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public agenda

Regular Meeting of the Board of Trustees

October 27, 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.

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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 |	**Board of Trustees Update**	Chair	GC-3	
	4 |	**Awards and Recognitions**		GC-3	
	5 |	**Results Focus**			
	6 |	**Operational Expectations**			
	7 |	**Public Comment [PDF]**		GC-3.2	
		Requirements as outlined in Board Meeting Procedures.			
	8|	**Board Development Session**			
	8.1	Middle School Achievement & Well-Being	J. Pitman		Page 8-1
	9 |	**Matters Reserved for Board Information**		GC-3	
	10 |	**Matters Reserved for Board Decision**	Board	GC-2	
	11 |	**Consent Agenda**	Board	GC-2.6	
	11.1	Items Provided for Board Decision			
		11.1.1 Board Meeting Minutes			Page 11-1

	• September 22, 2026 (*THAT the Board of Trustees approves the Minutes of the Regular Meeting held September 22, 2026, as submitted.)*			
11.2	Items Provided for Board Information			
	11.2.1 Correspondence		OE-7	Page 11-7
Private Session				
Termination of Meeting				
Debrief		Board	GC-2.3	

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

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

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#WeAreCBE





Middle Years Achievement and Well-Being Board Development Session

Successful middle schools are intentionally designed to promote young adolescents' academic success and social-emotional growth. Advocating for students' overall well-being is fundamental to the school's culture...it is an attitude of caring that translates into actions, big and small, when adults respond to the needs of each young adolescent in their charge.

From *The Successful Middle School: This We Believe*

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CBE AERR 2023 Data | Overall

Alberta Education Assurance Survey Spring 2023 Safe and Caring Schools

	Calgary School Division												
	2019		2020		2021		2022		2023		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	37,454	88.0	39,558	88.8	34,649	88.4	36,967	87.7	39,431	85.5	High	Declined Significantly	Issue
Parent	5,481	87.5	5,923	88.4	5,258	88.3	4,910	88.2	5,656	86.4	High	Declined Significantly	Issue
Student	26,267	82.7	27,615	83.7	24,265	83.2	26,900	82.1	28,291	79.8	High	Declined Significantly	Issue
Teacher	5,706	93.8	6,020	94.3	5,126	93.7	5,157	92.7	5,484	90.4	Low	Declined Significantly	Concern

Percentage of teacher, parent and student agreement that "students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school."

Alberta Education and Childcare Assurance Measure Data for PAT Achievement Standards of Acceptable and Excellence for Grades 6 and 9

Cohort	Assurance Domain	Measure	The Calgary School Division			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
						n/a	n/a	n/a	n/a	n/a	n/a
						n/a	n/a	n/a	n/a	n/a	n/a
						.5	62.5	62.6	Very Low	Declined Significantly	Concern
						.6	15.4	15.5	Intermediate	Declined	Issue
						n/a	n/a	n/a	n/a	n/a	n/a
						n/a	n/a	n/a	n/a	n/a	n/a
						.2	52.7	54.0	Very Low	Declined Significantly	Concern
						.0	10.1	10.5	Very Low	Maintained	Concern
						n/a	n/a	n/a	n/a	n/a	n/a
						n/a	n/a	n/a	n/a	n/a	n/a
						.6	41.4	40.4	Very Low	Improved	Issue
						3	6.1	5.7	Very Low	Maintained	Concern
Students with Identified Special Education Needs	Student Growth and Achievement	PAT 6: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		PAT 6: Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Student Growth and Achievement	PAT 9: Acceptable	42.4	44.4	44.7	39.8	40.2	40.4	Very Low	Declined	Concern
		PAT 9: Excellence	7.3	7.3	7.6	6.3	6.4	6.4	Very Low	Maintained	Concern

Note | Overall more than a 2% drop in the Safe and Caring Measure for CBE.
Note | The more than 2% drop is both Student and Teacher responses.

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Aligned with the Education Plan

Well-Being is a crucial prerequisite for achievement. **Achievement** is essential for well-being.

∞



Hargreaves & Shirley, 2018, p. 42





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Education Plan 2024-2027





Well-Being

Students and employees thrive in a culture of well-being

Key Outcomes & Actions

Structures and processes improve students' sense of belonging and well-being

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2024-2027 Middle Years Professional Learning | Supporting Achievement and Well-Being

YEAR	ACTION	INTENDED OUTCOMES
2024-25	Establish and/or refine effective structures and processes	Build a positive learning culture. Build teaching capacity & instructional leadership in literacy and well-being. Build system coherence.
2025-26	Refine, strengthen and expand interventions	Refine practices based on data. Go deeper into interventions. Continue to build supportive resources.
2026-27	Sustain and adjust	Continue the work. Enrich the work. Respond to the work.

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Education Plan 2024-2027

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Well-Being

Students and employees thrive in a culture of well-being

Key Outcomes & Actions

Structures and processes support student well-being and student voice

- Introduce and implement a renewed Student Well-Being Framework to support schools in the ongoing development of a continuum of supports and services, including the continued focus on social-emotional learning for all students.

Learning Excellence

Strong student achievement for lifelong learning and success

Key Outcomes & Actions

Structures and processes support student well-being and student voice

- Continue social-emotional support to all students, with a strategic focus on middle school learners, through targeted programing, structures and processes.







2025-2026 Middle Years Professional Learning |
Data Informed Instructional Leadership

Knowing Learners and Monitoring Growth: Data, Structures and Processes, Resources

Principals — ***Establish and Mobilize***

APs — ***Align and Support***

LLs — ***Implement and Activate***



Improving Middle Years Learners' Achievement and Well-Being

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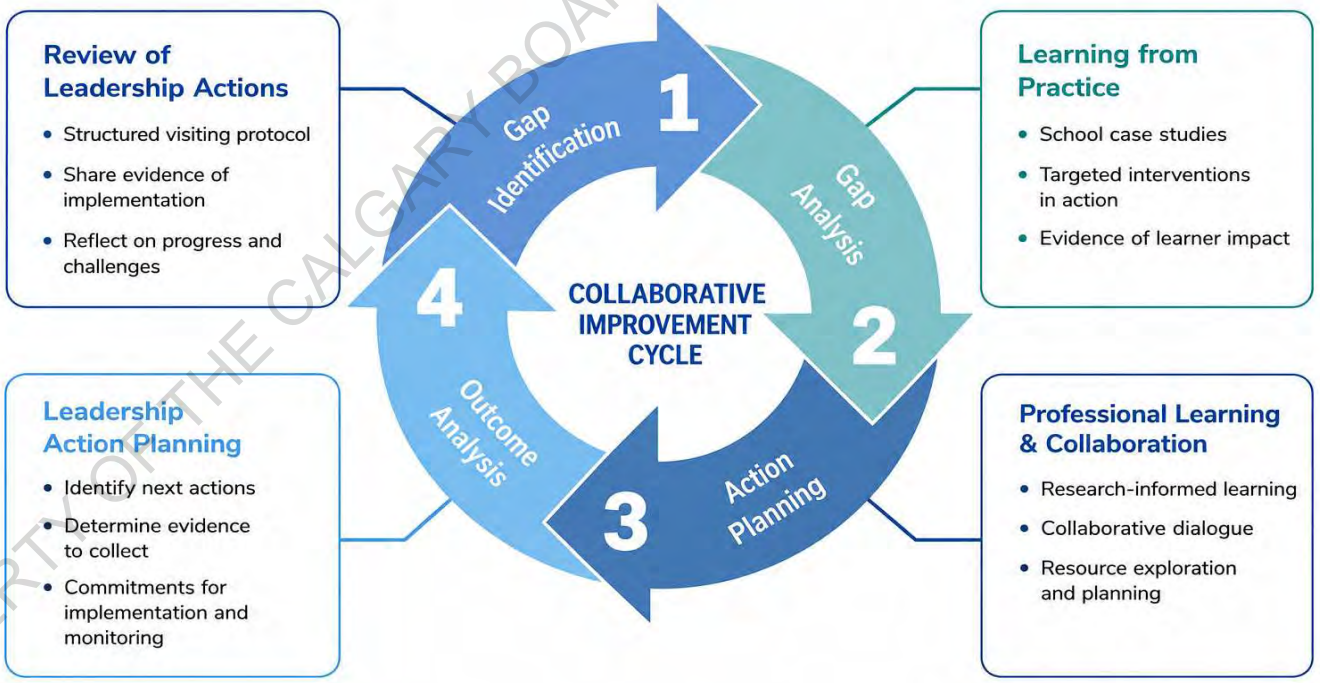






Common Learning Design Across All Sessions

Each professional learning session follows a consistent cycle of reflection, new learning, collaboration and action to support continuous improvement and evidence-informed decision making.



