

public agenda

Regular Meeting of the Board of Trustees

October 6, 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	
	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	Community and School Planning Process	J. Pitman, D. Breton	OE-9	Page 7-1
	8	Matters Reserved for Board Decision	Board	GC-2	
	8.1	2027-28 Modular Classroom Program	Board	GC-7,9	Page 8-1
	9	Consent Agenda	Board	GC-2.6	
	9.1	Items Provided for Board Decision			
	9.1.1	OE-1: Global Operational Expectations – Annual Monitoring		OE-1	Page 6-1 (Sept 22/26)



(THAT The Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-1: Operational Expectations.)

9.1.2 Alternative Address Fee 2026-27

OE-3,5 Page 9-1

(THAT the Board of Trustees approves the revised alternative address fee for the 2026-27 school year, as provided in Attachment I to this report.)

9.1.3 Transportation Options Report

GC-3 Page 9-5

(THAT the Board of Trustees approves an extension to the delivery date of the fees and service level options in relation to regular, alternative and specialized transportation report from December 31, 2026 to February 9, 2027.)

9.1.4 Board Meeting Minutes

Page 9-7

- June 23, 2026 Regular Meeting

(THAT the Board of Trustees approves the Minutes of the Regular Meeting held June 23, 2026, as submitted.)

9.2 Items Provided for Board Information

9.2.1 Chief Superintendent's Update

Page 9-15

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.



Facilities and Environmental Services



Community & Schools Planning Process

Presentation to the Board of Trustees
October 6, 2026

PROPERTY OF THE CALGARY BOARD OF EDUCATION



**Calgary Board
of Education**

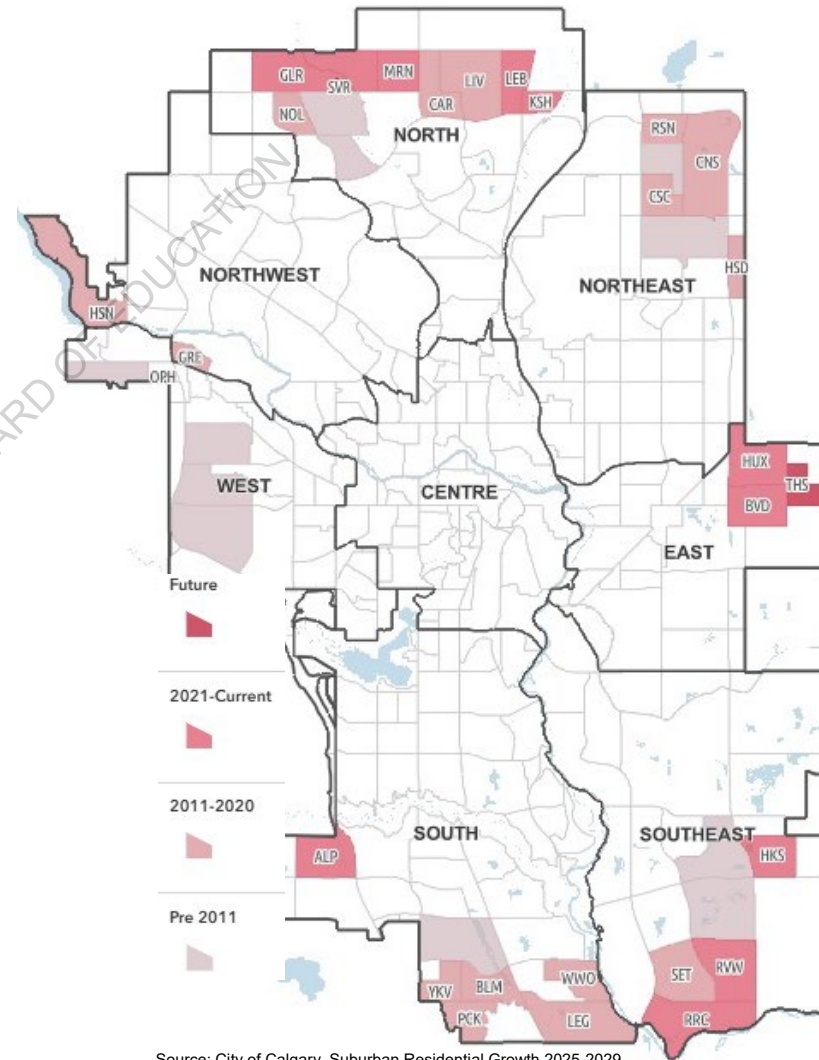


Purpose

- Enhance understanding of the collaborative process and timelines to acquire sites for schools in new neighbourhoods.
- Provide a high-level overview of planning stages and how these relate to CBE sites
- Identify process risks
- Outline key initiative underway for process improvement

New Communities

- 40 actively developing communities
- 69% of City housing growth in last 5 years
- City forecast: 49,896 homes expected in new communities between 2025-2029





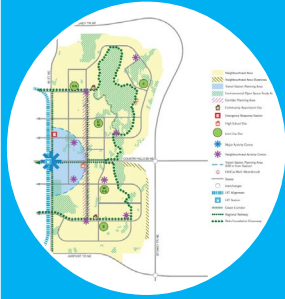
What influences obtaining new school sites?

- *Municipal Government Act*
- Joint Use Coordinating Committee (JUCC) partnership between members of the Joint Use & Planning Agreement (JUPA)
- Detailed work through Site Planning Team (Sub-Committee of JUCC)
- Development industry and City

