBE schools are not keeping pace, placing an increasingly higher amount of pressure on the M&R program. As this pressure continues to rise, the risk of sudden failures to critical building systems will grow over time, increasing the risk of unexpected school closures and service disruptions.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I CBE School Portfolio Summary

APPENDICES

Appendix I Age Distribution of Facilities

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

PROPERTY OF THE CALGARY BOARD OF EDUCATION

Calgary Board of Education - School Portfolio Summary

229	Schools operated and maintained by CBE
10	Schools operated by the CBE but maintained by a third-party contractor (P3 schools)
12	Charter occupied and maintained schools
1	School leased to a third party (Sir James Lougheed)
2	Vacant schools awaiting redevelopment. (Kensington & Spruce Cliff)
254	Total school count (excludes schools that occupy leased space such as Discovering Choices)

Portfolio Facts

925	Modular Classrooms
1.49M	Total portfolio area (m ²)
\$8.13B	Total portfolio replacement cost
22	Total approved new schools
42	Schools >70 years old without a major modernization
124	Schools >50 years old without a major modernization

Legend

- P3 School - Operated by the CBE but managed by a third-party contractor
- Charter occupied and maintained school
- Leased school
- Closed/vacant school awaiting redevelopment

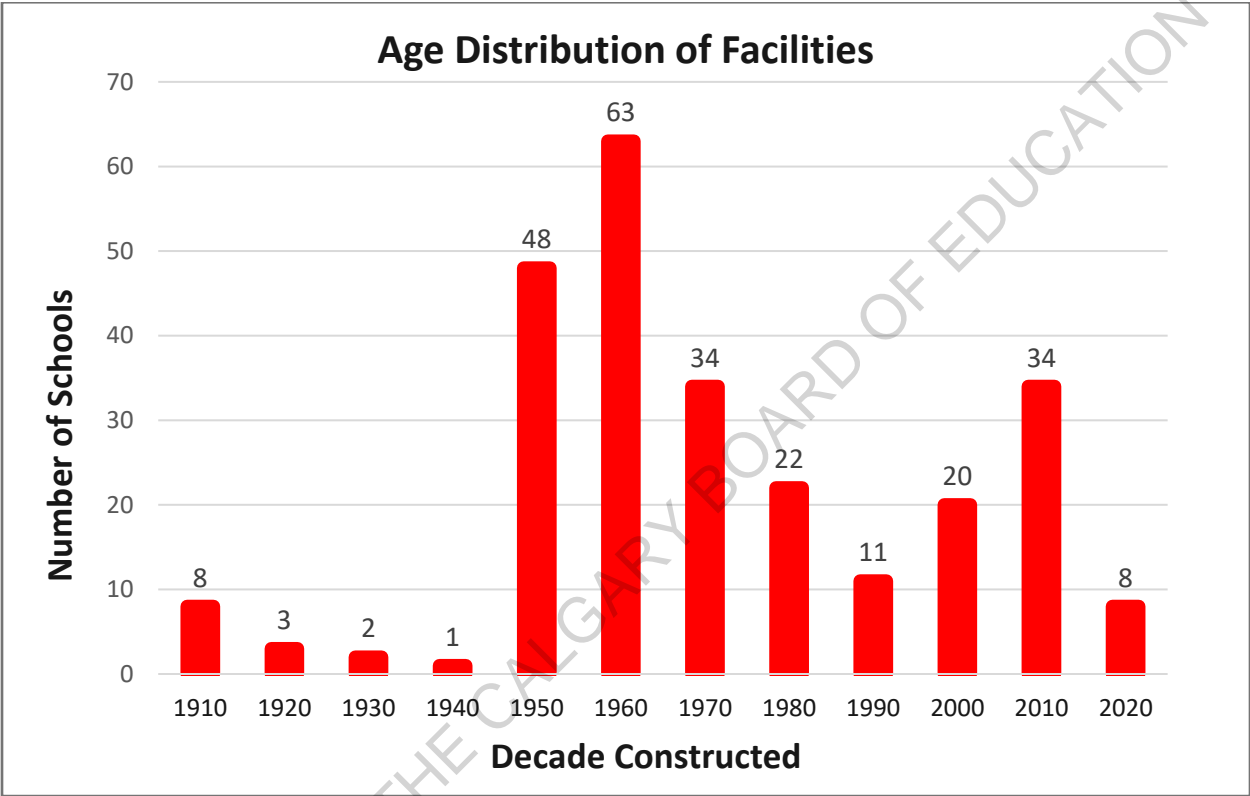
School Code	Area	School	Grade Config	Year Built	Age	Year of Additions	Year of Modernization	Year of Portables	Comment
114	7	Connaught School	K-6	1911	115	2009	2009	2024	
602	7	Colonel Walker School	K-6	1912	114	1952, 1965			
218	7	Hillhurst School	K-6	1912	114	1962			
608	2	King George School	K-5	1912	114	1960	2001		
601	2	Balmoral School	5-9	1913	113			1955	
130	7	Ramsay School	K-6	1913	113		1998		
233	3	Stanley Jones School	K-9	1913	113	1958	1999		
234	3	Sunnyside School	K-6	1919	107	1956			
368	7	Sunalta School	K-6	1922	104	1957			
815	3	Crescent Heights High School	10-12	1928	98	1950, 1951, 1956, 1959, 1965, 1966, 1968, 1985			
816	7	Western Canada High School	10-12	1928	98	1929, 1937, 1959, 1966, 1968, 1982	2012		
806	7	Queen Elizabeth High School	7-12	1930	96	1947, 1952, 1962, 1967			
610	7	Rideau Park School	K-9	1930	96	1962, 1976	2018		
224	3	Mount View School	K-6	1946	80	1954	1997		
207	2	Buchanan School	K-6	1950	76	1953			
209	2	Capitol Hill School	K-6	1950	76			1954	
100	7	Richmond School	K-6	1950	76	1954			
109	6	Altadore School	K-6	1952	74	1954			
111	1	Bowcroft School	K-6	1952	74	1953, 1967			
118	7	Earl Grey School	K-6	1952	74	1952, 1968			
639	7	Mount Royal School	7-9	1952	74				
138	1	Terrace Road School	K-6	1952	74			1958, 1966	
627	7	Elboya School	5-9	1953	73	1956, 1958	2014	2018, 2020	
205	7	Briar Hill School	K-6	1954	72	1956			
220	4	Kensington School	Vacant	1954	72				Provincial approval received for a replacement school
104	7	Killarney School	K-6	1954	72				
637	1	Parkdale School	Charter	1954	72	1960			
229	2	Children's Village School	K-6	1954	72				
142	7	William Reid School	K-4	1954	72	2002		2007, 2008, 2015	
847	1	Bowness High School	10-12	1955	71	1959, 1963, 1972, 1986, 2016	2016		
213	2	Colonel Sanders School	K-4	1955	71				
609	3	Riverside School	K-9	1955	71				
618	3	Rosedale School	K-9	1955	71			2017	
628	7	Vincent Massey School	7-9	1955	71	1959, 1965, 1971			
101	7	Alexander Ferguson School	K-6	1956	70				
105	6	Alternative High School	9-12	1956	70				
621	2	Branton School	6-9	1956	70	1967		2008	

School Code	Area	School	Grade Config	Year Built	Age	Year of Additions	Year of Modernization	Year of Portables	Comment
622	2	Colonel Irvine School	5-9	1956	70	1967		2025	
620	3	Colonel Macleod School	5-9	1956	70	1957, 1999	1998	1992	
143	7	Glendale School	K-6	1956	70	1959			
632	6	Sherwood School	4-9	1956	70	1958, 1965, 1980			
141	7	Wildwood Elementary School	K-6	1956	70	1959, 1965			
332	5	Windsor Park School	K-4	1956	70	1980		2026	
110	1	Belvedere Parkway School	K-6	1957	69	1964, 1974	1999		
208	2	Cambrian Heights School	K-6	1957	69	1961, 1967			
327	3	Patrick Airlie School	K-6	1957	69	1960, 1985			
227	7	Queen Elizabeth School	K-6	1957	69			2016	
135	7	Sir James Lougheed School	Leased	1957	69				
235	2	Thornccliffe School	K-6	1957	69				
829	2	William Aberhart High School	10-12	1957	69	1964, 1993		1998	
121	7	Glamorgan School	K-9	1958	68	1959, 1964, 1968	1990, 1998, 2011	2015	
325	4	Mountain View School	Charter	1958	68			2010, 2017	
202	4	Banff Trail School	K-5	1959	67	1966			
212	2	Collingwood School	K-6	1959	67	1963, 1967			
630	7	Dr. Oakley School	K-9	1959	67	1960, 1969			
311	6	Eugene Coste School	K-5	1959	67	1967			
122	6	Glenbrook School	K-6	1959	67	1967			
123	7	Glenmeadows School	K-6	1959	67			2004, 2016	
316	6	Haysboro School	K-6	1959	67	1960	1998		
107	7	Knob Hill School	Charter	1959	67				
231	3	Rosemont School	K-6	1959	67	1966			
330	3	Valley View School	K-6	1959	67	1966			
203	3	Belfast School	K-6	1960	66				
306	6	Chinook Park School	K-6	1960	66	1963, 1965, 1967			
633	5	Fairview School	4-9	1960	66	1967			
635	2	Georges P. Vanier School	6-9	1960	66	1967	1990		
613	3	Ian Bazalgette School	7-9	1960	66	1963, 1966, 1975, 2004, 2006		2021, 2024	
133	7	Rosscarrock School	Charter	1960	66	1965			
140	7	Westgate School	K-6	1960	66	1964, 1967			
631	6	Woodman School	5-9	1960	66	1968			
303	5	Andrew Davison School	Charter	1961	65	1968			
216	3	Greenview School	Charter	1961	65	1966			
836	6	Henry Wise Wood High School	10-12	1961	65	1964, 1976	1998		
102	6	Lakeview School	Charter	1961	65	1966		2012	
326	6	Ogden School	Charter	1961	65	1971			
640	2	Senator Patrick Burns School	7-9	1961	65	1966		1999	
204	1	Brentwood School	K-5	1962	64	1965			
641	6	David Thompson School	5-9	1962	64	1967	1997, 2001	2026	
825	2	James Fowler High School	10-12	1962	64	1998	1997, 2011, 2018		
103	7	Jennie Elliott School	K-6	1962	64	1967			
318	3	Keeler School	K-5	1962	64	1965, 1970			
329	6	Southwood School	Charter	1962	64	1971			
300	5	Acadia School	K-6	1963	63	1967	2001		
644	3	Ernest Morrow School	7-9	1963	63	1966, 1976			
320	5	Le Roi Daniels School	K-3	1963	63	1989		2015	
136	7	Spruce Cliff School	Vacant	1963	63	1971			Replacement requested through Capital Plan.
638	6	A. E. Cross School	7-9	1964	62	1966			
302	5	Alice M. Curtis School	Charter	1964	62	1967, 1968			
645	7	Bishop Pinkham School	7-9	1964	62	1969			
210	1	Captain John Palliser School	K-6	1964	62	1966			
36	6	Emily Follensbee School	K-9	1964	62		2009		
643	6	Harold Panabaker School	5-9	1964	62			2008	
225	2	North Haven School	K-6	1964	62	1967			
646	1	Simon Fraser School	5-9	1964	62	1992, 2009			
239	3	Vista Heights School	K-6	1964	62	1975, 2001			
304	6	Bel-Aire School	1-12	1965	61			2009	
112	7	Clem Gardner School	Charter	1965	61	1967			
649	2	Sir John Franklin School	5-9	1965	61	1973, 1982			
238	2	Varsity Acres School	K-5	1965	61	1968			