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Sherwood School





Sherwood School

Targeted Interventions for Every Learner

- Redesigning school structures
- Building teacher capacity
- Normalizing interventions
- Adjusting instruction and support
- Strengthening reading outcomes

Brenna Fraser | Principal
James Loach | Assistant Principal



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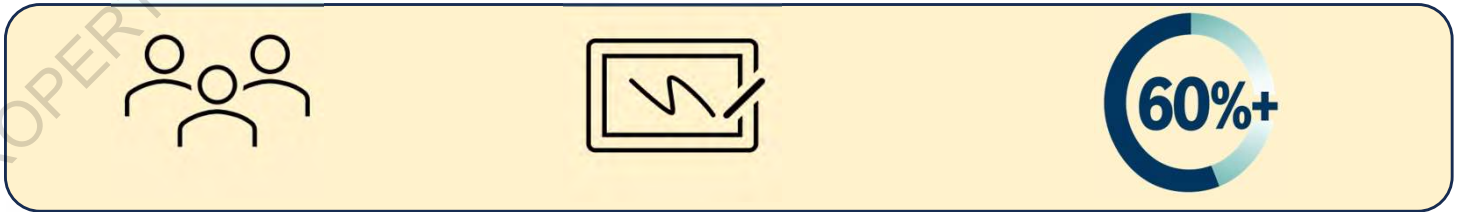


Knowing Our Learners

- Every student deserves the opportunity to become a confident, capable reader
- Dedicated teachers, committed students and established support structures
- 60% of our students were not reading at grade level

Key Questions:

"Were our existing structures reaching enough students?"



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Establishing the Conditions for Support

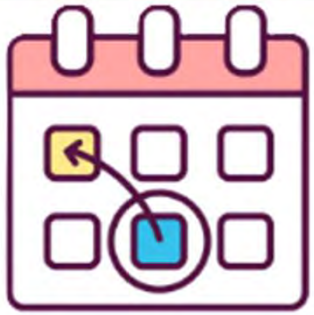
Well-Being is a crucial prerequisite for achievement.

Achievement is essential for well-being.

- Hargreaves & Shirley, 2018, p. 42



Structural Changes



Building Capacity



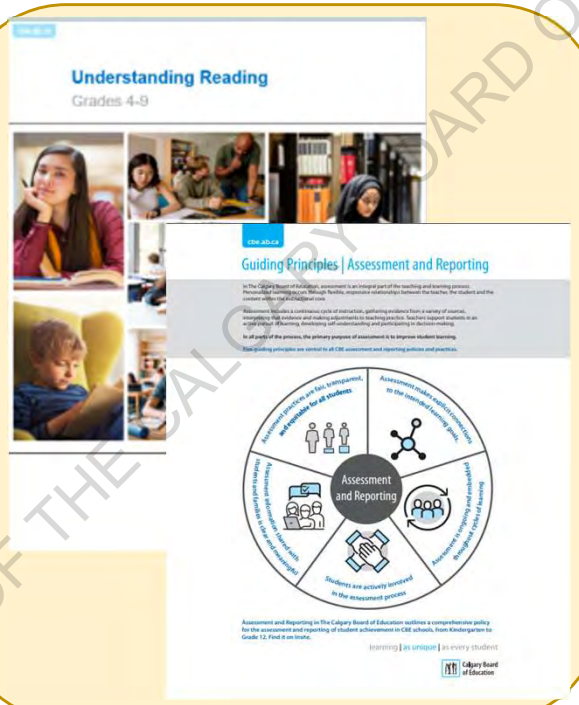
Reducing Stigma



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Establishing the Conditions for Support







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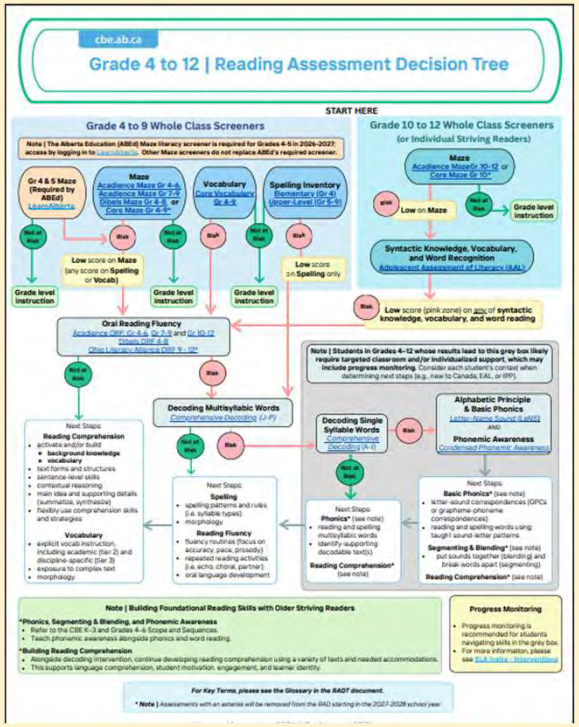
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Aligning Data and Instructional Practice





Name	October	January	March
Student A	bases and roots	morphology	morphology
Student B	suffixes	bases and roots	morphology
Student C	magic e	common long vowels	dipthongs
Student D	suffixes	morphology	morphology
Student E	morphology	morphology	fluency
Student F	morphology	bases and roots	fluency
Student G	inflected endings	bases and roots	bases and roots
Student H	blends	short vowels	common long vowels
Student I	unaccented final syllable	unaccented final syllable	unaccented final syllable
Student J	bases and roots	morphology	fluency
Student K	common long vowels	unaccented final syllable	syllable junctures
Student L	morphology	morphology	fluency
Student M	magic e	inflected endings	inflected endings
Student N	bases and roots	suffixes	bases and roots
Student O	inflected endings	inflected endings	inflected endings
Student P	inflected endings	inflected endings	unaccented final syllable
Student Q	morphology	morphology	fluency



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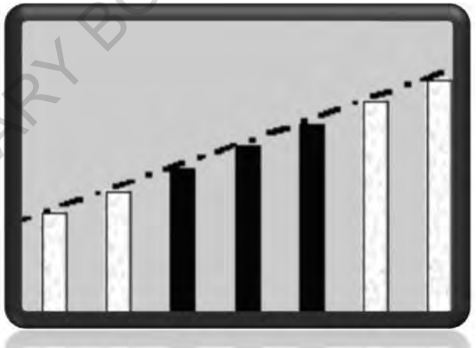
Implementation and Building Capacity

Instructional Leadership **Monitoring Student Growth** **Response**













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Impact and Next Steps





"At first I wasn't a fan of Learning Lab, but now I enjoy it because it's short, the teachers change, and the topics are always different. I am low key excited for the next one because I get a choice."