Community & School Planning Process



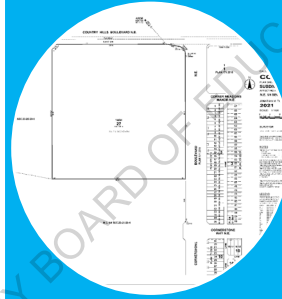
Regional
Policy Plan



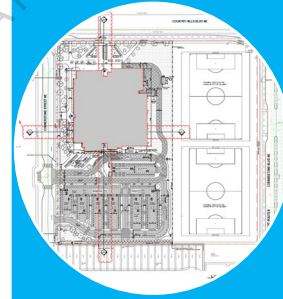
Area
Structure
Plan



Outline Plan



Subdivision



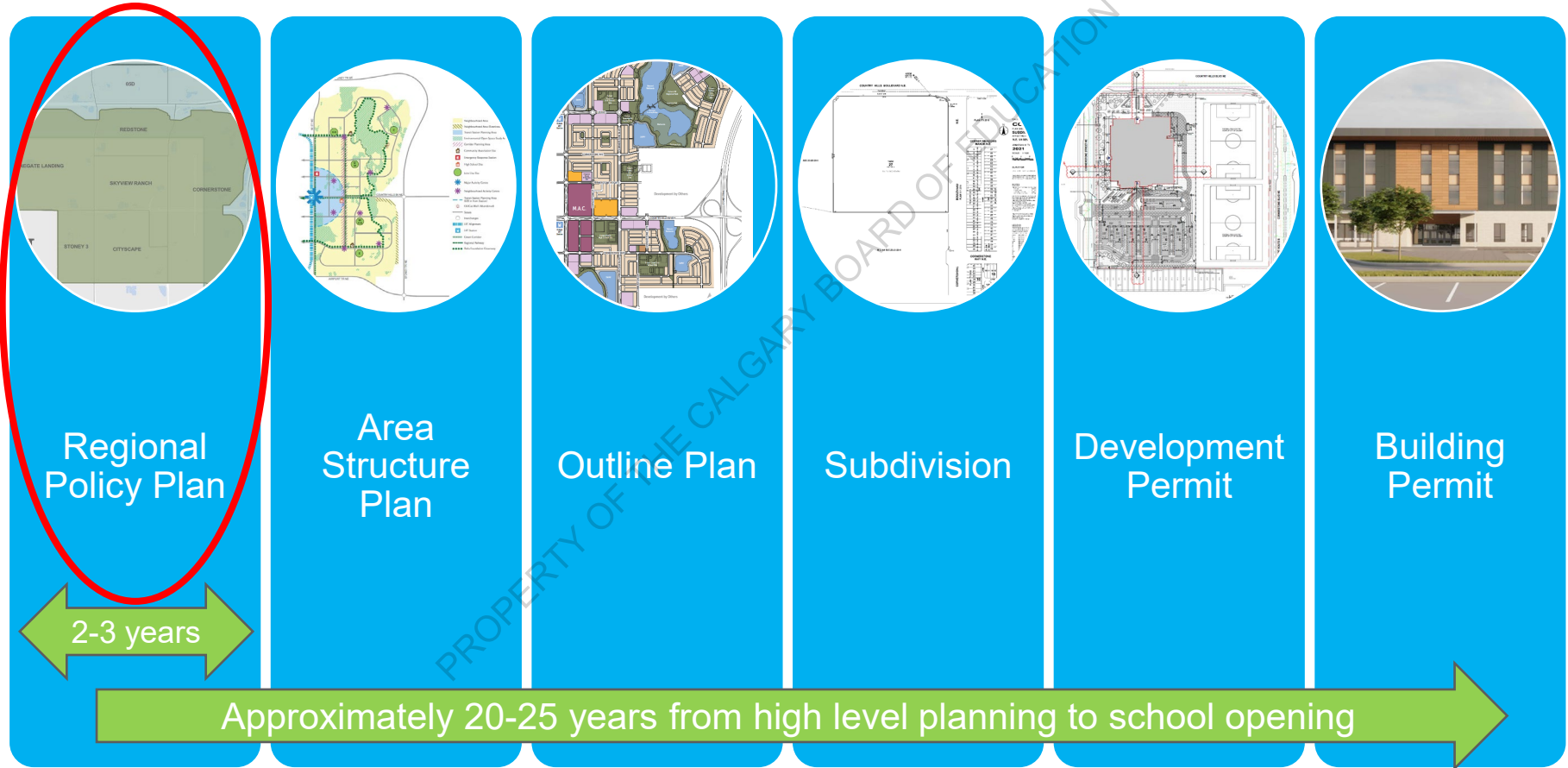
Development
Permit



Building
Permit

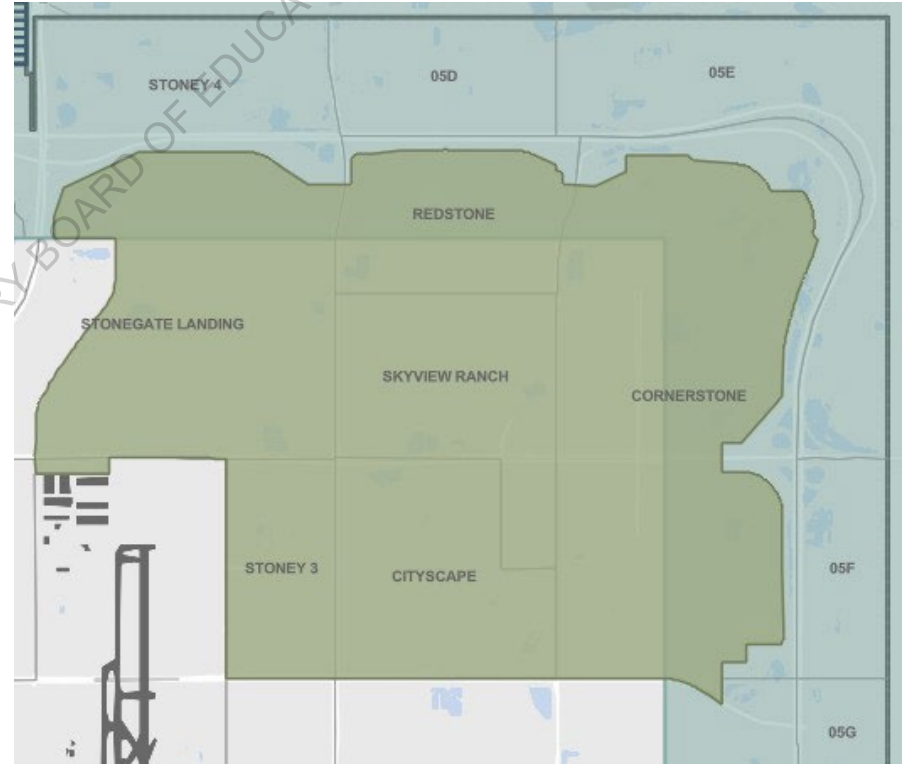
Approximately 20-25 years from high level planning to school opening

Community & School Planning Process

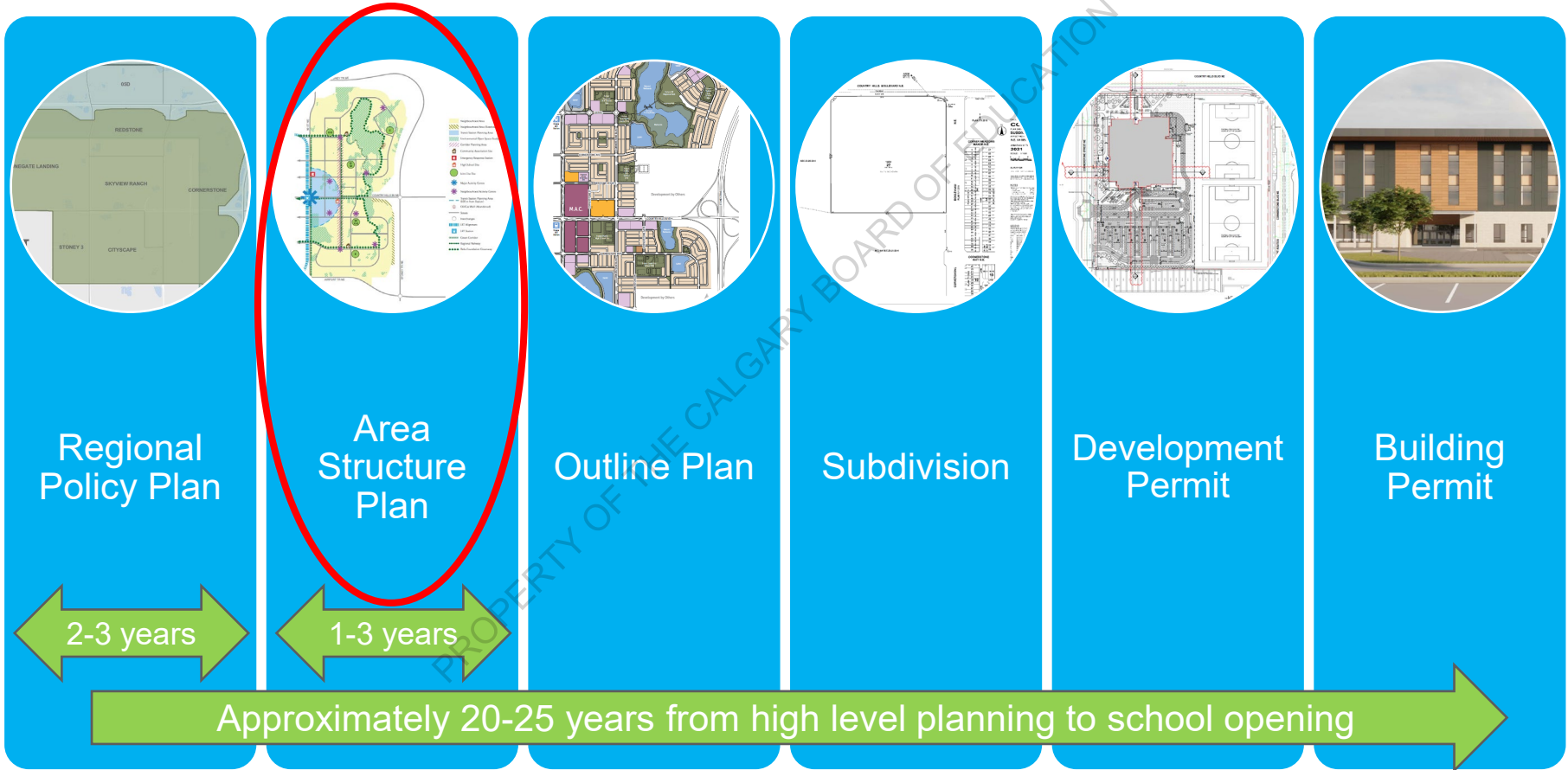


Northeast Regional Policy Plan

- Scale: regional 4,482 Acres
- Population: 45-60K
- Units Per Acre (UPA): 6-8
- 1 CBE high school conceptually identified
- Elementary and middle schools not yet identified.



Community & School Planning Process



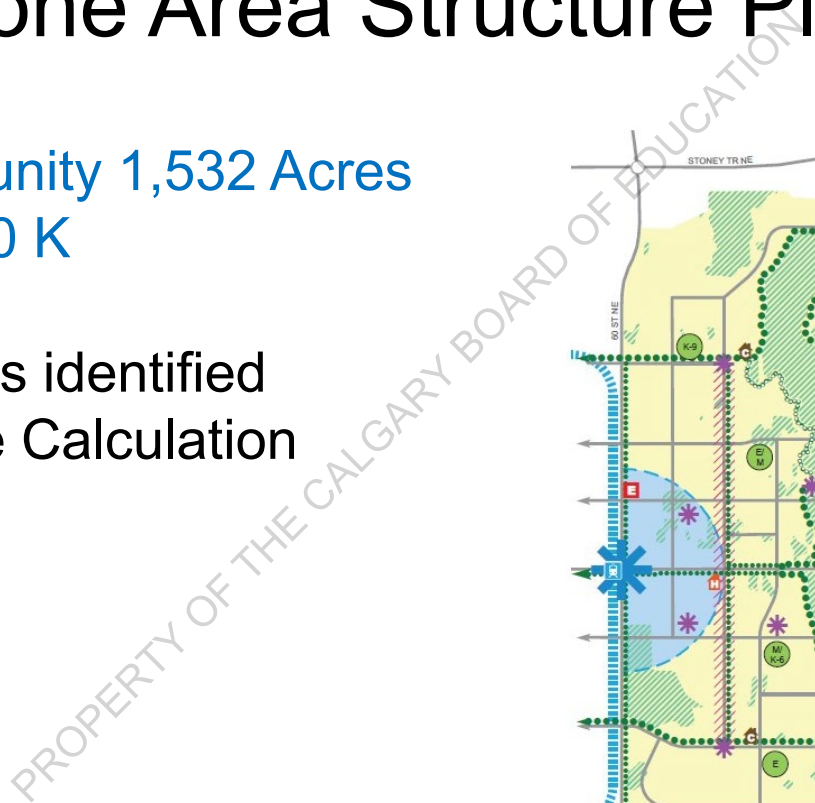
Community 1,532 Acres

0 K

s identified

e Calculation

- Community 1,532 Acres
- 0 K
- s identified
- e Calculation
-
- PROPERTY OF THE CALGARY BOARD OF EDUCATION