School Code	Area	School	Grade Config	Year Built	Age	Year of Additions	Year of Modernization	Year of Portables	Comment
331	5	Willow Park School	5-9	1965	61	1967, 2004			
310	6	Ethel M. Johnson School	K-6	1966	60				
217	2	Highwood School	K-4	1966	60				
850	5	Lord Beaverbrook High School	10-12	1966	60	1979	2017		
805	6	Lord Shaughnessy High School	10-12	1966	60	1984, 2013	2013		
653	5	R. T. Alderman School	5-9	1966	60	1970		1982	
652	2	Sir John A. Macdonald School	7-9	1966	60	1970		2008	
648	4	Sir Wilfrid Laurier School	6-9	1966	60	1983			
651	1	F. E. Osborne School	6-9	1967	59				
321	5	Maple Ridge School	K-4	1967	59				
223	4	Mayland Heights School	K-6	1967	59				
814	7	Sir William Van Horne School	Charter	1967	59				
611	1	Thomas B. Riley School	6-9	1967	59			1984	
237	7	University School	K-6	1967	59				
305	6	Braeside School	K-6	1968	58				
823	6	Central Memorial High School	10-12	1968	58				
813	3	Forest Lawn High School	10-12	1968	58	1984	2018		
219	2	Huntington Hills School	K-6	1968	58				
603	6	John Ware School	7-9	1968	58			2003	
241	1	Marion Carson School	K-6	1968	58		2002	1998	
322	4	Marlborough School	K-5	1968	58		1999	1998, 2026	
857	1	Sir Winston Churchill High School	10-12	1968	58			1976, 1992, 2024	
858	6	Dr. E.P. Scarlett High School	10-12	1969	57	1978, 1983	2000		
242	2	Dr. J. K. Mulloy School	K-4	1969	57				
334	5	Lake Bonavista School	K-6	1969	57			2016	
333	6	Nellie McClung School	K-6	1969	57	2003			
240	2	Dalhousie School	K-6	1970	56				
654	6	Nickle School	7-9	1970	56	1976, 1985			
261	2	Alex Munro School	K-6	1971	55				
336	6	Andrew Sibbald School	K-6	1971	55				
623	4	Bob Edwards School	6-9	1971	55	1981, 1991			
355	6	Canyon Meadows School	K-5	1971	55				
660	1	H. D. Cartwright School	7-9	1971	55	1995	1999	1999	
860	2	John G. Diefenbaker High School	10-12	1971	55	1990	2000	1999	Received Provincial approval for replacement.
625	6	Louis Riel School	K-9	1971	55	1971, 1993		2015	
356	3	Penbrooke Meadows School	K-6	1971	55				
357	3	West Dover School	K-6	1971	55				
232	2	Catherine Nichols Gunn School	K-6	1972	54				
364	3	James Short Memorial School	K-3	1972	54			1975	
359	3	Niitsitapi Learning Centre	PRE-K-2	1972	54		2017		
354	6	Sam Livingston School	K-4	1972	54			2001	
339	4	Chris Akkerman School	K-5	1973	53			2016, 2017	
343	4	Guy Weadick School	PRE-K-6	1973	53			1979	
214	1	Dr. E. W. Coffin School	K-6	1974	52			1970	
655	6	Robert Warren School	6-9	1974	52	1991	1999, 2009	1997, 2009	
338	6	Cedarbrae School	K-6	1976	50				
348	4	Colonel J. Fred Scott School	K-6	1976	50			1976	
347	4	Douglas Harkness School	K-6	1976	50			1976	
650	3	Dr. Gladys Mckelvie Egbert School	7-9	1976	50	1981		1976	
681	4	Dr. Gordon Higgins School	7-9	1976	50	1981		1976	
341	5	Prince Of Wales School	K-4	1976	50			1976, 2026	
250	3	Roland Michener School	K-6	1976	50				
256	1	Silver Springs School	K-6	1976	50			1975	
344	1	West Dalhousie School	K-6	1976	50			1979	
257	2	W. O. Mitchell School	K-6	1977	49			1979, 1980	
353	3	Cappy Smart School	K-6	1978	48			1979	
351	3	G. W. Skene School	4-6	1978	48				
363	5	Midnapore School	K-6	1978	48			2005	
360	4	Pineridge School	K-6	1978	48			1979, 1980	
358	4	Rundle School	K-6	1978	48			2007	
376	3	Abbeydale School	K-6	1980	46			1980	
377	4	Annie Foote School	K-6	1980	46			1981, 2026	

School Code	Area	School	Grade Config	Year Built	Age	Year of Additions	Year of Modernization	Year of Portables	Comment
369	6	Banting and Best School	K-3	1980	46				
372	2	Beddington Heights School	K-6	1980	46			1980	
373	4	Cecil Swanson School	K-6	1980	46			1981	
375	4	Falconridge School	K-6	1980	46			1981	
362	5	Haultain Memorial School	K-6	1980	46				
856	3	Jack James High School	10-12	1980	46	2024	2016, 2024		
374	1	Ranchlands School	K-6	1980	46			1981	
371	6	Woodlands School	K-6	1980	46			1981	
361	4	Chief Justice Milvain School	K-6	1981	45			1981, 2009	
265	5	Deer Run School	K-6	1981	45			1983	
266	6	Woodbine School	K-6	1981	45			1982	
682	4	Clarence Sansom School	7-9	1982	44			1982	
269	3	Erin Woods School	K-6	1982	44			1982	
270	6	Janet Johnstone School	K-4	1982	44			1982	
267	6	Sundance School	K-6	1982	44			1982	
686	4	Annie Gale School	6-9	1983	43			1983	Full modernizations underway (Design)
271	4	O. S. Geiger School	K-6	1983	43			1984	
685	5	Wilma Hansen School	5-9	1983	43			1983	
378	4	Grant MacEwan School	K-6	1988	38			2005	
865	4	Lester B. Pearson High School	10-12	1989	37			2026	
379	1	Edgemont School	K-5	1990	36			1991, 1997	
382	7	Olympic Heights School	K-6	1991	35			1991	
383	7	Simons Valley School	K-5	1991	35			2024	
384	5	Fish Creek School	K-6	1992	34	1994, 2001			
273	1	Hawkwood School	K-6	1992	34	1994, 1995			
689	4	Terry Fox School	7-9	1994	32				
385	5	Mckenzie Lake School	K-4	1995	31			2001	
386	6	Riverbend School	K-6	1995	31			1998	
690	1	Tom Baines School	6-9	1996	30			2003	
691	5	Midsun School	7-9	1998	28				
389	1	The Hamptons School	K-6	1999	27			1999, 2000	
275	4	Crossing Park School	K-9	2002	24	2002, 2004		2000, 2002	
274	3	Hidden Valley School	K-5	2003	23			2003, 2007	
390	4	Monterey Park School	K-6	2003	23	2003, 2004		2000, 2001, 2005	
252	5	Somerset School	K-4	2003	23			2024	
616	3	Valley Creek School	6-9	2003	23			2002, 2006, 2007	
870	5	Centennial High School	9-12	2004	22				
116	3	Coventry Hills School	K-5	2005	21	2005		2002, 2007, 2015	
352	1	Scenic Acres School	K-4	2005	21				
392	5	Chaparral School	K-6	2006	20			2006, 2008, 2010	
391	1	Citadel Park School	K-4	2006	20			2006, 2015	
346	5	Douglasdale School	K-4	2006	20			2003	
693	5	Mountain Park School	6-9	2006	20			2007	
395	3	Radisson Park	K-6	2006	20			2015	
393	1	Tuscany School	K-5	2006	20			2006, 2008	
694	1	Arbour Lake School	5-9	2007	19			2006	
144	7	Battalion Park School	K-6	2007	19			2000, 2001	
396	5	McKenzie Town School	K-4	2009	17			2012, 2013	
397	2	Panorama Hills School	K-6	2009	17			2010, 2012	
695	5	Samuel W. Shaw School	5-9	2009	17			2009	
398	4	Taradale School	K-4	2009	17			2010	
399	5	Bridlewood School	K-6	2010	16			2010	
408	5	Cranston School	K-4	2010	16			2010, 2015	
401	6	Evergreen School	K-6	2010	16			2010, 2015	
402	1	Royal Oak School	K-4	2010	16			2010	
403	4	Saddle Ridge School	K-4	2010	16			2014	
404	7	West Springs School	K-4	2010	16				
875	7	Ernest Manning High School	10-12	2011	15			2026	
662	2	Captain Nichola Goddard School	6-9	2012	14			2012	
661	3	Nose Creek School	6-9	2012	14				
663	4	Ted Harrison School	5-9	2012	14			2012	
664	1	Twelve Mile Coulee School	6-9	2012	14			2012	