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Common Learning Design Across All Sessions

Each professional learning session follows a consistent cycle of reflection, new learning, collaboration and action to support continuous improvement and evidence-informed decision making.



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How do we ensure effective interventions?

The Adolescent Brain



The Imaginary Audience

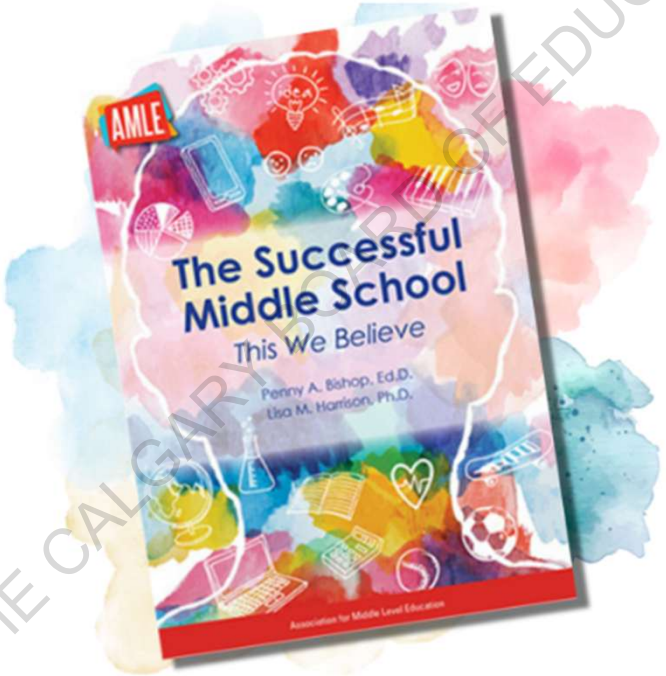
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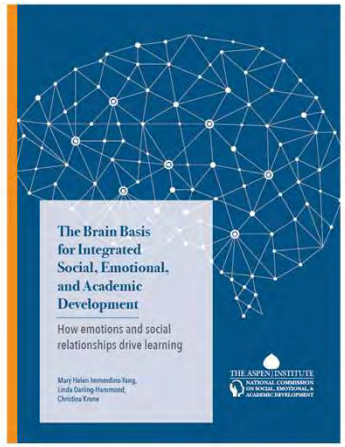






Middle Years Research





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A Focus on Identity

Develop a deeper understanding of young adolescents

Developmental Identity

Physical, intellectual, moral, psychological and social-emotional.

Social Identity

Race, ethnicity, social class, gender, sexual orientation, religion and exceptionality.

- The Successful Middle School: This We Believe
Association for Middle Level Education

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Learning Relationships & Identity

Nurture stronger learning relationships

"The single most important factor in a child's potential success in school—regardless of age, gender, socioeconomic status, quality of home life, ability and all the other factors—is the child's perception that 'my teacher likes me.'"

Robert Reasoner, as cited in,
Engaging in Middle Years Students in Learning, p. 23.

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Learning Relationships & Identity

"*my teacher likes me*"

Provide more responsive teaching and learning experiences

My teacher...

- likes my work
- sees me as capable
- holds high expectations for me
- knows me as a learner
- supports my growth



What does it mean to know your learners and monitor growth?

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Adolescent Brain Development

Develop a deeper understanding of young adolescents

Adolescence is a "critical period" of brain development.

The brain is reorganizing, strengthening and pruning.

A time of vulnerability and opportunity.

Learning environments that promote collaboration and independence are key.



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School Development Plans | A Path Forward

Professional Learning

Resources

Structures and Processes

School Development Plan

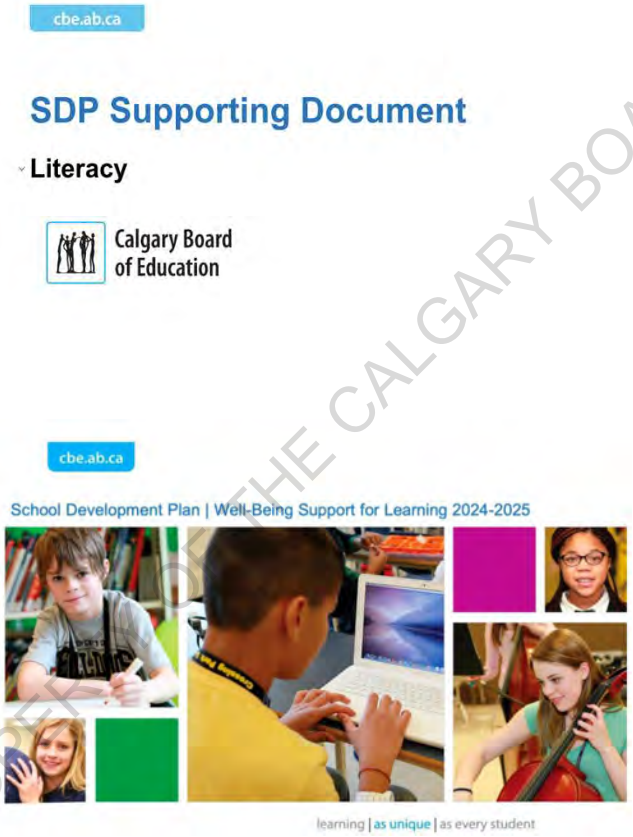
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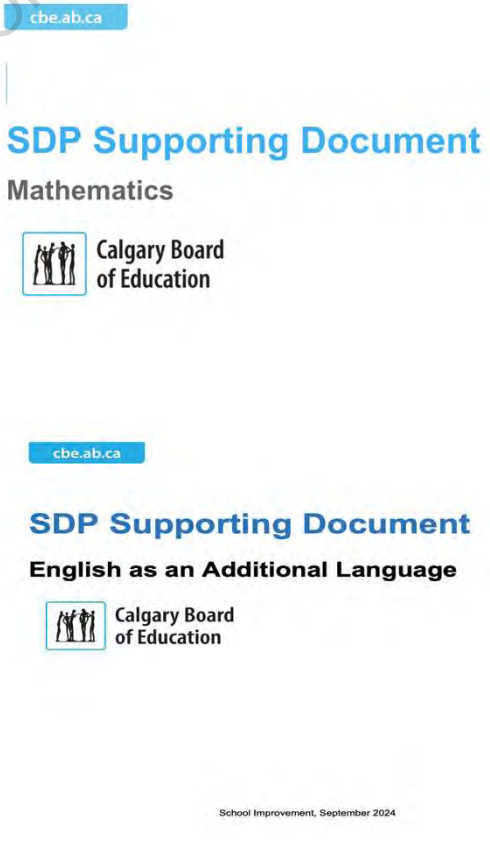






School Development Plans | Supporting Documents





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Supportive Resources | Literacy, EAL, Well-Being