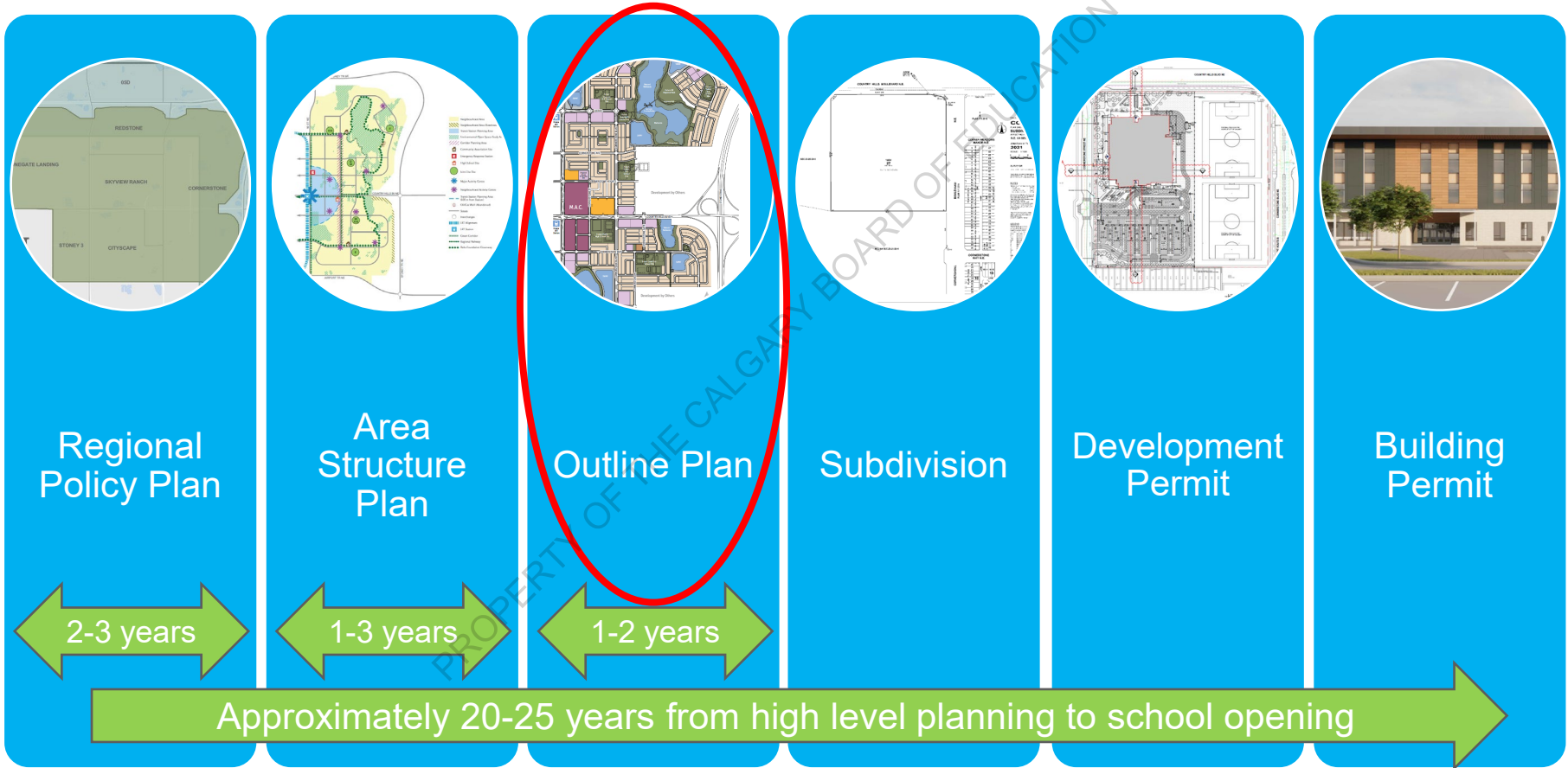


Cornerstone Area Structure Plan (cont'd)

- Anticipating Demand

- Joint Use Site Calculation Methodology is used for determining the number of elementary and junior/middle schools required based on:
 - student generation rates per type of unit
 - school board share
 - school core capacities
- High School sites determined at RPP stage

Community & School Planning Process

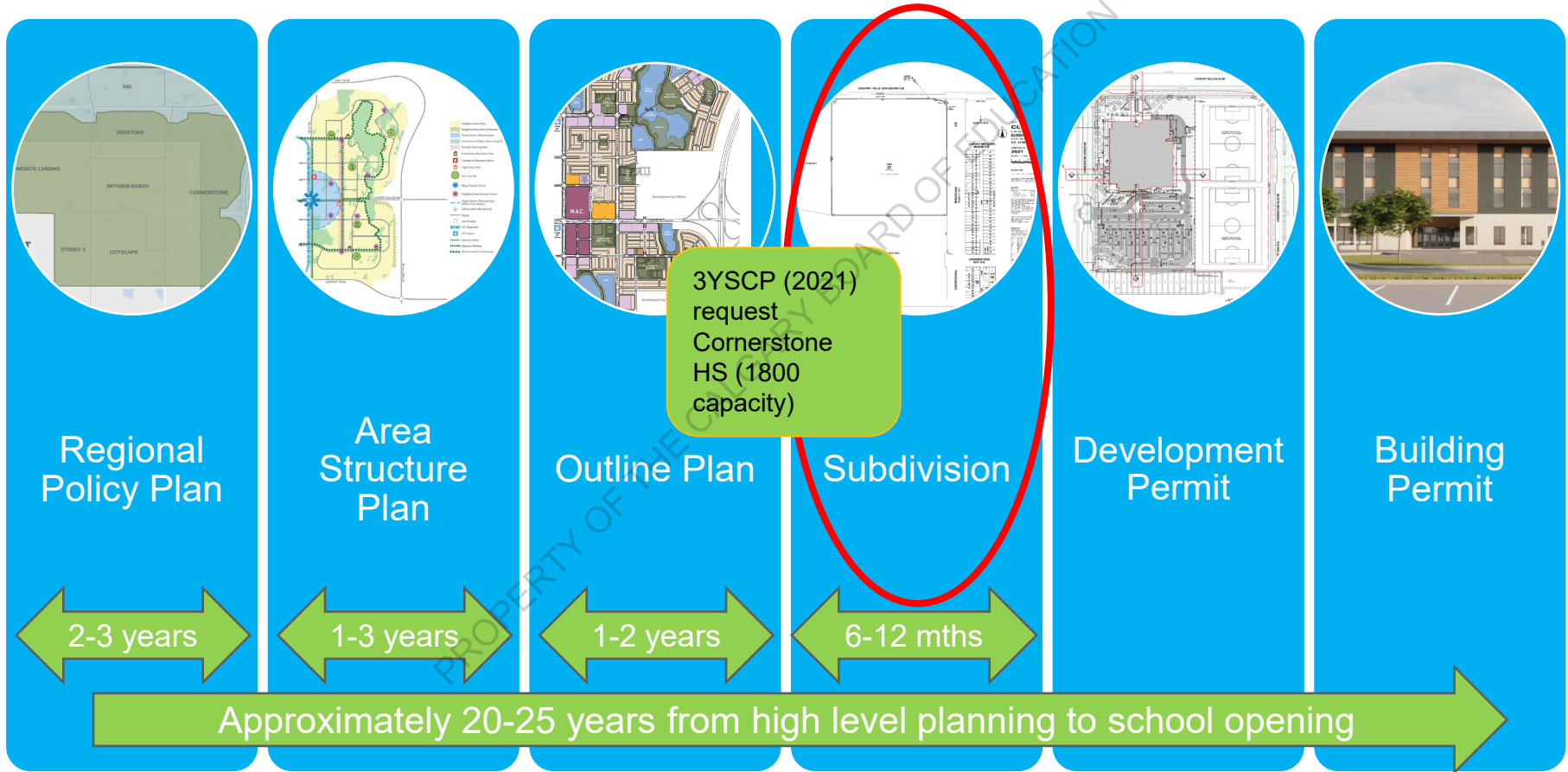


Cornerstone Outline Plan

- Scale: community/neighbourhood
1,178 acres
- Population: 23-32K
- UPA: 9-12 (↑ 50%)
- Location of schools identified and final site sizes
- JUCC's Site Planning Team involvement