School Code	Area	School	Grade Config	Year Built	Age	Year of Additions	Year of Modernization	Year of Portables	Comment
880	1	Robert Thirsk High School	10-12	2013	13				
124	5	Auburn Bay School	K-5	2016	10			2016	
117	2	Buffalo Rubbing Stone School	K-5	2016	10			2016	
38	1	Christine Meikle School	7-12	2016	10				
106	5	Copperfield School	K-5	2016	10			2016	
612	5	Dr. Martha Cohen School	5-9	2016	10				
195	1	Eric Harvie School	K-5	2016	10			2016	
126	4	Hugh A. Bennett School	K-4	2016	10			2024	
198	2	Kenneth D. Taylor School	K-4	2016	10			2016, 2024	
674	5	McKenzie Highlands School	4-9	2016	10				
801	4	Nelson Mandela High School	10-12	2016	10			2025	
193	5	New Brighton School	K-6	2016	10			2016	
604	4	Peter Lougheed School	5-9	2016	10			2016, 2025	
675	1	William D. Pratt School	5-9	2016	10			2016	
677	5	Dr. George Stanley School	6-9	2017	9			2017	
127	7	Dr. Roberta Bondar School	K-6	2017	9				
119	7	Elbow Park School	K-6	2017	9				
679	7	Griffith Woods School	K-9	2017	9				
128	4	Manmeet Singh Bhullar School	K-6	2017	9			2018	
676	6	Marshall Springs School	6-9	2017	9			2026	
129	6	Ron Southern School	K-6	2017	9			2017, 2026	
615	7	West Ridge School	5-9	2017	9			2017	
802	5	Joane Cardinal-Schubert High School	10-12	2018	8			2025	Provincial approval received for a 600 student addition
491	6	Dr. Freda Miller School	K-5	2020	6				
350	3	Northern Lights School	K-5	2020	6				
490	5	Sibylla Kiddle School	K-5	2020	6			2026	
574	5	Bayside School	K-5	2022	4			2022	
492	5	Lakeshore School	6-9	2022	4				
493	5	Mahogany School	K-5	2022	4			2024	
494	3	North Trail High School	10-12	2022	4			2025	
578	4	Prairie Sky School	K-9	2023	3			2025	
Approved New Schools									
656	2	Evanston Heights School	4-9	2026					Fit-up underway, opens Aug 31, 2026
		Cornerstone High School		TBD					Approved for Construction
		Evanston Elementary School		TBD					Approved for Construction
		Redstone Elementary School		TBD					Approved for Construction
		Aspen Woods Middle School		TBD					Approved for Design
		Cityscape/Redstone Middle School		TBD					Approved for Design
		Cornerstone Elementary School		TBD					Approved for Design
		Cornerstone Middle School		TBD					Approved for Design
		Livingston Elementary School		TBD					Approved for Design
		Mahogany Middle School		TBD					Approved for Design
		Nolan Hill Elementary School		TBD					Approved for Design
		Sage Hill/Kincora Middle School		TBD					Approved for Design
		Sherwood/Nolan Hill Middle School		TBD					Approved for Design
		Walden Elementary School		TBD					Approved for Design
		Carrington Elementary School		TBD					Approved for Planning
		Cityscape Elementary School		TBD					Approved for Planning
		Country Hills K-9		TBD					Approved for Planning
		Kincora/Sage Hill Elementary School		TBD					Approved for Planning
		Legacy Middle School		TBD					Approved for Planning
		Mahogany Elementary School		TBD					Approved for Planning
		Saddle Ridge Middle School		TBD					Approved for Planning
		Sage Hill Elementary School		TBD					Approved for Planning



Proposed Amendments to Governance Culture Policies



Calgary Board
of Education

Report to Board of Trustees

Date	June 23, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Laura Hack Board Chair
Purpose	Decision
Governance Policy Reference	GC-5: Board Committees GC-5E: Audit and Risk Committee Terms of Reference
Resource Person(s)	Patricia Minor, Corporate Secretary

1. Recommendation

It is recommended:

- THAT the Board of Trustees approves the amendments to GC-5E: Audit Committee Terms of Reference, as provided in Attachment I to this report.
-

2. Background

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

“4 The board must

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

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

3. Analysis

The Board of Trustees operates under a policy governance model whereby the Board provides leadership for the CBE by setting direction through policy. Section 33(1)(h) of the Education Act mandates that the Board establish governance and organizational structures for the CBE. Day to day operations and leadership of the system lays with the Chief Superintendent who is responsible for carrying out duties as assigned by the Board.

The Board governs the Calgary Board of Education (CBE) through a set of carefully crafted policies statements that set out the Results (learning outcomes for each student), Operational Expectations (the boundaries of day-to-day operations including both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate), Governance Culture (how the Board works) and Board/Chief Superintendent Relationship (delegation to and evaluation of the Board's single employee). Under the Board's leadership, the Chief Superintendent is empowered to make all decisions save and except those matters that cannot be delegated by law or those specifically reserved for the Board of Trustees.

The Governance Culture policies define 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.

As part of the ongoing work of the Board, supported by the Board Governance Committee, Governance Culture 5E: Audit and Risk Committee Terms of Reference was reviewed to identify areas of improvement including changing the name of the committee to the "Audit Committee" and providing additional clarity and transparency on roles and responsibilities of the Audit Committee.

4. Conclusion

The Board of Trustees to consider proposed amendments to the Governance Culture 5E: Audit and Risk Committee Terms of Reference.

ATTACHMENTS

Attachment I: GC-5E: Audit Committee Terms of Reference (proposed revisions shown in track changes)

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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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Board of Trustees' Governance Policy

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

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annual

Audit and Risk Committee

Purpose/Charge:

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

Membership:

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

Meetings:

1. The Committee will meet regularly, not less than four times a year, and may meet at such other times as required by the Committee Chair.

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

2. The Chair of the Committee shall establish the agendas for meetings, ensure that properly prepared agenda materials are circulated to the members with sufficient time for review prior to the meeting, and be responsible for reporting to the Board of Trustees.
3. A majority of the members of the Committee shall constitute a quorum. One trustee must be present at all Committee meetings.
4. The Chief Financial Officer, members of Administration and the Corporate Secretary may attend all meetings of the Committee, except where the Committee agrees to meet in camera with only the external auditors present.

Reporting Schedule:

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

Roles and Responsibilities:

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

Authority Over Division Resources:

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

Adopted: ~~September 23, 2025~~

Appendix I

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

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

Rating Scale for Skills Matrix Competencies

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

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

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

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

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE-5: Financial Planning were approved on June 24, 2025. The Board of Trustees was last presented with the annual monitoring report for OE-5 on June 10, 2025.

This report includes data available from the 2024-2025 school year and contains evidence to support the following findings:

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

Board-approved Interpretation |

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

The Chief Superintendent interprets:

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

The Chief Superintendent shall:

5.1	Avoid short and long-term fiscal jeopardy.	Compliant
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Board-approved Interpretation |

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

The Chief Superintendent interprets:

- *financial health* to mean having sufficient and appropriate financial and other resources necessary to meet statutory obligations and achieve the CBE’s strategic and operational objectives;
- *short-term fiscal jeopardy* to mean the inability to meet financial and statutory obligations occurring within the current school year;
- *long-term fiscal jeopardy* to mean the inability to meet financial and statutory obligations occurring within the 3- and 5-year period;
- *financial obligations* to mean the liabilities and operating indebtedness of the CBE; and
- *statutory obligations* to mean the legal obligations imposed upon the CBE by statute and regulation.

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

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

November 26, 2024: Fourth Quarter – 2023-24 Budget Variance Report

January 28, 2025: First Quarter – 2024-25 Budget Variance Report

March 18, 2025: Second Quarter – 2024-25 Budget Variance Report

June 10, 2025: Third Quarter – 2024-25 Budget Variance Report

November 26, 2024: 2023-24 Year End Financial Results and Audited Financial Statements

Evidence demonstrates all indicators in subsection 1 are in compliance.

5.2	Develop budget-planning assumptions.	Compliant
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Board-approved Interpretation |

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

The Budget Assumption Report was presented to the Board of Trustees on April 8, 2025.

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

Evidence statement

The Budget Assumption Report was presented to the Board of Trustees on April 8, 2025.

Evidence demonstrates all indicators in subsection 2 are in compliance.

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

Budget 2025-2026 was presented to the Board of Trustees on May 20, 2025, and May 27, 2025.

The budget appropriately manages risk by allocating resources to ensure CBE operations and activities are in alignment with both local/Board and provincial priorities.

More specifically, the budget funds all activities – strategic, tactical and operational to support CBE in ensuring risk is appropriately managed. Examples include but are not limited to:

- Risk, Safety and Security team within Facilities and Environmental Services which includes Risk Management and Insurance;
- Off-Site Activities team in School Improvement which supports oversight of school field trips; and
- Video Surveillance technology at CBE schools and sites.

Evidence demonstrates all indicators in subsection 3 are in compliance.

5.4	Ensure prudent financial management that does not materially deviate from the budget.	Compliant
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Board-approved Interpretation |

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

Quarterly variance reports provide explanations for variances in excess of 1% and \$500,000. The following quarterly variance reports were presented to the Board of Trustees in the 2024-2025 school year:

November 26, 2024: Fourth Quarter – 2023-24 Budget Variance Report
 January 28, 2025: First Quarter – 2024-25 Budget Variance Report
 March 18, 2025: Second Quarter – 2024-25 Budget Variance Report
 June 10, 2025: Third Quarter – 2024-25 Budget Variance Report

Evidence demonstrates all indicators in subsection 4 are in compliance.

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

The Financial Status of Reserves and Designated Funds at August 31, 2024, was presented to the Board of Trustees on November 5, 2024, and received approval for the use of reserve funds.

The Capital Reserve Request to Support Enrolment Growth was presented to the Board of Trustees on June 24, 2025, and received approval for the use of reserve funds.

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

Evidence statement

The Financial Status of Reserves and Designated Funds at August 31, 2024, was presented to the Board of Trustees on November 5, 2024, and received approval for the use of reserve funds.

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

Evidence statement

There is no existing debt nor is there any additional debt as of August 31, 2025.