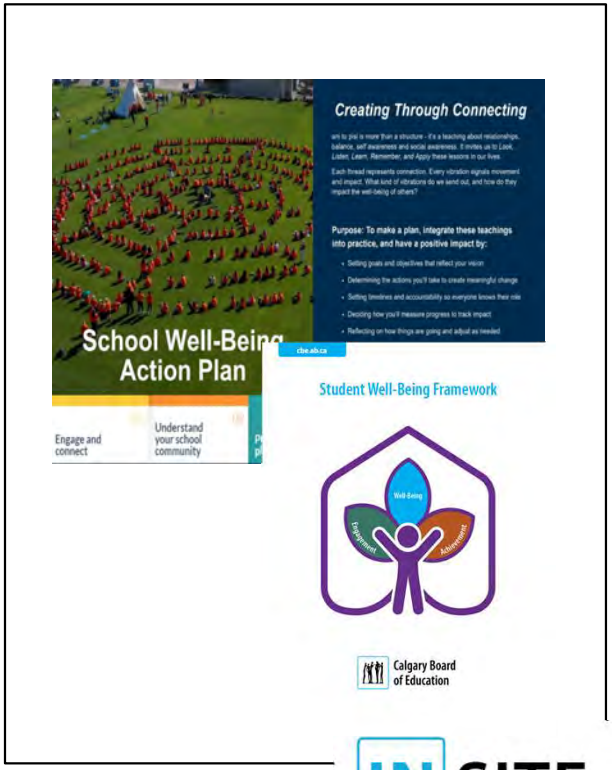
Literacy



EAL



Well-Being



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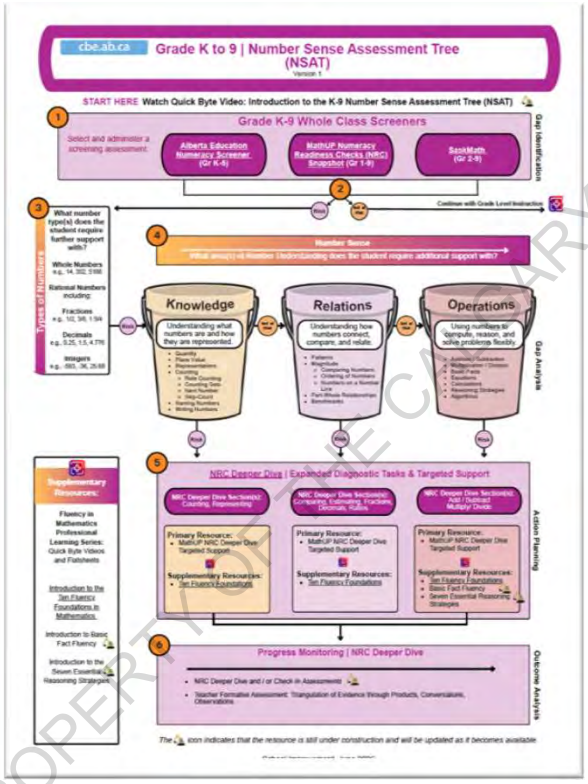






Update | Mathematics

Number Sense Assessment Tree (NSAT)



MATH UP NUMERACY READINESS CHECKS

Ongoing Professional Learning for Leaders and Teachers



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Renewed | Well-Being Framework

"Sustainable academic achievement depends on learning environments where well-being and engagement are deliberately cultivated."
~ p. 3 Student Well-Being Framework

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Student Well-Being Framework

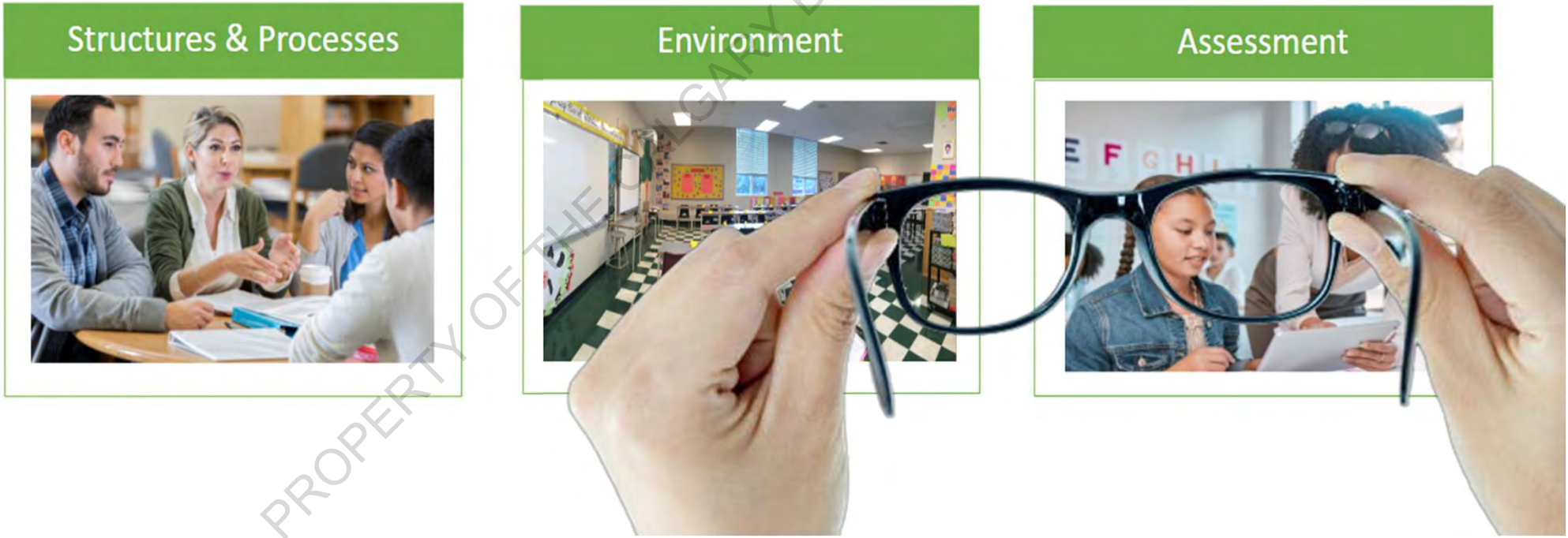


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Setting the Conditions for Targeted Interventions
Learning in Practice

As you explore these examples from another context, consider what seems to be working and what conditions may be supporting that work.



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Lakeshore School





Lakeshore School

Targeted Intervention for Many Learners

- Redesigning classroom routines
- Normalizing flexible groupings
- Access instruction based on learning needs
- Building student confidence and efficacy
- Providing timely, formative feedback
- Extending effective practices

Ian Fero | Principal
Jade Wesley | Learning Leader



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Knowing Our Learners | Academic Data

- High percentage of students in the 2 and 3 report card indicator range
- Similar PAT results
- Strong foundational reading skills, with gaps in specific skills which needed targeted support not universal

SDP Outcome: *Student literacy and numeracy achievement will improve because of intentional, practices with attention on groupings for targeted instruction via responsive teaching*



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Knowing Our Learners | Key Questions

Key Questions:

"How can we provide targeted supports while meeting the needs of the whole class?"

"How can we de-stigmatize learning supports for middle years learners?"



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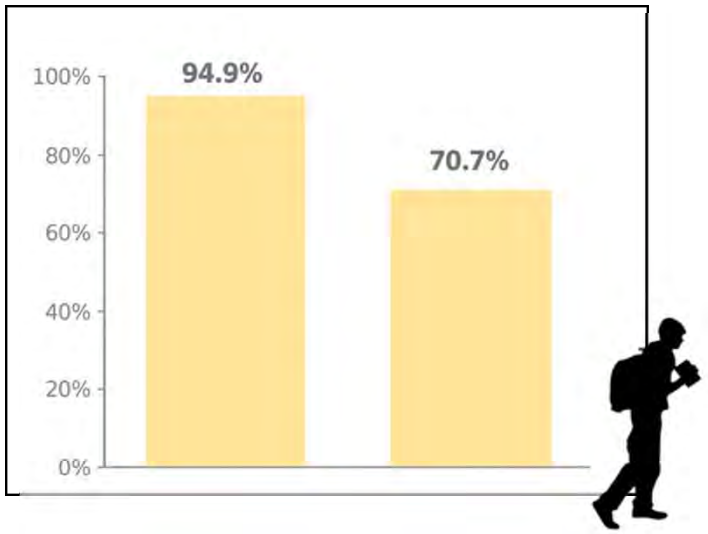
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Knowing Our Learners | Well-Being Data









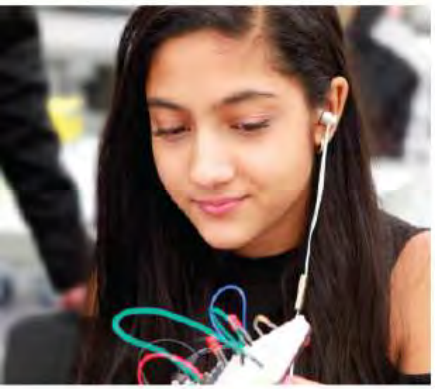
How can de-stigmatizing supports improve both academic and well-being outcomes?