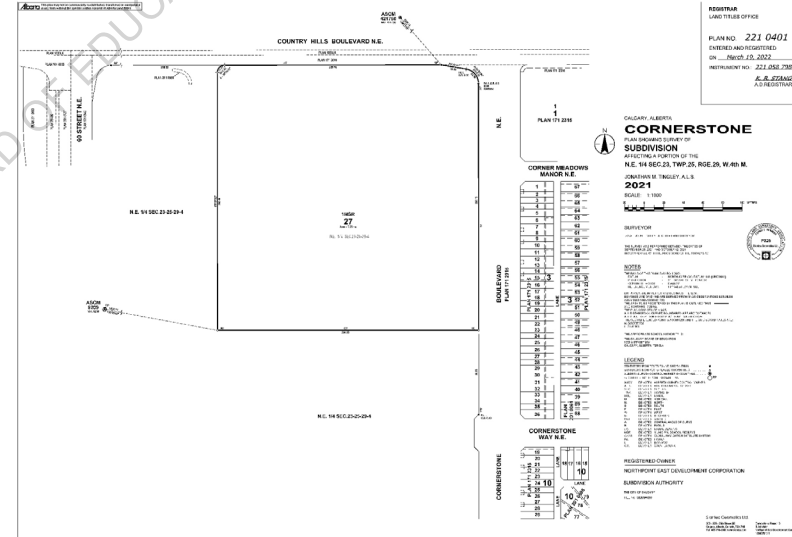


Community & School Planning Process



Subdivision

- Scale: parcel
18 acres
- CBE registered on title
- Development agreements define infrastructure obligations and construction requirements
- Landscape construction drawings approved
- Site readiness, road work, utility servicing work undertaken.
- Cornerstone HS revised capacity approved 2410 (Aug 2024)



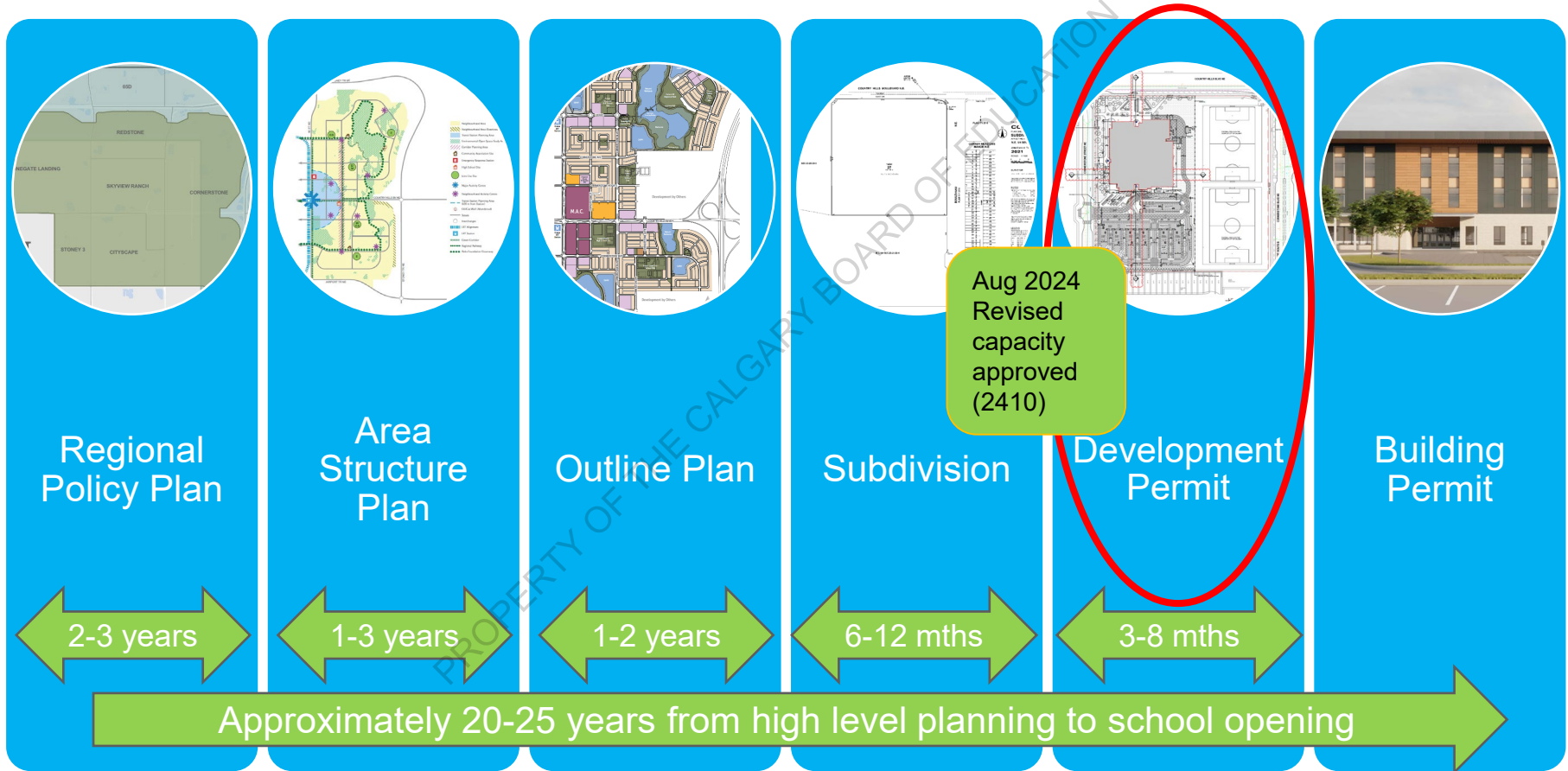


Subdivision (cont'd)

-“Site Ready” School Sites

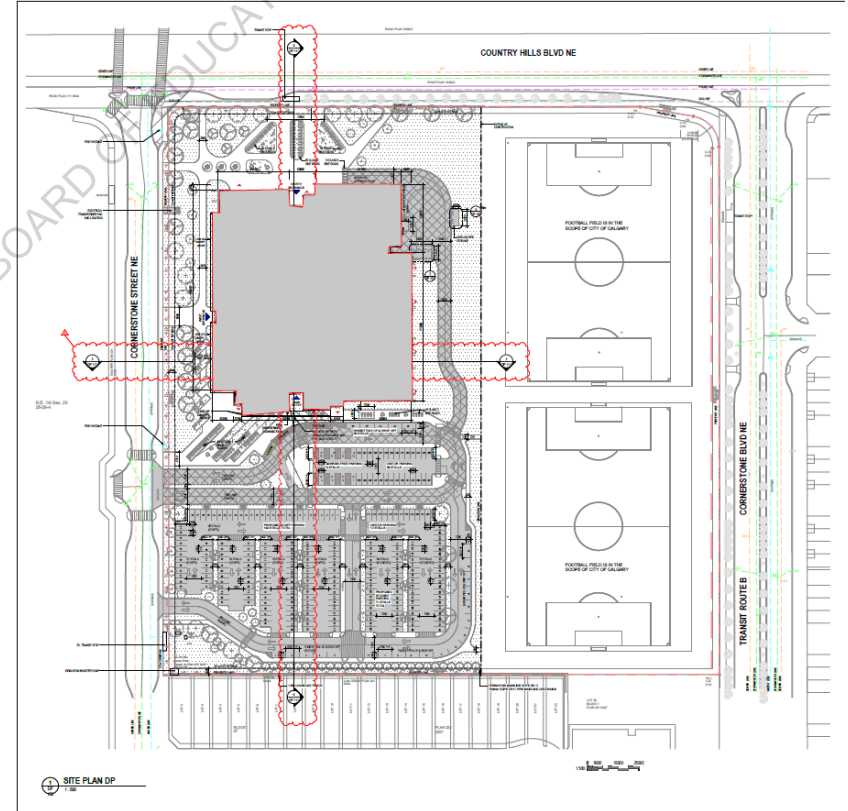
- Receipt of the land title;
- Construction Completion Certificate (CCC) granted by The City of Calgary for the school site building envelope and associated playfields. Final Acceptance Certificate (FAC) preferred;
- Services are in place and ready for hookup;
- Suitable topography and no geotechnical or future building foundation concerns ; and
- adequate access from public roadways for both construction and post construction traffic.