Evidence demonstrates all indicators in subsection 5 are in compliance.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

5.6	<p>Ensure any request for use of operating reserves:</p> <ul style="list-style-type: none"> a. is to minimize disruption due to unanticipated negative budget variances within the school year; or b. is to ease transitions due to significant shifts in policy or statutory obligations; or c. is for a one year investment in learning opportunities; and d. considers the risks and opportunities including sustainability and the ability to replenish operating reserves 	Compliant
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Board-approved Interpretation |

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

5.6.1	Operating reserves are maintained at levels compliant with Alberta Education guidelines.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Operating Reserves were calculated as 3.2% as of August 31, 2024, as reported in the Financial Results 2023-24 report on November 26, 2024.

For 2023-2024, Education and Childcare required school boards to maintain operating reserves between 1% and 3.2%. This indicator has changed for 2024-25 to maintain operating reserves between 1% and 6% to align with government of Alberta requirements.

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

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

Evidence statement

The Financial Status of Reserves and Designated Funds at August 31, 2024, was presented to the Board of Trustees on November 5, 2024, and received approval for the use of reserve funds.

Evidence demonstrates all indicators in subsection 6 are in compliance.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

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.

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OE-9: Facilities

Operational Expectations Monitoring Report

June 9, 2026



Calgary Board
of Education

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 9: Facilities, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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

Signed: 

Date: June 9, 2026

Joanne Pitman, Chief Superintendent

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____

Date: _____

Chair, Board of Trustees

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE-9: Facilities were approved on October 10, 2017. The Board of Trustees was last presented with the annual monitoring report for OE-9 on June 10, 2025.

This report includes data available from the 2024-2025 school year and contains evidence to support the following findings:

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

Board-approved Interpretation |

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

The Chief Superintendent interprets:

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

- *responsible stewardship* to mean the sustainable management of facilities in support of student learning;
- *effective and efficient use of funding* to mean the fiscally responsible allocation of financial resources on real property that supports student learning; and
- *real property* to mean and land buildings.

The Chief Superintendent shall:

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

In the 2024-2025 school year, all Indoor Environmental Quality Concern reports were responded within two work/school days or less. These included 22 Indoor Environmental Quality walk through inspections and 78 Indoor Environmental Quality Concerns investigated. When compared to the previous school year, this represents a decrease of 11 walk through inspections, and an increase of 1 Indoor Environmental Quality Concern investigated.

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

Evidence statement

Maintenance work orders requiring permits were 100% compliant and adhered to provincial codes. A total of 856 work orders required the CBE to request permits, and all of these were subsequently inspected and closed by the city as part of the permitting process. When compared to the previous school year, the total number of work orders was down slightly from 911.

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

Evidence statement

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

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

Evidence statement

100% of 7053 emergency maintenance and repair work requests were acted on within 24 hours. For comparison, in the previous school year, there were 6788 of these work requests.

Evidence demonstrates all indicators in subsection 1 are in compliance.

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

The CBE did not open any new schools in the 2024-25 school year.

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

Evidence statement

In the 2024-25 school year, the CBE initiated the design of the Annie Gale modernization project. This project was evaluated against the LEED scorecard with several LEED design elements incorporated.

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

Evidence statement

In the 2024 - 2025 school year, 100% of school naturalization or garden development requests were completed. Four (4) schools made requests and completed the approval process to establish their naturalization or garden areas.

Evidence demonstrates all indicators in subsection 2 are in compliance.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

The Three-Year School Capital Plan 2026-2029 was approved by the Board of Trustees on Mar 18, 2025 and amended on Oct 1, 2025.

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

Evidence statement

The 2025-2026 Modular Classroom Plan was approved by the Board of Trustees on October 29, 2024.

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

Evidence statement

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

Evidence demonstrates all indicators in subsection 3 are in compliance.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

92% of CBE school facilities were made available for public use on evenings and weekends. Public rentals were temporarily cancelled during CUPE labour action, however, the CBE was still able to accommodate approximately 44,000 hours of public use activities in CBE schools during that school year. This compares to approximately 50,000 hours in the previous school year.

Evidence demonstrates all indicators in subsection 4 are in compliance.

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

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

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

During the 2024-2025 school year, Board and Ministerial approvals were obtained for disposition of five CBE properties, as well as approval for registration of a utility right of way agreement on one school property.

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

Evidence statement

The Board of Trustees approved 100% of new construction and major modernization projects. During the 2024-25 reporting year, CBE received capital approval for 10 new schools (elementary schools in Cornerstone, Livingston, Nolan Hill, and Sage Hill, and middle schools in Aspen Woods, Cityscape/

Redstone, Cornerstone, Mahogany, Sage Hill/Kincora and Sherwood/ Nolan Hill). The Board of Trustees previously approved all projects through the Three-Year School Capital Plan.

Evidence demonstrates all indicators in subsection 5 are in compliance.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

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

Locally Developed Courses

Report to Board of Trustees



Calgary Board
of Education

Date	June 23, 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

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.

Withdrawn | for use in the Calgary Board of Education

The courses listed in the table below have reached the end of their 4-year cycle and are set to expire. Without student enrollment during the last 4-year cycle and no longer meeting a student need, it is recommended these acquired courses listed be removed for use in the Calgary Board of Education.

Withdrawn Courses	Version	Course Code	First Year	Last Year
Religious Studies Book of Mormon Part B 35	3 Credits (2025-2026)	LDC3130	2025-2026	2025-2026
Religious Studies Doctrine and Covenants Part B 15	3 Credits (2025-2026)	LDC1593	2025-2026	2025-2026
Religious Studies The New Testament Part B 25	3 Credits (2025-2026)	LDC2117	2025-2026	2025-2026
Religious Studies The Old Testament Part B 35	3 Credits (2025-2026)	LDC3168	2025-2026	2025-2026

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

Authorization of sequences is on going and timing of acquisition dependent on the authoring jurisdiction's ability to meet the complexity of writing and achieving authorization from Alberta Education. Since the April 18, 2026 Report to Trustees, the sequences are authorized and have become available for acquisition. Also available to acquire are currently authorized Locally Developed Courses that have generated student interest since the April 18 2026 Report to Trustees.

The acquired courses listed in the table below require Board of Trustee approval 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
Competencies in Math 15	3 Credits (2026-2030)	LDC1515	2026-2027	2029-2030
Competencies in Math 15	5 Credits (2026-2030)	LDC1515	2026-2027	2029-2030
Developing Personal Value 15	5 Credits (2026-2030)	LDC1819	2026-2027	2029-2030
Developing Personal Value 25	5 Credits (2026-2030)	LDC2819	2026-2027	2029-2030
Developing Personal Value 35	5 Credits (2026-2030)	LDC3819	2026-2027	2029-2030
Fantasy and Science Fiction Appreciation 15	5 Credits (2024-2028)	LDC1031	2026-2027	2027-2028
Fantasy and Science Fiction Appreciation 25	5 Credits (2024-2028)	LDC2031	2026-2027	2027-2028
Literature and Composition 25	3 Credits (2025-2029)	LDC2627	2026-2027	2028-2029
Literature and Composition 35	3 Credits (2025-2029)	LDC3627	2026-2027	2028-2029
Stained Glass 15	3 Credits (2024-2028)	LDC1659	2026-2027	2027-2028
Stained Glass 25	3 Credits (2024-2028)	LDC2659	2026-2027	2027-2028
Stained Glass 25	5 Credits (2024-2028)	LDC2659	2026-2027	2027-2028
Stained Glass 35	5 Credits (2024-2028)	LDC3659	2026-2027	2027-2028

5. Implementation Consequences

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

The Chief Superintendent shall:

3.1 Plan for and provide challenging, relevant and high quality programming opportunities that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.

Alberta Education’s Guide to Education on Locally Developed Courses states,

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

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

6. Conclusion

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



JOANNE PITMAN

CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

PROPERTY OF THE CALGARY BOARD OF EDUCATION

2026-2027 Monitoring Adjustment to Results 3: Citizenship, Results 4: Personal Development, and Results 5: Character

Report to Board of Trustees



Calgary Board
of Education

Date	June 23, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Dr. Michael Nelson, Superintendent, School Improvement Dr. Jennifer Turner, Superintendent, School Improvement
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR-2: Single Unit Control B/CSR-4: Authority of the Chief Superintendent B/CSR-5: Chief Superintendent Accountability
	Results R-3: Citizenship R-4: Personal Development R-5: Character
	Operational Expectations OE-7: Communication With and Support for the Board
Resource Person(s)	Michael Craig, Director, Research & Strategy Allison Robb, System Assistant Principal, Research & Strategy Yue Xu, Data Scientist, Research & Strategy

1. Recommendation

It is recommended:

- THAT the Board of Trustees suspends the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2026-27 school year, with the exception of Results 3: Citizenship, section 3.2; Results 4: Personal Development, section 4.5.

2. Issue

Continued focus on kindergarten to Grade 6 curriculum implementation remains the primary instructional priority for teachers in the 2026–27 school year. While no additional provincial curricula are being introduced in 2026–27, the year-over-year nature of new curriculum implementation requires ongoing familiarization, refinement of instructional practice, and review and potential adjustment of report cards to ensure alignment with the renewed curriculum. The cumulative scope of this work has implications for teacher workload and wellbeing, and limits system capacity to support meaningful Results 3, 4, and 5 reporting during this period.

3. Background

The Board's annual work plan includes the scheduled monitoring of all policies. Consistent with this plan, the Results policies are monitored for reasonable progress over time against a set of Board approved indicators. New curriculum implementation¹ for kindergarten to Grade 6 students began in 2022-23, with the most recent new curriculum, Social Studies, implemented in the 2025–26 school year. While no new provincial curriculum is scheduled for implementation in the 2026–27 school year, a total of six new K–6 provincial curricula have been implemented since 2022–23, requiring sustained adjustments to instruction, assessment, and reporting practices over multiple years.

4. Analysis

Even in years when no additional new curriculum is introduced, the work of implementation continues. Implementing new curriculum is a sustained process and includes, for example, staff familiarizing themselves with curriculum for each course, understanding how content is organized and sequenced, identifying and accessing professional learning, vetting and selecting resources, designing rich learning tasks and considering assessment and reporting practices. This continued work has implications for teacher workload and wellbeing. Reporting student achievement of Results on report cards is a summative indicator of how successfully a student has demonstrated the skills associated with the indicator in and through learning. The professional judgement required to provide this assessment is dependent on evidence collected through the design of quality learning tasks and how those tasks are experienced by the students.