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Learning Environments







Math Party

- Quick diagnostic assessment
- Flexible, targeted support based on need
- Normalized routine
- Opportunity for student agency and voice



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Building Capacity | Shared Leadership

Principals | *Establish and Mobilize*

•Design structures and processes, strategically allocate people and time,
•Align professional learning to SDP goals to enable effective targeted interventions school-wide.

Assistant Principals | *Align and Support*

•Coordinate **collaborative team structures**,
• Optimize **scheduling**
•Build **teacher capacity** to support effective interventions.

Learning Leaders | *Implement and Activate*

•Establish **classroom/team routines**
• Use **assessment tools** for progress monitoring
•Support teachers through ongoing **modeling and influential leadership**.

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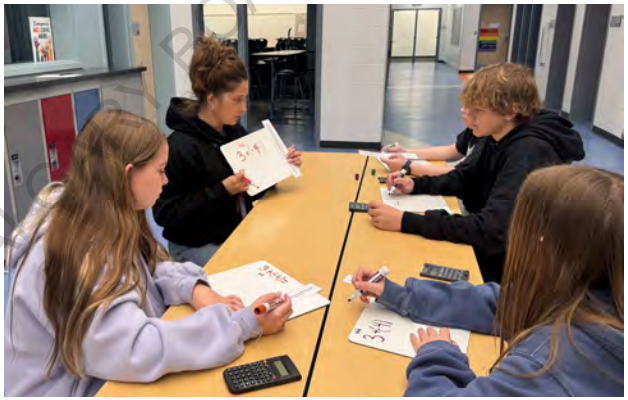
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Impact and Next Steps





"Small group pull outs are helpful for those who lose focus in class sometimes. It allows me to catch up and get one-on-one time."



"Math parties are helpful because you get help for directly what you need. If I have questions, I can ask them."

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Constellations of Learners

What does the assessment information tell you about:

- Whole group trends
- Pockets of learners
- Individual learners

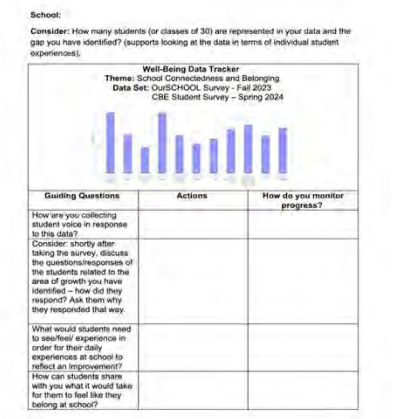
Reading Data – Reading Assessment Decision Tree Tracking Sheet



EAL Benchmarks Data Analytics

	School Year	25-26
	Term	E1
	Strand	Reading
		LP1
		LP4
		LP3

School based Well-Being



School:

Consider: How many students (or classes of 30) are represented in your data and the gap you have identified? (supports looking at the data in terms of individual student experiences).

Well-Being Data Tracker
Theme: School Connectedness and Belonging
Data Set: OurSCHOOL Survey - Fall 2023
CBE Student Survey – Spring 2024

Guiding Questions	Actions	How do you monitor progress?
How are you collecting student voice in response to this data?		
Consider: shortly after taking the survey, discuss the questions/responses of the students related to the area of growth you have identified – how did they respond? Ask them why they responded that way.		
What would students need to see/feel/ experience in order for their daily experiences at school to reflect an improvement?		
How can students share with you what it would take for them to feel like they belong at school?		

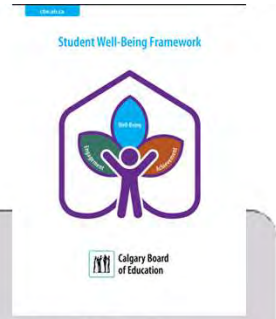
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Enabling Conditions for Well-Being



Holistic Lens

We see and support the whole child — social, emotional, physical, cultural and academic.

To Be - Spirit • To Belong - Heart • To Do - Body • To Know - Mind

Active Leadership

Leaders model, champion and sustain a culture of well-being.

Student-Centred Practice

We create equitable environments that are responsive to student needs. We value and support each learner while maintaining high expectations.

Continuous Improvement

We use data and research to understand needs, measure impact, guide decisions and inform learning refinement and future action.

Student Voice

Student voice and agency are welcomed, valued and acted upon.

Role Clarity

We clearly define who is responsible for what, when action is required and how staff collaborate to support students and respond when concerns arise.

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How do we ensure effective interventions?
Leadership Reflection Checklist

Structures & Processes



- Intentional school structures that support collaboration and planning
- Clear and consistent processes that respond to student needs
- A shared culture focused on improvement

Environment



- Classrooms that support flexible, focused instruction
- Spaces designed for independence and access where students can use tools without barriers
- Norms that foster safety and a sense of belonging

Assessment

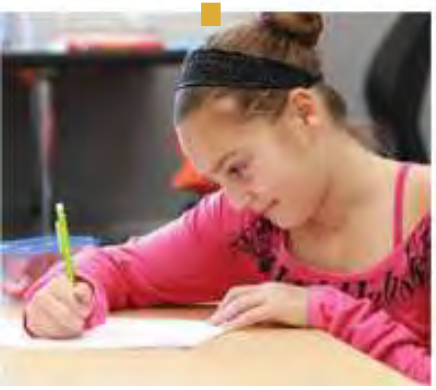


- Assessment that informs and empowers both students and teachers
- Responsive identification of needs
- Ongoing progress monitoring which allows for making growth visible

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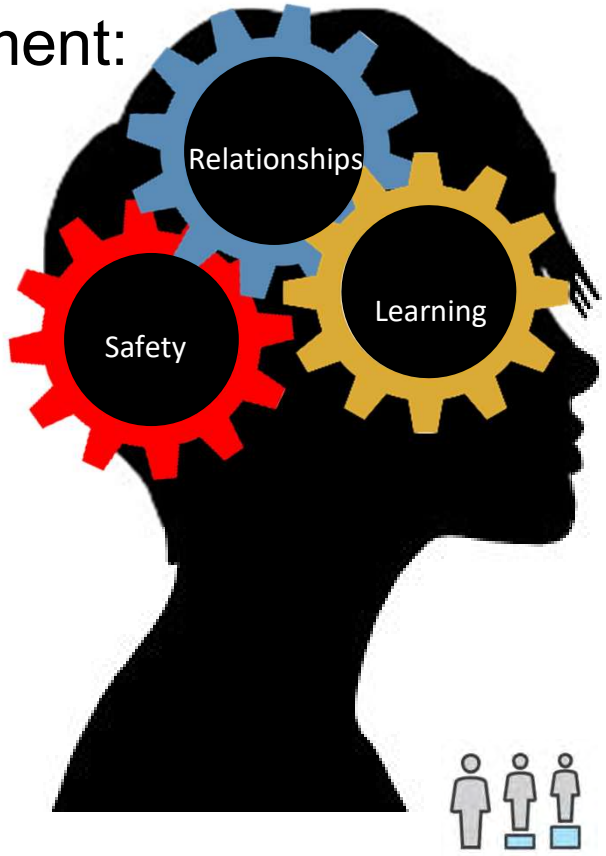




Targeted Intervention | Adolescent Brain Development

Optimal adolescent brain development:

- Emotionally and physically safe
- Connected and supported
- Opportunity to engage in their world



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What are Targeted Interventions?