Community & School Planning Process

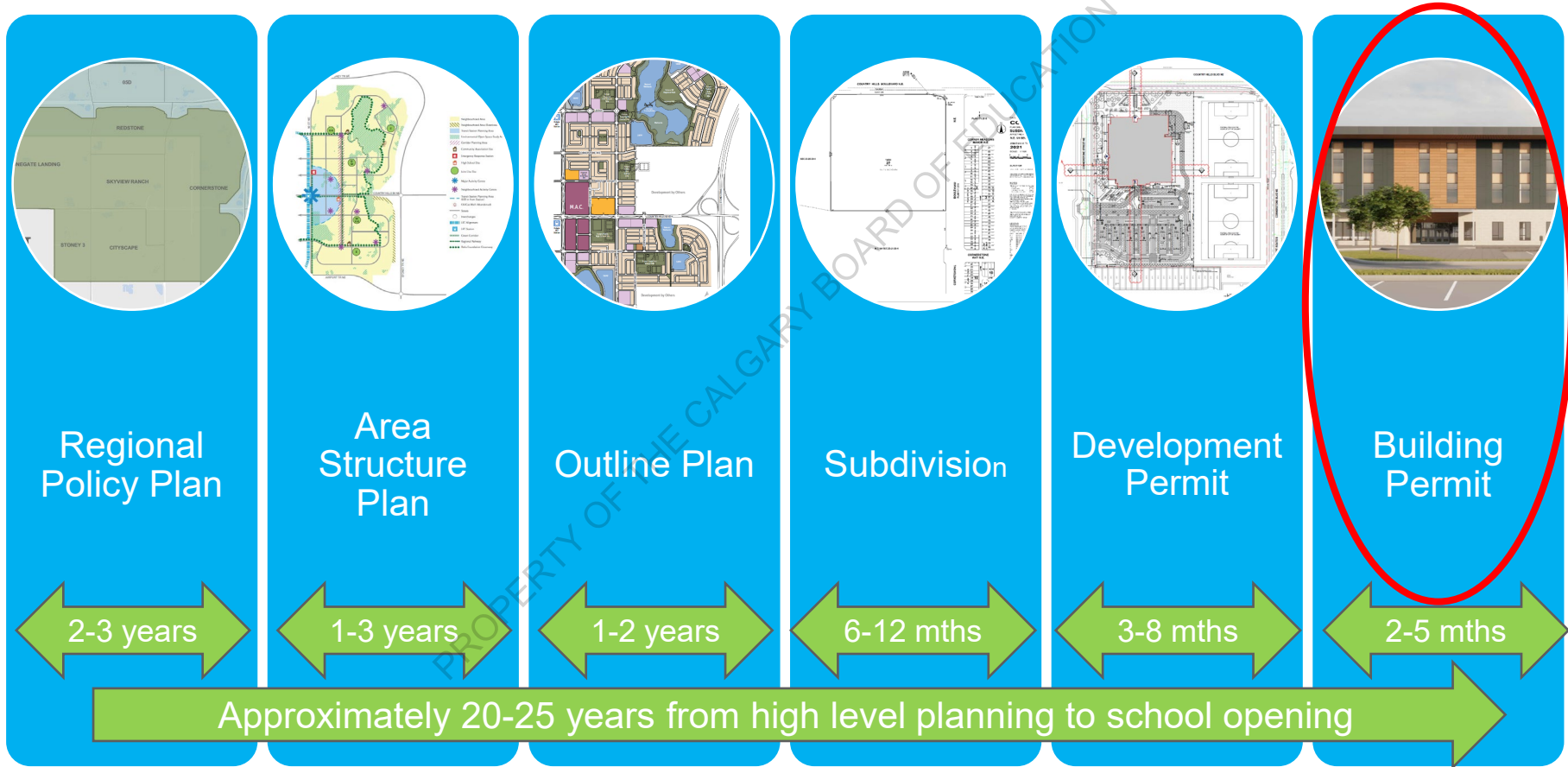


Development Permit

- Scale: **parcel**
18 acres
- Building details and layout
- Hard and soft landscaping
- Building capacity, stories and parking requirements
- Requested by the design consultant on behalf of Alberta Infrastructure



Community & School Planning Process





Building Permit

- This is the final approval stage before construction begins
- Requested by the design-builder on behalf of Alberta Infrastructure
- Ensures detailed construction drawings comply with building codes, safety standards and technical requirements





Process “Risks”

- Time between RPP and ASP and Outline Plan can start 20 years in advance of neighbourhood build out:
 - density of development
 - balance between residential, commercial and industrial development
- Market conditions and pace of development
 - how fast units are selling and the type of unit
- Development phasing decisions
- Methodology for calculating number of schools not updated since 2017
- Provincial government new school approvals



Process Related Work Underway

- Review of Joint Use Site Calculation Methodology
- Review of Site Design Guidelines
- Re-establishment of civic census
- Collaborative approach to ensure sufficient land is allocated for school sites
- Establishing triggers and thresholds for when changes to land use occur between ASP and OP stages

Facilities and Environmental Services

PROPERTY OF THE CALGARY BOARD OF EDUCATION



**Calgary Board
of Education**

2027-28 Modular Classroom Program

Report to Board of Trustees



Calgary Board
of Education

Date	October 6, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Catherine Ford, Director Planning Jeff Quigley, Manager, Planning Trevor Fenton, Director, Facility Projects

1. Recommendation

It is recommended:

- THAT the Board of Trustees approves the 2027-28 Modular Classroom Program submission.
-

2. Issue

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

3. Background

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

On March 24, 2026, the province approved 46 new modular classrooms across 10 CBE schools. This approval was based on the CBE's 2026-27 Modular Classroom Program request for 64 new units.

Enrolment pressure on the CBE was caused by exceptional enrolment growth between September 2021 and September 2024. While one new school opened in 2026 and there are 25 new schools, replacements or additions in various stages of approval, these will take several years to open; in the meantime, the CBE must continue to rely on modulars to meet space demands. That said, the very low growth between last school year and this school year has allowed CBE to request fewer net new modulars than in the past couple of years and opens the possibility of making requests for replacement modulars to assist in renewing our aging infrastructure.

4. Analysis

The analysis below recommends the following submission for the 2027-28 Modular Classroom Program (MCP):

- 26 new modular unit requests (increasing the capacity of 6 schools);
- 4 existing modular replacements; and
- 3 existing modular demolitions.

Modular Classroom Additions – Eligible Schools

A Modular Classroom Eligibility Filter Review was conducted using 2026 five-year enrolment projection data. From this, a list of all schools projected to be over 90% utilization within a three-year time frame (2027-29) was assembled (Attachment III).

Ten schools had a projected utilization of 90% or higher and met the filter criteria to be eligible for points ranking analysis. As noted on page 4, four of these schools are not considered appropriate for modular classrooms at this time. The following six schools are recommended for modular classrooms and are listed in alphabetical order below, prior to ranking:

- Manmeet Singh Bhullar School
- McKenzie Highlands School
- McKenzie Lake School
- McKenzie Towne School
- Mountain Park School
- Sir John A. Macdonald School

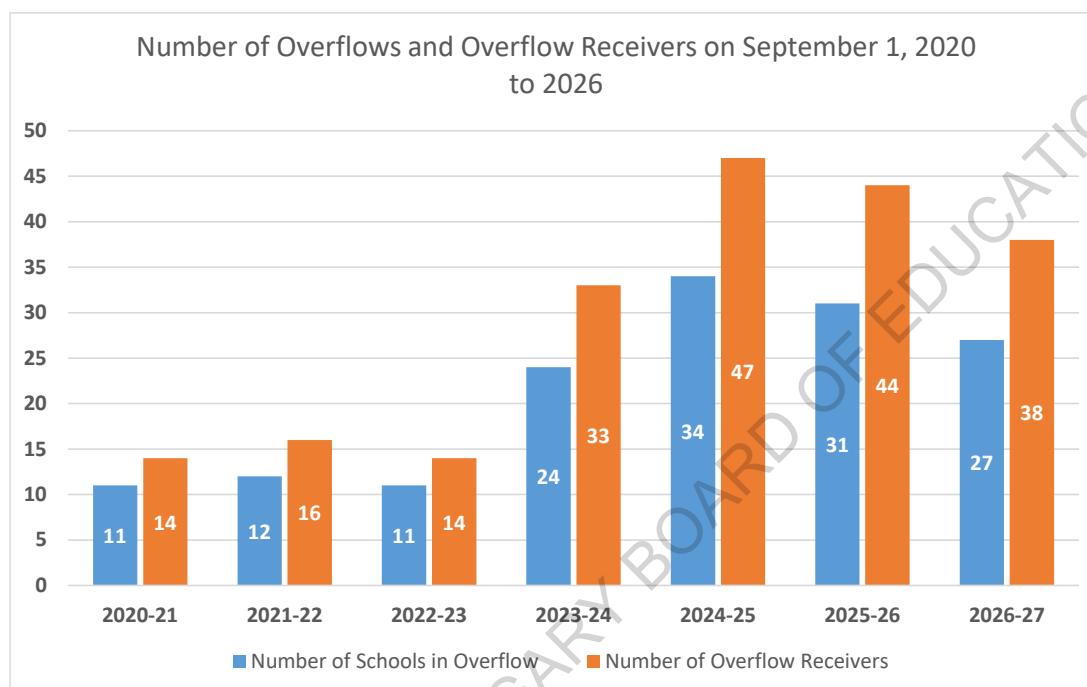
The Modular Classroom Points Assignment (Attachment IV) summarizes the points awarded to the schools listed above.