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

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

- Results 3: Citizenship

¹ [How we got here](#) | Alberta.ca

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

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

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

The following table highlights the Results policies and indicators, identifying which indicators would be impacted and what grades would be collected (*see Table 1 below*). Where the proposed recommendation to suspend the inclusion of any indicators for Results 3, 4 and Results 5 related to Kindergarten to Grade 6 school report cards for the 2026- 27 school year, impacts a reporting indicator or measure, "Indicator Impacted by Recommendation" has been noted in the table and the impact highlighted in blue text.

Table 1: Policy Indicators and Impact Based on Recommendation

Results 3: Citizenship Indicator	Impact	Board Policy	Recommended
Policy 3.1 Indicator 1 Percentage of students in kindergarten-grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.	Indicator Impacted by Recommendation	K - 9 Collected	K - Gr 6 Not collected Gr 7 - 9 Collected
Policy 3.2 Indicator 1 Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.	No Change to Indicator	K - 9 Collected	K - 9 Collected
Policy 3.3 Indicator 1 Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.	Indicator Impacted by Recommendation	K - 9 Collected	K - Gr 6 Not collected Gr 7 - 9 Collected
Policy 3.5 Indicator 1 Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards	Indicator Impacted by Recommendation	K - 9 Collected	K - Gr 6 Not collected Gr 7 - 9 Collected

Results 4: Personal Development Indicator	Impact	Board Policy	Recommended
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	Indicator Impacted by Recommendation	K- 9 Collected	K - Gr 6 Not collected Gr 7 - 9 Collected
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	Indicator Impacted by Recommendation	K- 9 Collected	K - Gr 6 Not collected Gr 7 - 9 Collected
Policy 4.5 Indicator 1 K - Gr 6: Percentage of students experiencing success with the learning outcomes of the Physical Education and Wellness Programs of Study; as measured by the well-being stem on student report cards. Gr 7 - 12: Percentage of students experiencing success with the learning outcomes of the Health/CALM Programs of Study; as measured by student report cards.	No Change to Indicator	K - Gr 6 Collected Gr 7 - 12 Collected	K - Gr 6 Not collected Gr 7 - 9 Collected
Results 5: Character Indicator	Impact	Board Policy	Recommended
Policy 5.2 Indicator 1 Percentage of students in kindergarten to grade 9 reported to make responsible decisions; as measured by student report cards	Indicator Impacted by Recommendation	K - Gr 9 Collected	K - Gr 6 Not collected Gr 7 - 9 Collected
Policy 5.3 Indicator 1 Percentage of students in kindergarten to grade 9 reported to treat others with respect and compassion; as measured by student report cards.	Indicator Impacted by Recommendation	K - 9 Collected	K - Gr 6 Not collected Gr 7 - 9 Collected

In addition, the corresponding CBE Student Survey question results tied to Results 3, 4 and 5, will only be available for policies 3.4.1, 4.5.2, 4.5.4 and 5.1 to 5.3 because in 2026-27 Results 3 and 4 are in a minor year of focus (see *Table 2 below*). In a minor year, a smaller selection of survey questions is administered based on where the Chief Superintendent sees an opportunity for growth or where the Board of Trustees identifies an area of concern or exception. The reporting of the CBE Student Survey responses happens in the Monitoring Report in the next school year. As an example, for 2026-27, Results 5: Character will be a major focus on the CBE Student Survey with the results presented in the Results 5 Monitoring Report in the 2027-28 school year.

Table 2: Major and Minor Focus Years Cycle for CBE Student Survey Administration

Results	2025-26	2026-27	2027-28
Results 3	minor focus	minor focus	major focus
Results 4	major focus	minor focus	minor focus
Results 5	minor focus	major focus	minor focus

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

5. Financial Impact

There are no financial implications for this decision.

6. Implementation Consequences

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

Based on the approved major and minor year cycles, the overall impact on the data included in reporting would be as follows:

- **Results 3:** Of the twelve indicators, seven indicators associated with the CBE Student Survey would not likely be monitored (minor year), one indicator associated with the CBE Student Survey would be collected as part of an enduring question set, one indicator based on report cards would be collected for K - Grade 9, and three indicators based on report cards would be collected for Grades 7 - 9 only.
- **Results 4:** Of the nineteen indicators, one indicator associated with Alberta Education and Childcare Assurance Measures would be collected, thirteen indicators associated with the CBE Student Survey would not likely be monitored (minor year), two indicators associated with the CBE Student Survey would be collected as part of an enduring question set, one indicator based on report cards would be collected for K - Grade 12, and two indicators based on report cards would be collected for Grades 7 - 9.
- **Results 5:** Of the nine indicators, seven indicators associated with the CBE Student Survey would be collected (major year) and two indicators based on report cards would be collected for Grades 7 - 9 only.

7. Conclusion

The work tied to the Results is done within the teaching and learning tied to the Programs of Study. Implementation of a new curriculum requires significant work on the part of teachers. Given the implications of new curriculum implementation on teacher workload, removing the reporting of Results 3, 4 and 5 for students in K-6 would allow teachers to focus and allow for measured adjustments to required reporting.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

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

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

PROPERTY OF THE CALGARY BOARD OF EDUCATION



Date	June 23, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board
Resource Person(s)	Melaina Graham, Lead, Office of the Corporate Secretary

1. Recommendation

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

2. Background

The following is a summary of correspondence provided to the Board of Trustees:

- Letter dated December 22, 2025 from the Hon. D. Nicolaidis, Minister of Education and Childcare, re: Request to Enrol Students from Taza Villages (Page 9-25).
- Letter dated January 14, 2026 to the Hon. D. Nicolaidis, Minister of Education and Childcare, re: Utility Right of Way on Peter Lougheed School Property (Page 9-27).
- Letter dated January 28, 2026 to the Hon. D. Nicolaidis, Minister of Education and Childcare, re: Utility Right of Way on Seton Ridge Property (Page 9-28).
- Letter dated April 20, 2026 from the Hon. D. Nicolaidis, Minister of Education and Childcare, re: Utility Right of Way on Seton Ridge Property (Page 9-29).
- Letter dated April 21, 2026 from the Hon. D. Nicolaidis, Minister of Education and Childcare, re: Utility Right of Way on Peter Lougheed School Property (Page 9-30).

- Letter dated February 4, 2026 from the Hon. D. Nicolaides, Minister of Education and Childcare, re: Modular Classroom Relocations and Future Modular Capacity Changes (Page 9-31).
- Letter dated February 11, 2026 to the Hon. D. Nicolaides, Minister of Education and Childcare, re: Education Area Guidelines (Space Tables) (Page 9-33).
- Letter dated March 19, 2026 from the Hon. D. Nicolaides, Minister of Education and Childcare, re: Education Area Guidelines (Space Tables) (Page 9-35).
- Letter dated March 4, 2026 to the Hon. Martin Long, Minister of Infrastructure, re: New School LEED Requirement (Page 9-36).
- Letter dated March 25, 2026 from the Hon. Martin Long, Minister of Infrastructure, re: Discontinuation of LEED certification for new capital projects (Page 9-39).
- Letter dated March 23, 2026 from the Hon. D. Nicolaides, Minister of Education and Childcare, re: Reallocation of Complexity Teams (Page 9-41).
- Letter dated May 21, 2026 from the Hon. D. Nicolaides, Minister of Education and Childcare, and the Hon. M. Long, Minister of Infrastructure, re: Design Funding Approval (Page 9-43).
- Letter dated May 25, 2026 from the Hon. D. Nicolaides, Minister of Education and Childcare, re: Collegiate Application (Page 9-46).
- Letter dated May 26, 2026 from the Hon. D. Nicolaides, Minister of Education and Childcare, re: Project Management Funding (Page 9-48).

ATTACHMENTS

Relevant Correspondence

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

Results: These policies define the outcome the organization is expected to achieve for each student it serves. The Results policies are the performance targets for the Chief Superintendent and the organization, and form the basis

for judging the success of the organization and the Chief Superintendent on reasonable progress towards achieving the Results.

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

PROPERTY OF THE CALGARY BOARD OF EDUCATION



ALBERTA

Education
and Childcare

Office of the Minister
MLA, Calgary Bow

AR 136000

December 22, 2025

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

Dear Ms. Hack:

I am writing to request that your board enrol students from the Taza Villages, a development located on Tsuut'ina Nation lands west of Calgary at the intersection of Tsuut'ina Trail and Glenmore Trail.

Under the *Education Act*, students residing in the Taza Villages who are not members of the Tsuut'ina First Nation or attending a provincial school under an education services agreement are considered students of the Government of Alberta.

Depending on the circumstances, as Minister of Education and Childcare, I may facilitate the provision of education to these students directly or through provincial school boards, in accordance with Section 10(6) of the *Education Act*. For students in the Taza Villages, I have determined that the most appropriate mechanism is to request the assistance of the school boards operating within the City of Calgary.

Please prepare a list of schools near Taza Villages for the 2026/27 school year by March 30 2026 and share it with Alberta Education and Childcare for review. Please contact Tyler Dewan, Executive Director, First Nations, Métis and Inuit Division, at tyler.dewan@gov.ab.ca for this purpose. Pending the review, department staff will ask you to provide the list to the Taza Development Corporation. You may update and share the list with the parties annually between January and March.

.../2

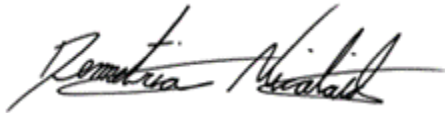
Ms. Laura Hack
Page 2

I appreciate your co-operation in ensuring these resident students of the government have access to appropriate education programming in accordance with Section 11(2) of the *Education Act*. Education and Childcare will follow progress by monitoring student data collected through the Provincial Approach to Student Information (PASI) Core. The

Calgary Board of Education will be required to code students residing in the development using code 140.

Transportation funding for students residing within the Taza Villages will be provided in accordance with the metro transportation funding criteria in the *Funding Manual for School Authorities*. Alberta Education and Childcare recognizes that your board is not obligated to provide transportation services for students residing in Taza. However, given the uniqueness of this development, we are seeking your co-operation to facilitate transportation services to and from Taza Villages for these students.