Intentional, carefully scaffolded strategies to support students in making progress toward well-being and achievement.

Can be structured in a variety of different ways with careful attention to the learning progress of individual students.



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Supporting Effective Targeted Interventions | Distinctions

UNIVERSAL STRATEGIES *Maximizing growth for all students*	**TARGETED INTERVENTIONS** *Targeting a skill gap for specific students through time and practice*
All students	Some students
Differentiated instruction	Focused small-group or 1:1 support
Built-in accommodations	Additional, intensified instruction
Practice for all	Focused practice by need
Whole-class assessment	Individual progress monitoring

Consistent routines and structures



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Dr. Gladys McKelvie Egbert School





Dr. Gladys McKelvie Egbert School

Building a More Responsive System for Every Learner

- Strengthening universal instruction
- Designing school structures
- Aligning universal and targeted supports
- Building teacher capacity
- Creating a responsive instructional practice

Leslie Griffith | Principal
Lindsey Pehkonen | Literacy Learning Leader
Nicole Sidhu | EAL Learning Leader



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Knowing Our Learners

- Intentional, data-informed response
- Targeted support to EAL learners and students with complexities
- Goal of consistent, school-wide systems of support

Key Question:

"What systems and instructional practices need to be in place so that all students can access learning?"



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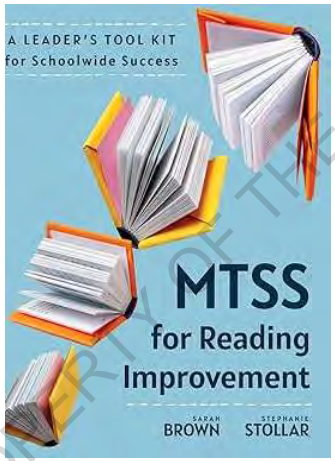
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Egbert School

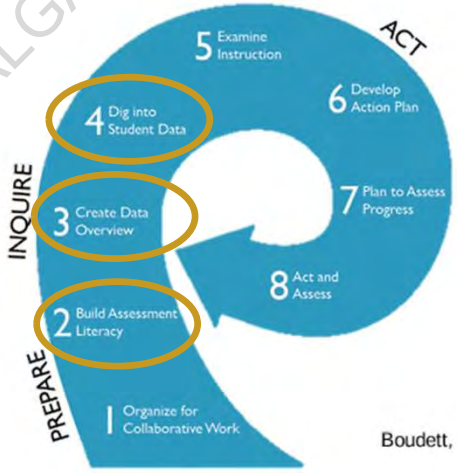




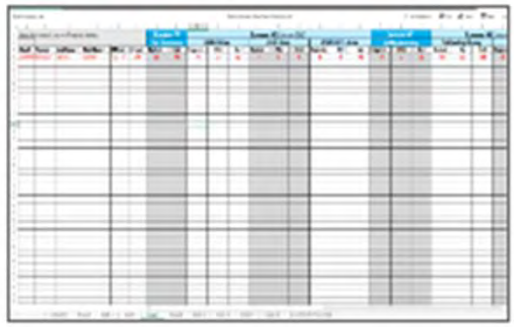
An Intentional Structure for Our Response

- Implemented **a Multi-Tiered Systems of Support framework**
- Administered **multiple sources of data** to inform next steps
- Developed a **continuum of instructional support**





Boudett, City & Murnar



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Building Collective Efficacy & Shared Responsibility



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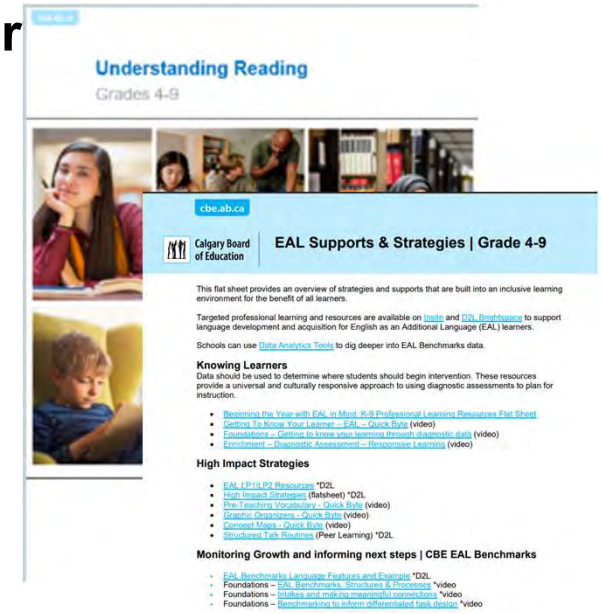




Building Collective Efficacy & Shared Responsibility

1. Job-embedded **Professional Learning Communities** (PLCs)
2. Access to **high-quality resour**





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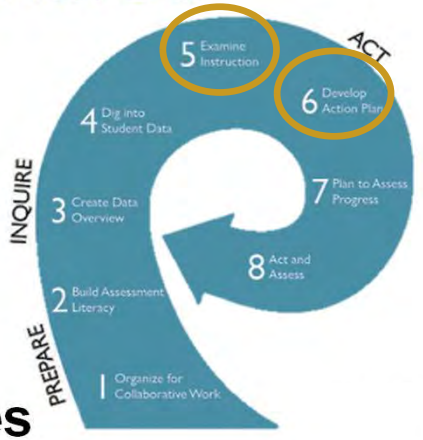
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Building Collective Efficacy & Shared Responsibility | Continued





- Created a **network of teachers**
- Implemented the **coaching model**
- Developed **universal structures and processes**









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Targeted Support | The School-Wide Flex Block

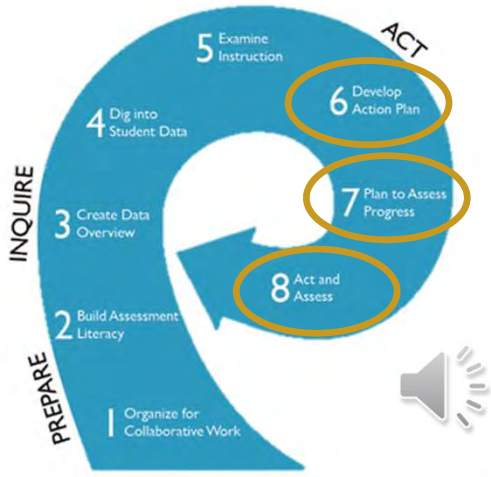
- Built on strong **Universal Instruction**
- Implemented a responsive, **school-wide Flex Block**
- Created a **shared responsibility**

A Day (Monday/Wednesday)

Time	Phys. Ed		Grade 7			Grade 8			Grade 9		HR1/2
8:00 – 8:10	Time To Greet Students at Classroom Doors – Attendance										
8:10 – 8:50	PREP	PREP	Literacy/Numeracy Flex Groups								
8:50 – 9:30	9A	9B	HR/Core E	HR/Core AB	HR/Core CD	CTF – DAY A			PREP AB	HR/Core CD	HR 1/2
9:30 – 10:00	7A	7B		PREP BE					HR/Core AB (42 min Math)		
10:00 – 10:10						HR/Core E	HR/Core AB (42 min Math)	HR/Core CD (42 min Math)			CTF – DAY A
10:10 – 10:50	7D	7C		HR/Core AB (42 min Math)	PREP CD						
10:50 – 11:00	8E	7E	PREP 7A		HR/Core CD (42 min Math)	PREP 8A					
11:00 – 11:30									CTF – DAY A		HR 1/2
11:30 – 12:10	8D	8C	HR/Core E			HR/Core E		PREP CD			
12:10 – 12:44	LUNCH (34 min)										
12:44 – 1:24	Literacy/AD	HR1/2	CTF – DAY A			HR/Core E	HR/Core AB	HR/Core CD	HR/Core AB	HR/Core CD	PREP
1:24 – 1:54	8A	8B					PREP BE				HR 1/2 (42 min Math)
1:54 – 2:04			HR/Core E	HR/Core AB	HR/Core CD						
2:04 – 2:44	9D	9C					HR/Core AB			PREP CD	