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

- Firefighting access to the proposed location;
- Access to existing garbage enclosures and parking areas;
- Access for modular delivery;
- Buffer zone(s) to existing City or CBE playfields; and

- The presence of connection corridors used to tie new modular classrooms into existing schools.

The number of schools reaching capacity increased during the 2023-24 school year and continued into the 2024-25 school year. While this pressure has previously driven an increase in the number of schools in overflow status, August 2026 data shows a decline for 2026-2027. Below is the seven-year trend of schools in overflow, showing both the number of schools in overflow status and the number of schools receiving overflowed students.



Modular Classrooms –Schools Recommended for New Units

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

Priority	School	Reasoning
1	McKenzie Lake School	The projected 3-yr utilization for this school is 112%. This school is currently the overflow receiver for New Brighton and is expected to continue to see growth from the surrounding / developing communities. Six new units will be requested.
2	McKenzie Highlands School	The projected 3-yr utilization for this school is 114%. This school is currently the overflow receiver for Dr. George Stanley School and is expected to continue to see growth from the surrounding / developing communities. Six new units will be requested.
3	McKenzie Towne School	The projected 3-yr utilization is 114%. This school is currently the overflow receiver for Cranston School and is expected to continue to see growth from the surrounding / developing communities. Six new units will be requested.

4	Manmeet Singh Bhullar School	The projected 3-yr utilization is 108%. This school is expected to continue to see growth from the surrounding / developing communities. Two new units will be requested.
5	Sir John A. Macdonald School	The projected 3-yr utilization is 99%. This school is currently the overflow receiver for Nose Creek School (Grades 7-9) and is expected to continue to see growth from the surrounding / developing communities. Two new units will be requested.
6	Mountain Park School	The projected 3-yr utilization is 103%. This school is expected to continue to see growth from the surrounding / developing communities. Four new units will be requested.

The Schools Recommended for New Units (Attachment V) summarizes the justification for the schools listed above, including the number of units requested and projected utilization rates. In total, 26 new units are requested, for a total increase of 625 student spaces (one modular units will be allocated as a washroom and, as such, are not included in the student space count).

Schools Excluded from the List of Modular Unit Addition Requests

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

- Alternative High School
- Buchanan School
- Chief Justice Milvain
- Colonel Macleod School

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

Disposition/Relocation of Existing Modular Classrooms

Three modular classrooms at three schools have been recommended for demolition due to poor condition (Attachment VII) as part of the 2027-2028 Modular Classroom Program submission as follows:

School	# of Modulators to be demolished	# of student spaces removed
John Ware School	1	25
Tom Baines School	1	25
Silver Springs School	1	25
TOTAL	3	75

Replacement of Existing Modular Classrooms

Due to aging and overall poor condition but continued need, the following modular units are recommended for replacement. These modular units (Attachment VIII) have exceeded their anticipated service life, and their condition is expected to continue to deteriorate beyond repair as follows:

School	Age (years)	# of existing Modulares	# of Modulares to be Replaced	Comments
The Hamptons	63	4	4	Aged modular units in poor condition

5. Financial Impact

Education and Childcare (ECC) funds the relocation, addition and disposition of modular classrooms including consulting fees, construction costs and project expenses. A fixed funding allocation is also provided for the purchase of new furniture fixtures & equipment (FF&E); however, Information Technology (IT) infrastructure, such as wireless access points and network switches, is not covered.

The CBE may need to provide capital funding to support modular projects, that includes, but is not limited to, IT support equipment and top-up funding for FF&E that exceeds the allocation provided through the MCP. The Capital Maintenance & Renewal (CMR) grant is not permitted to cover project expenses on modular projects. As such, a separate report is forthcoming to request Capital Reserve dollars to cover these costs for previously approved and upcoming MCP projects.

The total value for a modular classroom project includes the average base value, comprised of consulting fees, permits, transportation and installation costs (but excludes the purchase price of the modular itself) plus the value for site specific revisions associated with required Building Code and Bylaw (BC&B) upgrades. BC&B upgrades are identified by The City of Calgary as conditions for receiving the development and building permits. Through experience, the CBE can anticipate what BC&B upgrades may be required, but what will be needed is not known for certain until the development and building permit process is commenced. In the past, these upgrades could include, but are not limited to, firefighting access provisions, parking lot expansions, additional washroom facilities, playfield relocations, site grading, etc. These additional scopes of work are directly driven by existing site conditions, and these costs are used to calculate the Points Assignment and Percentage Above Average Cost that are referenced in Attachments IV and V. For the 2027-2028 MCP submission, ECC and Alberta Infrastructure (AB Infra) have provided more flexibility for the provision of connection corridors where building one will offer project savings through reduced BC&B upgrade requirements. CBE will request funding from AB Infra for connection corridors wherever BC&B savings exceed the cost of the corridor itself as modulares that are directly connected to the main school facility are far preferred.

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

School	Estimate of New Addition Costs including connection corridors (Covered by ECC)	Estimate of Desks, Chairs, and Smartboards* (Covered by CBE)	Estimate of Existing Modular Demolition (Covered by ECC)	Estimate of Existing Modular Replacement (Covered by ECC)
McKenzie Lake School	2,374,000	30,000	N/A	N/A
McKenzie Highlands School	2,520,000	25,000	N/A	N/A
McKenzie Towne School	2,454,000	30,000	N/A	N/A
Manmeet Singh Bhullar School	728,000	10,000	N/A	N/A
Sir John A. Macdonald School	668,000	10,000	N/A	N/A
Mountain Park School	1,621,000	20,000	N/A	N/A
John Ware School	N/A	N/A	95,000	N/A
Tom Baines School	N/A	N/A	95,000	N/A
Silver Springs School	NA	NA	115,000	N/A
The Hamptons School	N/A	20,000	N/A	1,976,000
Total	10,365,000	145,000	305,000	1,976,000

*Estimates for tables and chairs will fluctuate based on the amount of furniture being ordered. ECC provides \$24,000 per modular unit for furniture, fixtures & equipment for new modular projects, which does not cover all costs. Access to Capital reserves to fund the CBE portion will be subject to a separate Board report.

6. Implementation Consequence

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

Upon provincial approval of the CBE submission, the modular classroom projects will be bundled and released over the course of the 2027-28 school year. This approach ensures adequate time is provided to the modular manufacturer, consultants and contractors to complete designs, obtain permits and complete construction for all projects that receive provincial approval.

7. Conclusion

The CBE recommends the request of 26 new modular units, demolition of three existing units, and replacement of four existing units for the 2027-28 school year.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I:	Eligibility Filters for Modular Classrooms
Attachment II:	Modular Classroom Ranking Criteria
Attachment III:	Modular Classroom Eligibility Filter Review 2027-2028
Attachment IV:	Modular Classroom Points Assignment 2027-2028
Attachment V:	Schools Recommended for New Units 2027-2028
Attachment VI:	Schools Excluded from Modular Unit Additions 2027-2028
Attachment VII:	Modular Classrooms Recommended for Demolition 2027-2028
Attachment VIII:	Modular Classrooms Recommended for Replacement 2027-2028