Best,



Demetrios Nicolaidis ECA PhD
Minister of Education and Childcare

cc: Joanne Pitman, Superintendent, Calgary Board of Education



Board Chair

Laura Hack Wards 3 & 4

Vice-Chair

Nancy Close Wards 11 & 13

Trustees

Jenny Regal Wards 1 & 2

Cynthia Cordova Wards 5 & 10

Patricia Bolger Wards 6 & 7

Susan Vukadinovic Wards 8 & 9

Charlene May Wards 12 & 14

January 14, 2026

Honourable Demetrios Nicolaidis
Minister of Education and Childcare
228 Legislature Building
10800 – 97 Avenue
Edmonton, Alberta
T5K 2B6

Dear Minister Nicolaidis:

The Calgary Board of Education (CBE) requests Ministerial approval to allow for registration of a General Utility Agreement as an encumbrance on CBE school lands.

A utility right of way (URW) for electrical service was previously registered on CBE's Peter Lougheed School lands, which are jointly owned by the CBE and the City of Calgary (City). However, the municipality (City) recently discovered that a General Utility Agreement was not registered at the time of registration of the URW. General Utility Agreements are legal documents issued by the municipality that provide the terms and conditions under which a utility provider may access and use a utility right of way area.

The CBE is a signatory to the Utility Agreement as partial owner of the lands. CBE has reviewed the Utility Agreement and have no concerns with the document. On January 13, 2026, the CBE Board of Trustees passed a motion allowing for the registration of the General Utility Agreement.

CBE has confirmed through previous correspondence with Alberta Infrastructure that an Offer to Transfer under section 7 of the *Real Property Governance Act (RPGA)* is not required as the school remains operational and its operations will not be impacted by this registration. Alberta Land Titles does require proof of Ministerial approval in order to register the Utility Agreement as an encumbrance on school lands.

The Peter Lougheed School property is located at 148 Saddletree Close NE, described legally as Plan 0513816; Block 43; Lot 11MSR.

Sincerely,

Laura Hack, Chair
Board of Trustees

cc: Joanne Pitman, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities & Environmental Services



Board Chair
Laura Hack Wards 3 & 4

Vice-Chair
Nancy Close Wards 11 & 13

Trustees
Jenny Regal Wards 1 & 2
Cynthia Cordova Wards 5 & 10
Patricia Bolger Wards 6 & 7
Susan Vukadinovic Wards 8 & 9
Charlene May Wards 12 & 14

January 28, 2026

Honourable Demetrios Nicolaides
Minister of Education and Childcare
228 Legislature Building
10800 – 97 Avenue
Edmonton, Alberta
T5K 2B6

Dear Minister Nicolaides:

The Calgary Board of Education (CBE) requests Ministerial approval to allow registration of a Utility Right of Way (URW) encumbrance on future CBE school lands.

Developers for a new community in Calgary called Seton Ridge have issued a subdivision plan to the City of Calgary for future development of residential and school lots in the community, which will include lands intended for a future CBE middle school. The City of Calgary has advised that a condition for approval of the subdivision plan is that a URW be registered on the future CBE lands to accommodate installation of streetlights.

CBE has no objections to the URW as it will not restrict future school construction, nor future use of the lands. On January 27, 2026, the CBE Board of Trustees passed a motion allowing for the registration of the Utility Right of Way on CBE lands.

CBE has confirmed through previous correspondence with Alberta Infrastructure that an Offer to Transfer under section 7 of the *Real Property Governance Act (RPGA)* is not required as school construction on this site has not yet been approved, and it will not be impacted by this registration (see Appendix I).

Alberta Land Titles does require proof of Ministerial approval to register the Utility Agreement as an encumbrance on school lands.

As subdivision of the property is still underway, the lands do not yet have a complete land title description. The current Plan is 251 _ _ _ (remainder of Plan number to be confirmed upon registration of the subdivision plan); Block 1; Lot 62MSR.

Sincerely,

Laura Hack, Chair
Board of Trustees

cc: Joanne Pitman, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities & Environmental Services



ALBERTA

Education
and Childcare

*Office of the Minister
MLA, Calgary-Bow*

AR 137658

April 20, 2026

Ms. Laura Hack
Chair
Calgary Board of Education
1221 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Hack:

Thank you for your letter regarding the Calgary Board of Education's request to register a utility right-of-way encumbrance on future school lands in Seton Ridge. I am pleased to respond.

Based on the information provided, including the details on the development of the new Seton Ridge community in Calgary, I approve the registration of the utility right-of-way encumbrance on the identified land under Plan 251 _ _ _; Block 1; Lot 62MSR.

If you have any questions, please contact Kay MacKinnon, Stakeholder Relations Manager, Capital Planning, by email at kay.mackinnon@gov.ab.ca or by phone at 587-336-9371 (dial 310-0000 first for a toll-free call).

Thank you for your continued diligence in the stewardship of school lands.

Best,

A handwritten signature in black ink, appearing to read 'Demetrios Nicolaides', written over a faint watermark that says 'PROPERTY OF THE CALGARY BOARD OF EDUCATION'.

Demetrios Nicolaides ECA PhD
Minister of Education and Childcare

cc: Joanne Pitman, Superintendent of Schools, Calgary Board of Education



ALBERTA

Education
and Childcare

Office of the Minister
MLA, Calgary-Bow

AR 137644

April 21, 2026

Ms. Laura Hack
Chair
Calgary Board of Education
1221 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Hack:

Thank you for your letter regarding the Calgary Board of Education's request to register a General Utility Agreement as an encumbrance on the Peter Lougheed School property. I am pleased to respond.

Based on the information provided, including confirmation that the school remains operational and that its operations will not be affected, I approve the registration of the General Utility Agreement as an encumbrance on the Peter Lougheed School property, legally described as Plan 0513816; Block 43; Lot 11MSR.

If you have any questions, please contact Kay MacKinnon, Stakeholder Relations Manager, Capital Planning, by email at kay.mackinnon@gov.ab.ca or by phone at 587-336-9371 (dial 310-0000 first for a toll-free call).

Thank you for your continued diligence in the stewardship of school lands.

Best,

A handwritten signature in black ink, appearing to read "Demetrios Nicolaidis".

Demetrios Nicolaides ECA PhD
Minister of Education and Childcare

cc: Joanne Pitman, Superintendent of Schools, Calgary Board of Education



ALBERTA

Education
and Childcare

Office of the Minister
MLA, Calgary-Bow

AR 134685

February 4, 2026

Ms. Patricia Bolger
Board Chair
Calgary Board of Education
1221 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Bolger:

Thank you for your letter on behalf of the Calgary Board of Education regarding capacity increases for your proposed projects in Calgary. I appreciate the opportunity to respond.

I recognize that rapid enrolment growth has surpassed expectations in the metro regions of our province, and I understand the challenges associated with managing this demand for additional student spaces. This has resulted in your request for increased capacities for four proposed projects submitted in your 2025–28 Capital Plan, which have already received design funding approval in March 2025. After careful consideration, I am pleased to approve the requested increase in capacities for your proposed projects.

Project Name	Grade Configuration	Opening/Final Capacities
Sage Hill Elementary School	K to 5	590/740
Nolan Hill Elementary School	K to 4	590/740
Sherwood/Nolan Hill Middle School	5 to 9	885/1035
Aspen Woods Middle School	5 to 9	885/1035

Thank you for sharing the modular relocation details in accordance with Section 195(3) of the *Education Act*. The small-scale plans recently submitted to my department will be forwarded to Alberta Infrastructure for their records.

Should you have any further questions regarding this approval, please contact Allison Matichuk, Stakeholder Relations Manager, at allison.matichuk@gov.ab.ca or 780-690-2317.

.../2

Ms. Patricia Bolger
Page 2

Thank you for your board's continued advocacy on behalf of your students. I wish you success with these important projects.

Best,

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

Demetrios Nicolaides ECA PhD
Minister of Education and Childcare

PROPERTY OF THE CALGARY BOARD OF EDUCATION



Board Chair

Laura Hack Wards 3 & 4

February 11, 2026

Vice-Chair

Nancy Close Wards 11 & 13

Honourable Demetrios Nicolaidis
Minister of Education and Childcare
228 Legislature Building
10800 – 97 Avenue
Edmonton, Alberta
T5K 2B6

Trustees

Jenny Regal Wards 1 & 2
Cynthia Cordova Wards 5 & 10
Patricia Bolger Wards 6 & 7
Susan Vukadinovic Wards 8 & 9
Charlene May Wards 12 & 14

Dear Minister Nicolaidis:

On behalf of the Board of Trustees, I am writing to express our concerns regarding the current Education Area Guidelines prescribed in Appendix A of the School Capital Manual. We want to raise these concerns now given the CBE has 10 new schools and one replacement school in design, with a high number of additional approvals anticipated over the next two approval cycles.

Currently all schools are being designed by Alberta Infrastructure based on the areas allotted in the Education Area Guidelines space tables. The Guidelines prescribe in detail the amount of area that can be allocated to the various spaces within new schools, including instructional and non-instructional spaces. However, several space types within the non-instructional area allocations in these tables are quite restrictive making it difficult to meet requirements outlined in the National Building Code (Alberta Edition) and build fully functional schools that allow for flexible use of space and enhance the student experience. For metro school boards, adequate second floor egress is a particular area of concern, along with washroom areas (described further below).

For projects currently in the design process, critical space shortfalls are being addressed by diverting area from other already constrained non-instructional spaces such as reducing hallway width, storage and administrative space, resulting in overcrowded hallways and insufficient space for the staff and resources essential for the proper functioning of a school.

Urgent Need for the Guidelines to be Reviewed

CBE is aware that Alberta Education & Childcare (AE&C) is in the preliminary stages of reviewing these tables, however, given the scale of ongoing development and the long service life of these public assets, it is critical this review be prioritized to meet the needs of school jurisdictions well into the future.

We acknowledge that reviewing and updating these guidelines is a substantial undertaking. However, the large number of newly approved or soon to be approved new school projects underscores the urgency of this review. We are seeking your support to advance this work expeditiously so that it can inform the design work of all Schools Now projects.