B Day (Tuesday/Thursday)

Time	Phys. Ed		Grade 7			Grade 8			Grade 9		HR 1/2
8:00 – 8:10	Time To Greet Students at Classroom Doors – Attendance										
8:10 – 8:50	PREP	PREP	Literacy/Numeracy Flex Groups								
8:50 – 9:30	8E	7E	PREP 7E	HR/Core AC (42 min Math)	HR/Core BD (42 min Math)	PREP 8E	HR/Core AC (42 min Math)	HR/Core BD	CTF – DAY B		HR 1/2
9:30 – 10:00	8D	8B	HR/Core E			HR/Core E		PREP BD			
10:00 – 10:10									HR/Core AC	HR/Core BD (42 min Math)	CTF – DAY B
10:10 – 10:50	8A	8C					PREP AC	HR/Core BD (42 min Math)			
10:50 – 11:00	9A	9C					HR/Core AC		PREP AC		
11:00 – 11:30			CTF – DAY B								HR 1/2
11:30 – 12:10	9D	9B							HR/Core AC	PREP BD	
12:10 – 12:44	LUNCH (34 min)										
12:44 – 1:24	Literacy/AD	HR1/2	HR/Core E	HR/Core AC	HR/Core BD	CTF – DAY B			HR/Core AC (42 min Math)	HR/Core BD	PREP
1:24 – 1:54	7A	7C		PREP AC							HR 1/2 (42 min Math)
1:54 – 2:04						HR/Core E	HR/Core AC	HR/Core BD			
2:04 – 2:44	7D	7B		HR/Core AC	PREP BD						



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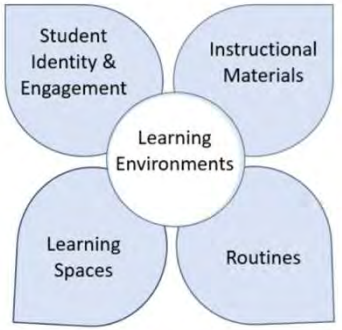
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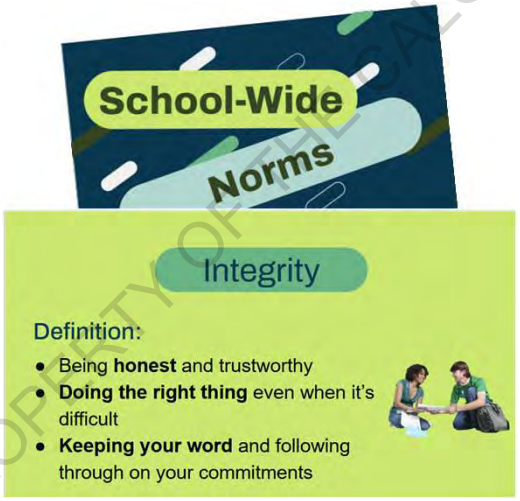




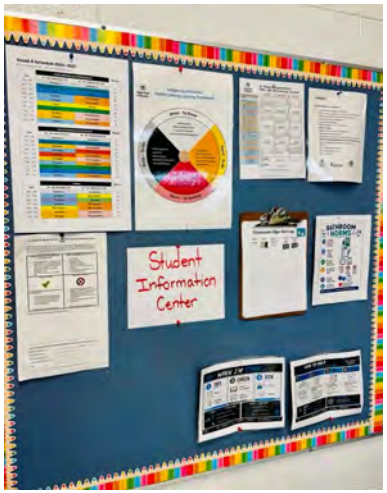
Creating the Conditions for Learning

- **Responsive communication** system
- **Predictable routines** and **clear expectations**
- **Inclusive language** and a **strengths-based view** of learners
- **Flexible pathways** to demonstrate learning









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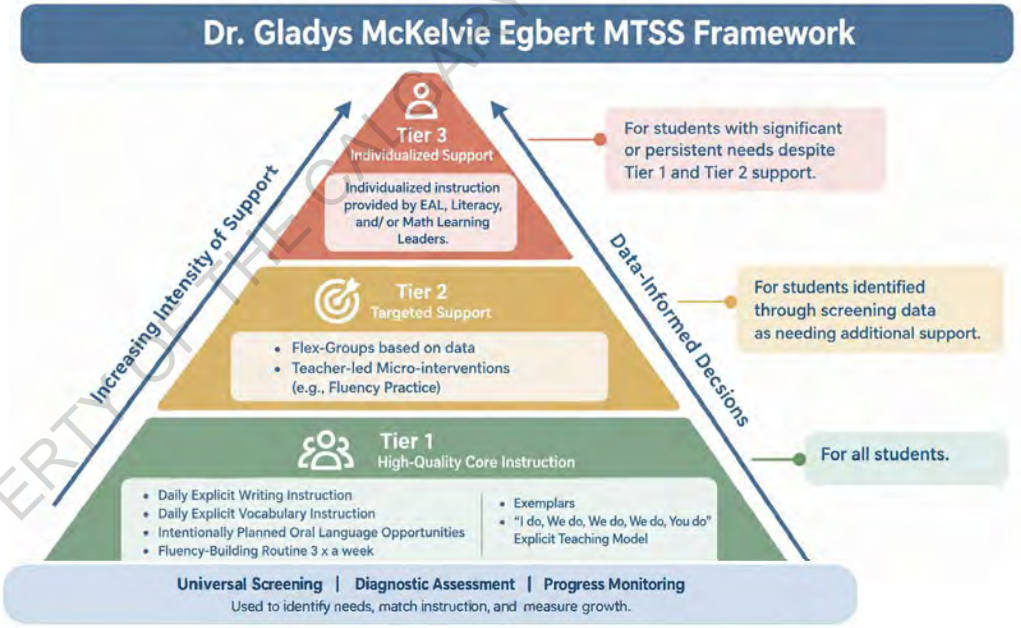
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Moving Forward, Responsively

- Analyzing **student data**
- Strategically implementing **collaborative structures and processes**
- Building a **responsive instructional system**





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2024-2027 Middle Years Professional Learning | Supporting Achievement and Well-Being

YEAR	ACTION	INTENDED OUTCOMES
2024-25	Establish and/or refine effective structures and processes	Build a positive learning culture. Build teaching capacity & instructional leadership in literacy and well-being. Build system coherence.
2025-26	Refine, strengthen and expand interventions	Refine practices based on data. Go deeper into interventions. Continue to build supportive resources.
2026-27	**Sustain** focus on targeted interventions **Adjust** learning to student responses, new Well-Being Framework, additional Math interventions accompanied by NSAT and NRCs	Continue the work. Enrich the work. Respond to the work.

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The Learning is Landing | Leaders Intend to Take Action

Leaders see a clear path from professional learning to practice.

98% Principals

100% Assistant Principals

98% Learning Leaders

PRINCIPALS
Likely to apply strategies shared

ASSISTANT PRINCIPALS
Likely to change or enhance practice

LEARNING LEADERS
Likely to change or enhance practice

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What Makes the Learning Valuable

Leaders describe how the learning is informing their thinking, planning and practice.

PRACTICAL

Leaders leave with strategies they can use.

COLLABORATIVE

Leaders learn from colleagues and other schools.

ACTION-ORIENTED

Leaders identify how the learning can move into practice.

Leaders see a pathway from learning → connection → action.