GLOSSARY – Developed by the Board of Trustees

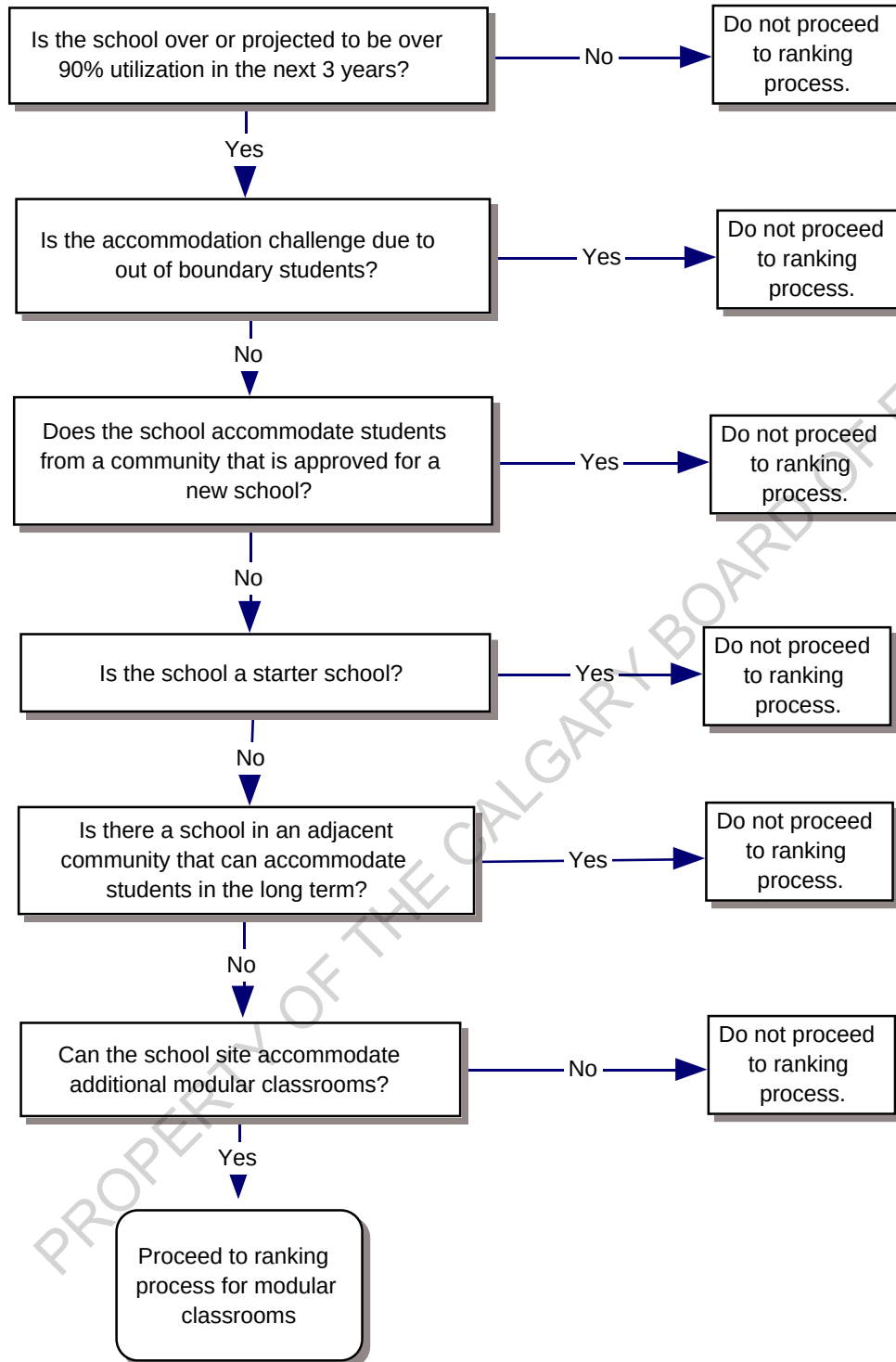
Board: Board of Trustees

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.



CATEGORY A**Enrolment, Utilization, Projection****Strength of enrolment and utilization into the future (Projected 3-Year Utilization)**

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

CATEGORY B**Site Features, Location****Ability to add modular units to the site. Ranking Range: 0 (difficult) to 1 (easy)**

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

CATEGORY C**Cost to Add Modular Units Compared to Average Cost to Add Modular Units to a Site****What is the anticipated cost of modular units at this site?**

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

Attachment III: Modular Classroom Eligibility Filter Review 2027-2028

School Name	Projected to be over 90% in next 3 years?	Is accommodation challenge due to out of boundary students?	Does school accommodate students from a community that is approved for a new school?	Is the school a starter school?	Is there a school in an adjacent community that can accommodate students in the long term?	Can the school site accommodate additional modular classrooms?	Does the school meet all the filters to proceed to the ranking process for modular classrooms?
Bowness High School	Yes	Yes	-	-	-	-	-
William Aberhart High School	Yes	Yes	-	-	-	-	-
Crescent Heights High School	Yes	Yes	-	-	-	-	-
Forest Lawn High School	Yes	Yes	-	-	-	-	-
Rosedale School	Yes	Yes	-	-	-	-	-
Rosemont School	Yes	Yes	-	-	-	-	-
Haysboro School	Yes	Yes	-	-	-	-	-
G. W. Skene School	Yes	No	Yes	-	-	-	-
Keeler School	Yes	No	Yes	-	-	-	-
Bob Edwards School	Yes	No	Yes	-	-	-	-
Clarence Sansom School	Yes	No	Yes	-	-	-	-
Dr. Gordon Higgins School	Yes	No	Yes	-	-	-	-
Grant MacEwan School	Yes	No	Yes	-	-	-	-
O. S. Geiger School	Yes	No	Yes	-	-	-	-
Peter Lougheed School	Yes	No	Yes	-	-	-	-
Pineridge School	Yes	No	Yes	-	-	-	-
Rundle School	Yes	No	Yes	-	-	-	-
Terry Fox School	Yes	No	Yes	-	-	-	-
Bayside School	Yes	No	Yes	-	-	-	-
Lakeshore School	Yes	No	Yes	-	-	-	-
Marshall Springs School	Yes	No	Yes	-	-	-	-
Nickle School	Yes	No	Yes	-	-	-	-
Simons Valley School	Yes	No	Yes	-	-	-	-
Vincent Massey School	Yes	No	Yes	-	-	-	-
Ranchlands School	Yes	No	Yes	-	-	-	-
Belvedere Parkway School	Yes	No	Yes	-	-	-	-
Hawkwood School	Yes	No	Yes	-	-	-	-
Simon Fraser School	Yes	No	Yes	-	-	-	-
Evanston Heights	Yes	No	Yes	-	-	-	-
Alex Munro School	Yes	No	Yes	-	-	-	-
Cambrian Heights School	Yes	No	Yes	-	-	-	-
Catherine Nichols Gunn School	Yes	No	Yes	-	-	-	-
Colonel Irvine School	Yes	No	Yes	-	-	-	-
James Fowler High School	Yes	No	Yes	-	-	-	-
North Haven School	Yes	No	Yes	-	-	-	-
Bridlewood School	Yes	No	No	No	Yes	-	-
Samuel W. Shaw School	Yes	No	No	No	Yes	-	-
Janet Johnstone School	Yes	No	No	No	Yes	-	-
Griffith Woods School	Yes	No	No	No	Yes	-	-
Queen Elizabeth School	Yes	No	No	No	Yes	-	-
West Ridge School	Yes	No	No	No	Yes	-	-
Western Canada High School	Yes	No	No	No	Yes	-	-
Abbeyle School	Yes	No	No	No	Yes	-	-
Erin Woods School	Yes	No	No	No	Yes	-	-
Radisson Park School	Yes	No	No	No	Yes	-	-
Riverside School	Yes	No	No	No	Yes	-	-
Valley View School	Yes	No	No	No	Yes	-	-
Chris Akkerman School	Yes	No	No	No	Yes	-	-
Monterey Park School	Yes	No	No	No	Yes	-	-
Sir Wilfrid Laurier School	Yes	No	No	No	Yes	-	-
Royal Oak School	Yes	No	No	No	Yes	-	-
Scenic Acres School	Yes	No	No	No	Yes	-	-
Tom Baines School	Yes	No	No	No	Yes	-	-
Balmoral School	Yes	No	No	No	Yes	-	-
Branton School	Yes	No	No	No	Yes	-	-

Collingwood School	Yes	No	No	No	Yes	-	-
Colonel Sanders School	Yes	No	No	No	Yes	-	-
Dalhousie School	Yes	No	No	No	Yes	-	-
Dr. J. K. Mulloy School	Yes	No	No	No	Yes	-	-
Georges P. Vanier School	Yes	No	No	No	Yes	-	-
Highwood School	Yes	No	No	No	Yes	-	-
King George School	Yes	No	No	No	Yes	-	-
W. O. Mitchell School	Yes	No	No	No	Yes	-	-
Brentwood School	Yes	No	No	No	Yes	-	-
Ethel M. Johnson School	Yes	No	No	No	Yes	-	-
Harold Panabaker School	Yes	No	No	No	Yes	-	-
Fairview School	Yes	No	No	No	Yes	-	-
Lake Bonavista School	Yes	No	No	No	Yes	-	-
Le Roi Daniels School	Yes	No	No	No	Yes	-	-
R.T. Alderman School	Yes	No	No	No	Yes	-	-
Louis Riel School	Yes	No	No	No	Yes	-	-
Sundance School	Yes	No	No	No	Yes	-	-
Glamorgan School	Yes	No	No	No	Yes	-	-
Killarney School	Yes	No	No	No	Yes	-	-
William Reid School	Yes	No	No	No	Yes	-	-
Willow Park School	Yes	No	No	No	Yes	-	-
Chinook Park School	Yes	No	No	No	Yes	-	-
Thomas B. Riley School	Yes	No	No	No	Yes	-	-
Cranston School	Yes	No	No	No	No	No	-
Dr. George Stanley School	Yes	No	No	No	No	No	-
Dr. Martha Cohen School	Yes	No	No	No	No	No	-
Lord Beaverbrook High School	Yes	No	No	No	No	No	-
Hidden Valley School	Yes	No	No	No	No	No	-
Valley Creek School	Yes	No	No	No	No	No	-
Annie Gale School	Yes	No	No	No	No	No	-
Crossing Park School	Yes	No	No	No	No	No	-
Douglas Harkness School	Yes	No	No	No	No	No	-
Falconridge School	Yes	No	No	No	No	No	-
Guy Weadick School	Yes	No	No	No	No	No	-
Taradale School	Yes	No	No	No	No	No	-
Chaparral School	Yes	No	No	No	No	No	-
Robert Thirsk High School	Yes	No	No	No	No	No	-
Captain Nichola Goddard School	Yes	No	No	No	No	No	-
McKenzie Highlands School	Yes	No	No	No	No	Yes	Yes
McKenzie Lake School	Yes	No	No	No	No	Yes	Yes
McKenzie Towne School	Yes	No	No	No	No	Yes	Yes
Mountain Park School	Yes	No	No	No	No	Yes	Yes
Colonel Macleod School	Yes	No	No	No	No	Yes	Yes
Chief Justice Milvain School	Yes	No	No	No	No	Yes	Yes
Manmeet Singh Bhullar School	Yes	No	No	No	No	Yes	Yes
Alternative High School	Yes	No	No	No	No	Yes	Yes
Buchanan School	Yes	No	No	No	No	Yes	Yes
Sir John A. Macdonald School	Yes	No	No	No	No	Yes	Yes