Request for Area Allocation Increases for Projects Currently Underway

In the interim, noting that design work is already underway on 10 CBE projects, we wish to request consideration of an advanced increase to the non-instructional area allocated to the following areas:

1. **Washrooms:** to align with the recent changes to the National Building Code (Alberta Edition), and
2. **Circulation:** to allow for adequately sized stairwells in schools with more than one level.

Washrooms

As a part of the release of the National Building Code – 2023 Alberta Edition, which came into effect in 2024, there was an adjustment to the washroom requirements that impacts schools. Specifically, for every pair of group washrooms there must be a separate single occupancy (gender neutral) washroom provided. A typical school has multiple sets of group washrooms scattered throughout the floorplan. This means the current space allotment for washrooms within the Area Guidelines is inadequate to meet this updated standard.

Circulation

Presently, there is no space allocation dedicated to stairwells. Single-storey schools receive the same circulation area allotment as schools with multiple levels. However, within a metro context of requiring larger capacity schools on school sites that are under constant pressure to be reduced in size, multi-level schools are increasingly becoming the norm. To stay within the prescribed allocation, stairwells in multi-level schools are sized based on the exiting capacity for 25 students plus one teacher per educational space. This challenge is even more pronounced as the number of storeys increase, as each additional floor needs stairwell access driving up the need for a higher allocation of circulation area to stairwells, making compliance under the current allocation even more difficult and further limiting operational flexibility. Moreover, when a school approaches or exceeds 100% utilization, it becomes increasingly difficult to ensure upper levels remain within the occupancy limit, a limit that is significantly and directly influenced by the size of the stairwells, creating significant operational challenges. Particularly in times of higher enrolment and schools opening at capacity, this negatively affects building function, accessibility, and the student experience.

Thank you for your attention to this important matter. The Education Area Guidelines are foundational to the effective design of new school facilities that support student learning and meet long-term operational requirements. We appreciate your Ministry's ongoing commitment to ensuring educational facilities remain safe, functional, and responsive to the needs of Alberta students for many decades to come. Please do not hesitate to contact me should you have questions or wish to discuss further.

Sincerely,



Laura Hack, Chair
Board of Trustees

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



ALBERTA

Education
and Childcare

Office of the Minister
MLA, Calgary-Bow

AR 137914

March 19, 2026

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

Dear Ms. Hack:

Thank you for your letter regarding the Education Area Guidelines included in the School Capital Manual. I appreciate you sharing the Calgary Board of Education's experience and welcome the opportunity to respond.

The Education Area Guidelines set out school design and the technical requirements for instructional and non-instructional areas of a school building, from mechanical rooms and staff administration areas to classroom and gymnasium sizes. I recognize that this technical detail is not abstract and translates to tangible, day-to-day impacts on student and staff experiences, as well as on health and safety within school facilities.

As Minister of Education and Childcare, I understand the importance of applying guidelines that keep pace with industry best practices and the realities school jurisdictions must manage when working within established standards on approved projects. In this context, Education and Childcare is working through a Request for Proposal process to engage a consultant team to review the Education Area Guidelines. This work will support alignment with updated safety standards and accessibility requirements and reflect inclusive education and childcare services. Input from school jurisdictions will be incorporated to better understand how the current guidelines are experienced in practice.

The timing for implementation of any updated guidelines has not yet been established. I recognize that, in the meantime, jurisdictions must continue to advance approved projects within the existing framework. As such, projects that are already approved will continue to proceed under the existing guidelines and will not be eligible for redesign once new guidelines are released.

Thank you for your commitment to providing safe and functional school buildings. I look forward to sharing more information in the coming months as this work progresses.

Best,

Demetrios Nicolaides ECA PhD
Minister of Education and Childcare



Board Chair
Laura Hack Wards 3 & 4

Vice-Chair
Nancy Close Wards 11 & 13

Trustees
Jenny Regal Wards 1 & 2
Cynthia Cordova Wards 5 & 10
Patricia Bolger Wards 6 & 7
Susan Vukadinovic Wards 8 & 9
Charlene May Wards 12 & 14

March 4, 2026

Honourable Martin Long
Minister of Infrastructure
228 Legislature Building
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister Long,

On behalf of the Calgary Board of Education (CBE), we are writing to express concern regarding the removal of the Sustainability requirements (including LEED Silver Certification) for provincially funded new schools and modernizations. Instead, it is our understanding that the National Energy Code for Buildings (NECB) 2020 Tier 1, the minimum required by the Alberta Building Code, will be used by Alberta Infrastructure as the contractual design requirement for energy performance.

Need for Framework to Address Gaps Created by Removing LEED Certification

We offer that a shift away from LEED certification should be accompanied by a clear replacement framework that preserves critical performance outcomes. This includes:

- requiring NECB Tier 2 energy performance compliance with a target performance improvement of at least 30%, to match existing new school performance targets (new schools with LEED Certification commonly show a 30% improvement compared to NECB 2020 Tier 1);
- targeted envelope performance standards that exceed code minimum, such as the Thermal Envelope Demand Intensity (TEDI) developed by the Zero Carbon Building Standard; and
- the retention of select industry best practice building criteria related to thermal comfort and material VOC emissions.

Without such measures, moving solely to code minimum represents a step backward in ensuring the operational efficiency, resilience and long-term value of publicly funded school infrastructure.

We respectfully request clarification on how the province intends to address the performance and lifecycle gaps created by the removal of the LEED certification requirements and would welcome the opportunity to work collaboratively with Alberta Infrastructure on a practical, made-in-Alberta approach that balances cost discipline with long-term operational performance.

Reducing Immediate Term Costs, Administrative Burden and Expediting Construction Delivery Timelines

We recognize the province's objective to reduce immediate costs and administrative burden with the objective of expediting school construction delivery timelines. However, we are concerned that this approach removes several foundational best practices that directly affect long-term operating costs, building durability and the learning environment.

Decisions being made today on the design and construction of new school facilities will determine operating cost exposure well into the future, when price volatility may be significantly higher and financial flexibility more constrained. As a result, the long-term operating performance of new school facilities is becoming increasingly critical. Energy, maintenance and facility costs directly compete with funding for instructional programming and student supports. Designing new schools to minimum code standards increases exposure to future operating risk over a 50 to 75-year asset life in addition to ultimately resulting in government "paying twice".

Impacts of Weakened Requirements

As background, the NECB 2020 establishes a minimum compliance threshold at design, as referenced under the Alberta Building Code 2023. It does not ensure that schools are delivered with verified design energy performance, nor does it replace key elements embedded within LEED and/or the deleted sections of the Technical Design Requirements (TDR) for Alberta Infrastructure Facilities. Of greatest concern is the removal or weakening of requirements related to:

- thermal envelope performance, which impacts both energy use and the thermal comfort of students, thereby impacting the learning environment;
- ongoing commissioning plans that allow building operators to effectively manage the energy use of school facilities;
- selection of materials with low volatile organic compound (VOC) emissions, that improve the indoor air quality and therefore impact the learning environment;
- construction waste management practices that demonstrate responsible environmental practices to students; and
- clear accountability for enforcing best practices through the prime consultant.

The inability to enforce these best practices will result in higher operating and lifecycle costs borne by school boards.

Limited Ability for School Boards to Absorb Long-term Operating Costs

Province-wide data compiled by the Association of School Business Officials of Alberta (ASBOA) indicates that utility costs across school jurisdictions increased by approximately 20-21% over the past three years, representing a significant and persistent operating cost pressure. Over the same period, school boards have drawn down their operating reserves by about 46%, reducing their ability to absorb future cost exposure. These trends highlight the increasing sensitivity of education budgets to growing operating expenses coupled with the limited capacity of school jurisdictions to absorb avoidable long-term operating costs.

Thank you for your attention to this matter. We appreciate the Government of Alberta's ongoing commitment to fiscal responsibility and expedited construction of educational facilities. Please do not hesitate to contact Olena Olafson, Manager, Energy & Sustainability at olafson@cbe.ab.ca if you have any questions, or for support in developing the new standards.

Sincerely,



Laura Hack, Chair
Board of Trustees

cc: Honourable Demetrios Nicolaidis, Minister of Education and Childcare
Shali Baziuk, President, Alberta School Boards Association
Joanne Pitman, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities & Environmental Services



ALBERTA
INFRASTRUCTURE

Office of the Minister

AR 60121

March 25, 2026

Laura Hack
Board Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary, AB T2R 0L4

Dear Laura:

Thank you for your March 4, 2026, letter regarding the removal of LEED certifications for provincially funded new schools and modernizations. I appreciate you taking the time to share your suggestions with me and I value the Calgary Board of Education's (CBE) perspective.

Alberta Infrastructure remains committed to delivering durable, efficient, and cost-effective public infrastructure. After careful consideration, we have decided to discontinue mandatory LEED certification for new capital projects.

Discontinuing LEED is anticipated to reduce capital costs primarily by allowing flexibility in materials, technologies, and design approaches that may not align with LEED requirements. It will also streamline the administrative process by reducing the separate documentation and registration required for certification. Resources can then be reallocated toward design and construction, representing a more efficient use of public funds while still meeting operational efficiency and resiliency objectives.

.../2

Laura Hack
Page Two

LEED was originally adopted when there was no minimum energy efficiency standard within our building codes. However, Alberta Infrastructure has adopted the National Energy Code of Canada for Buildings 2020 (NECB) as the minimum province-wide energy standard. NECB provides a tiered performance framework that supports progressive improvements in energy efficiency. All projects will meet Tier 1 as a baseline, with higher tiers considered on a project-by-project basis.

While LEED has historically provided a valuable framework, it also increased administrative burden. Further, many areas that provided points did not make sense for Alberta's rural and northern environments. Accordingly, we believe that adherence to NECB standards will continue to ensure high-performance outcomes. These codes and requirements establish minimum standards for energy efficiency, durability, and life cycle cost considerations, aligning with our commitment to fiscal responsibility and long-term value.

We acknowledge the CBE's concerns regarding life cycle costs and operational performance. Our approach will continue to incorporate life cycle cost assessments and strategies to minimize long-term operating expenses.

CBE's ongoing efforts to advance efficient building practices are valuable, and we welcome future collaboration on initiatives that support innovation within Alberta Infrastructure's portfolio.