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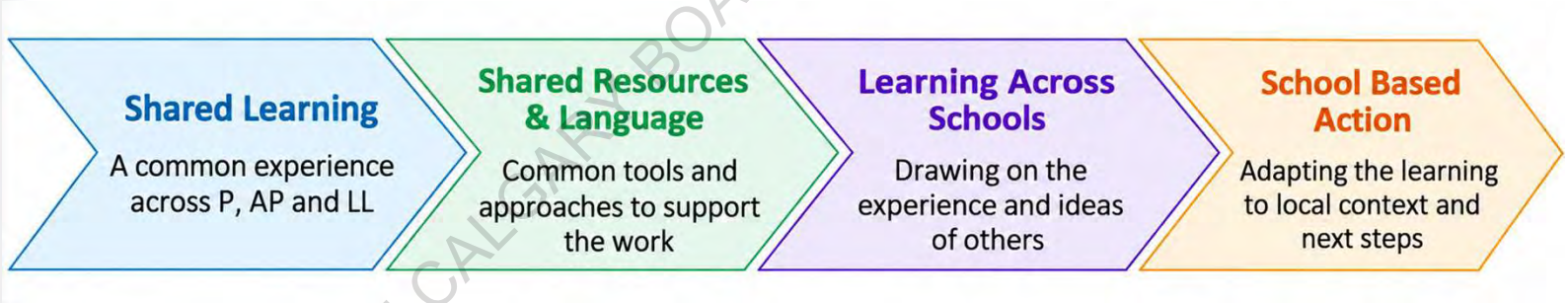






Increasing System Coherence

Leaders are describing a shared learning experience that is connecting schools, providing common resources and influencing school-level planning and practice



Different contexts. **A shared direction.** **Stronger opportunities for all learners.**

Common learning. Stronger connections. Meaningful action. **A more coherent system.**

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#WeAreCBE





Professional development and learning that is appropriate, and undertaken in the right conditions, can positively impact student outcomes and contribute to overall school improvement.

Timperley, *Leading Professional Learning* (2019)

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Correspondence

Report to Board of Trustees

Date	October 27, 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

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1. Recommendation

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

2. Background

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

- Letter dated June 2, 2026 to the Hon. D. Nicolaides, Minister of Education and Childcare, re: Utility Right of Way – Glacier Ridge Property (Page 11-9)
- Letter dated July 13, 2026 from L. Pillipow, Deputy Minister of Education and Childcare, re: Utility Right of Way – Glacier Ridge Property (Page 11-11)
- Letter dated September 11, 2026 from Hon. D. Nicolaides, Minister of Education and Childcare, re: School Now CBE Approved Projects (Page 11-12)

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.

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Calgary Board of Education

Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | www.cbe.ab.ca

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

June 2, 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 for registration of a Utility Right of Way as an encumbrance on CBE school lands.

The CBE and City of Calgary hold joint ownership of an undeveloped parcel of land in the community of Glacier Ridge. ENMAX has requested permission to register a Utility Right of Way along the southern perimeter of this land parcel to allow for future installation of an electrical transformer box. The electrical transformer will serve any future school buildings, as well as the surrounding community.

This property is planned as a future CBE elementary and middle school location, however, there are no current preparations for construction on this site. Only the middle school is currently being requested, listed as priority #22 in Year 2 of the CBE's 2027-2030 Capital Plan. The middle school will be constructed within the northern portion of this land parcel.

CBE has reviewed the proposed location of the Utility Right of Way and has no objections to the location and placement of ENMAX utility infrastructure, as it will not impede future school construction, and will not impact future school operations. Other CBE schools have similar infrastructure in similar locations and it does not affect school operations.

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 for Utility Rights of Way so long as school operations will not be impacted by the registration. As this request meets that criteria, an Offer to Transfer has not been submitted for this request.

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

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The Glacier Ridge property is located at 101 Marmot Green NW, described legally as Plan 2511141; Block 39; Lot 1MSR.

Sincerely,



Laura Hack, Chair
Board of Trustees

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

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Alberta Education and Childcare

Deputy Minister
7th Floor, Commerce Place
10155 - 102 Street
Edmonton Alberta T5J 4L5
Canada
Telephone 780-427-3659
www.alberta.ca

AR139987

July 13, 2026

Ms. Joanne Pitman
Superintendent of Schools
Calgary Board of Education
1221 8 Street SW
Calgary, AB T2R 0L4
Email: jlpitman@cbe.ab.ca

Subject: Utility Right of Way - Glacier Ridge Property

Dear Ms. Pitman:

I am responding to the letter that Board Chair Laura Hack sent to the Honourable Demetrios Nicolaides, Minister of Education and Childcare, regarding Calgary Board of Education's request to register a utility right-of-way encumbrance on future school lands in Glacier Ridge.

After Education and Childcare's review of the request, I hereby approve the registration of the utility right-of-way encumbrance on the property legally described as Plan 2511141; Block 39; Lot 1MSR.

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

Sincerely,

Lora Pillipow
Deputy Minister

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Classification: Protected A

ALBERTA
Education
and Childcare

Office of the Minister
MLA, Calgary-Bow

AR 140144

September 11, 2026

Ms. Laura Hack
Board Chair
The 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 Schools Now Program.

Construction Funding Approval

Project Name	Grade Configuration	Opening/Final Capacity
Annie Gale School Modernization	6 to 9	640/640
New K-5 School in Cornerstone NE Calgary	Kindergarten to 5	890/890
New 7-9 School in Mahogany SE Calgary	7 to 9	1,215/1,215
New K-5 School in Sage Hill NW Calgary	Kindergarten to 5	590/740
New 6-9 School in Sage Hill NW Calgary	6 to 9	1,035/1,035
New 5-9 School in Sherwood NW Calgary	5 to 9	885/1,035
New 6-9 School in Cornerstone NE Calgary	6 to 9	1,225/1,225
New 6-9 School in Cityscape NE Calgary	6 to 9	1,225/1,225
New K-6 School in Livingston Calgary	Kindergarten to 6	890/890
New K-4 School in Nolan Hill NW Calgary	Kindergarten to 4	590/740
New 5-9 School in Aspen Woods W Calgary	5 to 9	885/1,035

.../2

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We are also pleased to advise you that the following projects are approved to receive playground funding of up to $250,000:

- Annie Gale School Modernization
- New K to 5 School in Cornerstone NE Calgary
- New K to 5 School in Sage Hill NW Calgary
- New 6 to 9 School in Sage Hill NW Calgary
- New 5 to 9 School in Sherwood NW Calgary
- New 6 to 9 School in Cornerstone NE Calgary
- New 6 to 9 School in Cityscape NE Calgary
- New K to 6 School in Livingston Calgary
- New K to 4 School in Nolan Hill NW Calgary
- New 5 to 9 School in Aspen Woods W Calgary

This funding is intended to assist with the provision of playgrounds, and we expect the funds will supplement the school community's existing fundraising efforts. Further details regarding this funding, including reporting requirements and funding disbursement, can be found in the School Capital Manual.

Design Funding Approval

Project Name	Grade Configuration	Opening/Final Capacity
New 5-9 School in Saddle Ridge	5 to 9	1,225/1,225

Staff from Alberta Infrastructure and Alberta Education and Childcare will contact your administration in the coming weeks to continue the collaborative development of these projects.

Your Alberta Infrastructure contact for these projects is Jeff Janzen, Director, Project Delivery, who can be reached at Jeff.Janzen@gov.ab.ca or 587-991-6370 (toll-free by first dialling 310-0000).

Your Alberta Education and Childcare contact for these projects 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).

Ms. Hack, we look forward to the successful and timely completion of these projects.

Sincerely,

Demetrios Nicolaides ECA PhD
Minister of Education and Childcare

Martin Long ECA
Minister of Infrastructure

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