Thank you for taking the time to write.

Sincerely,



Martin Long
Minister

cc: Honourable Demetrios Nicolaidis
Minister of Education and Childcare

Shali Baziuk
President, Alberta School Boards Association

Joanne Pitman
Chief Superintendent of Schools, Calgary Board of Education

Dany Breton
Superintendent, Facilities and Environmental Services, Calgary Board of Education



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Education
and Childcare

Office of the Minister
MLA, Calgary Bow

AR 138399

March 23, 2026

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

Dear Ms. Hack:

Thank you for submitting the Calgary Board of Education's request for reallocation of Alberta complexity teams. I am pleased to approve reassigning 10 of your allocated complexity teams based on your division's request.

Complexity teams will be reassigned to the following schools, identified as your jurisdiction's highest priority that had not yet been assigned a complexity team through provincial analysis and prioritization:

1. Banting and Best School;
2. Belfast School;
3. Cedarbrae School;
4. Earl Grey School;
5. Falconridge School;
6. G.W. Skene School;
7. Glendale School;
8. Mount View School;
9. Thorncliffe School; and
10. Vista Heights School.

Complexity teams will be reallocated from the following schools. These schools will no longer be allocated a provincially funded complexity team:

1. Branton School;
2. Colonel Irvine School;
3. Chaparral School;
4. David Thompson School;
5. Dr. George Stanley School;
6. Dr. Roberta Bondar School;
7. F.E. Osborne School;
8. Louis Riel School;
9. Mountain Park School; and
10. The Hamptons School.

.../2

These schools were selected to be removed from eligibility for a complexity team for the following reasons:

- school was reassessed based on new information (Colonel Irvine School);
- schools were identified as already receiving additional supports and/or funding to mitigate complexity (Chapparral School, David Thompson School, Dr. Roberta Bondar School, Louis Riel School, The Hamptons School); and/or
- schools did not have Kindergarten to Grade 3 classrooms (Branton School, Dr. George Stanley, F.E. Osborne School, Mountain Park School).

If you have any questions regarding these changes, please contact Erin Owens, Executive Director, Finance, Governance and Capital Policy Sector, at erin.owens@gov.ab.ca.

I appreciate the Calgary Board of Education's ongoing partnership as we work to ensure all students in Alberta receive the support they need to be successful.

Best,



Demetrios Nicolaides ECA PhD
Minister of Education and Childcare

cc: Joanne Pitman, Chief Superintendent

PROPERTY OF THE CALGARY BOARD OF EDUCATION



ALBERTA
Education
and Childcare

Office of the Minister
MLA, Calgary-Bow

AR 138563

May 21, 2026

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

Dear Ms. Hack:

On behalf of the Government of Alberta, we are pleased to advise you of the following project approvals for the Calgary Board of Education as part of the school capital project approvals through Alberta's 2026 capital plan.

Design Funding Approval

Project Name	Grade Configuration	Opening/Final Capacity
New K-5 School in Walden (Calgary)	K to 5	590 / 740

Alberta Infrastructure is responsible for decisions regarding the delivery of this project; however, a final decision has not been made regarding the delivery method. Alberta Infrastructure and Alberta Education and Childcare staff will contact your administration in the coming weeks to initiate the collaborative development of this project.

We invite you to explore innovative partnerships that will result in improvements to program quality and the efficient use of resources. To ensure that the project is not delayed, all partnerships should be in place before design work starts. We encourage your school division staff to continue working with Alberta Infrastructure and Alberta Education and Childcare staff, who are available to assist and provide guidance as needed.

.../2

Planning Funding Approval

Project Name	Grade Configuration	Opening/Final Capacity
New K-5 School in Kincora-Sage Hill (Calgary)	K to 5	590 / 740
New K-9 School in Country Hills (Calgary)	K to 9	1,100 / 1,100
Addition to 10-12 Joane Cardinal-Schubert High School (Calgary)	10 to 12	600 capacity addition
New K-5 School in Mahogany (Calgary)	K to 5	740 / 890
New K-6 School in Carrington (Calgary)	K to 6	590 / 740
New K-5 School in Cityscape (Calgary)	K to 5	590 / 740
New 5-9 School in Legacy (Calgary)	5 to 9	935 / 1,035
Replacement of K-6 Louise Dean School (Calgary)	TBD	TBD

Alberta Infrastructure and Alberta Education and Childcare staff will contact your administration to arrange a kick-off meeting to discuss planning work for these projects, including any site investigation work that may be required and the project delivery method.

Planning funds are intended to support site readiness for priority projects, with the goal of clarifying the anticipated scope, schedule, and cost of a project. Alberta Infrastructure is responsible for decisions regarding the delivery of these projects; however, a final decision has not been made regarding the delivery methods. Additional details on planning funding and the capital planning process can be found in the School Capital Manual.

All approved school projects are now eligible to proceed from one funding stage to the next without having to wait for the next annual budget cycle, significantly accelerating the process for building and modernizing schools in the communities that need them most. Please continue to work with your Alberta Education and Childcare and Alberta Infrastructure contacts throughout the capital project process to ensure these projects are accelerated as soon as they are ready.

Your Alberta Infrastructure contact for these projects is Mark Latimer, Director, Learning Facilities Branch, who can be reached at mark.latimer@gov.ab.ca or 780-237-4792 (toll-free by first dialling 310-0000).

Ms. Laura Hack
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Your Alberta Education and Childcare contact is Allison Matichuk, Manager, Stakeholder Relations, Capital Planning, who can be reached at allison.matichuk@gov.ab.ca or 780-690-2317. (toll-free by first dialling 310-0000).

We look forward to the successful and timely completion of these projects.

Sincerely,



Demetrios Nicolaidis ECA PhD
Minister of Education and Childcare



Martin Long
Minister of Infrastructure

cc: Joanne Pitman, Superintendent

PROPERTY OF THE CALGARY BOARD OF EDUCATION



ALBERTA

Education
and Childcare

Office of the Minister
MLA, Calgary Bow

AR 138614

May 25, 2026

Mr. Tom Hamer
Superintendent of Schools
The Palliser School Division
101, 3305 - 18 Avenue North
Lethbridge AB T1H 5S1

Subject: **Collegiate Application**

Dear Mr. Hamer:

Thank you for the recent collegiate application from The Palliser School Division, The Calgary School Division, and The Prairie Rose School Division. I am pleased to advise you that your application has been approved to begin operating a collegiate school in the 2026/27 school year, pending completion and submission of the following requirement:

Due to School Accreditation, Monitoring and Print services by August 15, 2026:

- a signed partnership agreement with an industry partner.

The joint collegiate application submitted includes skilled trades pathways and will empower students with the requisite skills and knowledge to excel in their chosen careers.

Your application is eligible for up to \$1,512,500 in capital funding and up to \$337,500 in operational funding, for a total of up to \$1,850,000 allocated toward the start-up expenses specific to collegiate programming as outlined in your application once all conditions are met. Staff from the department will be reaching out to discuss details of your financial proposal, including specific deliverables, cash flow requirements, and reporting obligations to finalize the funding approval of your collegiate school.

School authorities must continue to comply with all applicable legislation, policies, and standards set by Education and Childcare for their original school type, in addition to the requirements of the collegiate school.

Education staff are available to help as needed as you establish your collegiate. Any changes to your proposed collegiate school should be discussed with department staff.

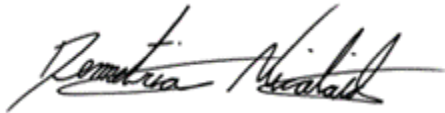
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Mr. Tom Hamer
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For questions regarding collegiate programming, please contact School Accreditation, Monitoring and Print Services at edc.collegiateschools@gov.ab.ca. For questions regarding collegiate capital funding, please contact Finance, Governance and Capital Planning at edc.collegiatecapital@gov.ab.ca. For questions regarding collegiate operational funding, please contact School Finance at edc.schoolfinance@gov.ab.ca.

I commend The Palliser School Division, The Calgary School Division, and The Prairie Rose School Division on their dedication to ensuring students in our province have every opportunity to succeed in a pathway of their choosing.

Best,



Demetrios Nicolaides ECA PhD
Minister of Education

cc: Tony Montana, Board Chair, The Palliser School Division
Jason Kupery, Associate Superintendent; The Palliser School Division
Joanne Pitman, Superintendent, The Calgary School Division
Laura Hack, Board Chair, The Calgary School Division
Ken Weipert, Director, The Calgary School Division
Reagan Weeks, Superintendent, The Prairie Rose School Division
Patty Rooks, Board Chair, The Prairie Rose School Division
Boyd Craven, Assistant Superintendent, The Prairie Rose School Division



ALBERTA

Education
and Childcare

Office of the Minister
MLA, Calgary-Bow

AR 136014

May 26, 2026

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

Dear Ms. Hack:

I am writing in response to a letter from Dany Breton, Superintendent, Facilities and Environmental Services, to Micha Ben-Zvi, Executive Director, Capital Planning, requesting \$1.78 million in funding for project management costs. I appreciate the opportunity to respond.

Alberta is meeting the challenge of rapid population growth head-on through the \$8.6 billion Schools Now program, introduced in September 2024, to build more schools as quickly as possible. Through the Schools Now program, 40 new school projects were approved in Budget 2026. In Budget 2027, the government will make similar announcements to build much-needed schools across Alberta. These approvals have included unprecedented levels of investment in new projects for the Calgary Board of Education. I recognize that the successful implementation of these projects requires a significant commitment of staff resources from your school division.

Providing staff support for approved capital projects is part of the work that every school jurisdiction is expected to undertake. After careful consideration, I regret to inform you that your funding request is not approved. School jurisdictions have flexibility in determining how to fund this work, whether through operational funding, which has been increased to account for enrolment growth, or by requesting ministerial approval for the use of capital reserves.

Should you have any questions or require further assistance, please have your staff contact Allison Matichuk, Stakeholder Relations Manager, Capital Planning, at allison.matichuk@gov.ab.ca or 780-690-2317 (toll free by first dialing 310-0000).

Best,

Demetrios Nicolaides ECA PhD
Minister of Education and Childcare

cc: Honourable Martin Long, Minister of Infrastructure