Attachment IV: Modular Classroom Points Assignment 2027-2028

#	SCHOOL	PROGRAM	CATEGORY A Enrolment / Projection / Utilization	CATEGORY B Site Features / Location	CATEGORY C Cost Compared to Average	TOTAL
1	McKenzie Lake School	Regular	20	8	5	33
2	McKenzie Highlands School	Regular	20	8	5	33
3	McKenzie Towne School	Regular	20	6	5	31
4	Manmeet Singh Bhullar School	Regular	15	9	5	29
5	Sir John A. Macdonald School	Regular	5	9	15	29
6	Mountain Park School	Regular	10	7	5	22

Attachment V: Schools Recommended for New Units 2027-2028

School Name	Area	Planning Sector	Overflow Reciever?	Projected Utilization (2026)	Projected Utilization (2029)	Overflowed To:	# of Units Requested	# of Student Spaces	Projected Utilization with New Modulares (2026)	Projected Utilization with New Modulares (2029)	Points Ranking	% above Avg. Cost	Playfields Impacted?	Site Revisions
McKenzie Lake School	5	SE	Yes	97%	112%		6	150	79%	92%	33	34%	No	New Firewall, Parking Expansion, Washroom Expansion, Regrade Slopes, B/F Upgrade
McKenzie Highlands School	5	SE	Yes	91%	114%		6	125*	80%	101%	31	31%	No	Firewall along Connection corridor, Data Closet, Washroom Unit, Regrade Slopes and site work (Asphalts, Sodding)
McKenzie Towne School	5	SE	Yes	92%	114%		6	150	76%	94%	31	39%	No	Firewall along Connection corridor, Parking Expansion, Washroom Expansion within the school building, Regrade Slopes & Site work (Asphalts, Sodding), relocation of ball funnel
Manmeet Singh Bhullar School	4	NE	No	105%	108%		2	50	96%	99%	29	35%	No	Parking Expansion, New Firewall, B/F Upgrade
Sir John A. Macdonald School	2	N	Yes	91%	99%		2	50	86%	93%	29	13%	No	Regrade Slopes & Sodding,Parking Expansion
Mountain Park School	5	SE	No	83%	103%		4	100	74%	92%	22	37%	No	New Firewall, Parking Expansion, Tree Replacement, Regrade Slopes, B/F Upgrade

*One modular unit will be allocated as a washroom (W/C) and, as such, is not included in the student space count.

Attachment VI: Schools Excluded from Modular Unit Additions 2027-2028

School Name	Area	Planning Sector	Reason for Not Submitting
Alternative High School	6	W	This is a Unique Setting school and students don't attend full time. The utilization does not appropriately represent the use of this school.
Buchanan School	2	C	Enrolment can be managed through an accomodation plan.
Chief Justice Milvain School	4	NE	The opening of new schools in the Northeast will allow for future accommodation plans.
Colonel Macleod School	3	C	The school is dual track Regular and TLC program. The opening of new schools is expected to reduce TLC enrolment from new communities in future years.

School Name	Area	Planning Sector	Overflow Reciever?	Projected Utilization (2026)	Projected Utilization (2029)	# of Units to be Demolished	# of Student Spaces Removed	Projected Utilization After Modular Removal (2026)	Projected Utilization After Modular Removal (2029)	Reason for Demolition
John Ware School	6	S	No	70%	72%	1	25	73%	75%	Assessment of modular indicate that it is in poor condition and beyond repair
Silver Springs School	1	NW	No	91%	78%	1	25	100%	85%	Assessment of modular indicate that it is in poor condition and beyond repair
Tom Baines School	1	N	No	105%	106%	1	25	108%*	109%*	Assessment of modular indicate that it is in poor condition and beyond repair

*Although future utilization is projected to increase following modular removal, Tom Baines School is identified in the Three-Year System Student Accommodation Plan 2026–2029 as an enrollment balancing project.

School Name	Area	Planning Sector	Overflow Reciever?	Projected Utilization (2026)	Projected Utilization (2029)	Modular Age (years)	Modular Condition	# of Units Requested for Replacement	# of Student Spaces	Rationale for Replacement
The Hamptons School*	1	N	No	101%	81%	63	Poor	4	100	The modular units have significantly exceeded their intended service life and require replacement due to their poor and deteriorating condition.

*While projected utilization is 81% in 2029, enrolment beyond 2029 is expected to increase. The modular units at The Hamptons School represent 40% of the school's capacity and any small change in the number of modulars would have large impacts on the utilization rates. The age and condition of the modular units are key factors driving the need for replacement in the short term.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

OE-1: Global Operational Expectations



Calgary Board
of Education

Operational Expectations Monitoring Report

September 22, 2026

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 1: Global Operational Expectations, the Chief Superintendent certifies that the proceeding information is accurate and complete.

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

Signed: 

Date: September 22, 2026

Joanne Pitman, Chief Superintendent

BOARD OF TRUSTEES ACTION

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

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

Summary statement/motion of the Board of Trustees:

Signed: _____

Date: _____

Chair, Board of Trustees

Executive Summary

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

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

The Chief Superintendent's reasonable interpretation and indicators for OE 1: Global Operational Expectations were approved on June 24, 2025. The Board was last presented with the annual monitoring report for OE 1 on September 23, 2025.

This report includes data available from the 2025-26 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
1.1	1.1.1	Compliant
1.1	1.1.2	Compliant
1.2	1.2.1	Compliant
1.2	1.2.2	Compliant
1.2	1.2.3	Compliant
1.3	1.3.1	Compliant
1.3	1.3.2	Compliant
1.3	1.3.3	Compliant
1.3	1.3.4	Compliant

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

Board-approved Interpretation |

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

- operate in accordance with the *Education Act* and the related regulations, as well as other applicable legislation and regulations;
- operate using standards associated with sound professional and business practice;
- maintain working and learning environments that endeavour to keep employees and students from harm;
- support a respectful work and learning environment for students and employees and considerate, thoughtful interactions with the public;
- meet the expectations set out in the Board of Trustees' Operational Expectations policies; and
- administer its operations in ways that meet or exceed the community's expectations for the conduct of a public institution.

The Chief Superintendent shall:

1.1	Take all reasonable measures to ensure that practices, activities, decisions, and organizational conditions are lawful, ethical, safe, respectful, prudent, in compliance with Board policy and preserve the organization's public image and credibility.	Compliant
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The Chief Superintendent is responsible for ensuring the organization operates within the boundaries of law and Board of Trustees policies. Having consistent expectations through regulations aligned with and in support of applicable legislation and policies provides guidance and clarity for employees as they perform their duties.

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

1.1.1	Employees are informed of the expectations for their conduct in the context of their employment through the CBE Employee Code of Conduct: a) at the point of hire, as evidenced by new employee acknowledgement; b) annually by school principals; and c) annually by supervisors.	Compliant
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The organization is compliant with this indicator.

- a) At the point of hire, as evidenced by new employee acknowledgement

Evidence statement

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

- b) annually by school principals;

Evidence statement

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

- c) annually by supervisors.

Evidence statement

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

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

Evidence statement

CBE's Policy Coordinator is responsible for developing new administrative regulations (ARs), managing review and revision to existing administrative regulations, coordinating Operational Expectations reporting, as well as leading or supporting various policy related initiatives.

A work plan was submitted by the Policy Coordinator to General Counsel in fall 2025. The plan prioritized work based on legislative and regulatory changes, amendments flowing from Board policies, and changes stemming from material operational changes. This work is followed by regularly scheduled reviews.

In 2025-2026, the following Administrative Regulations were created or amended:

- AR 1029: Operation of Schools
- AR 1032: Learning Continuity During Emergencies
- AR 1066: Video Surveillance
- AR 3034: Athlete Eligibility Confirmation
- AR 3051: School Literary Materials Selection
- AR 3068: Parental Notification and Opt-In Consent
- AR 4038: Harassment, Sexual Harassment and Discrimination
- In process: AR 3003: Special Education Programming

In addition, the following Administrative Regulations received minor revision to ensure compliance with privacy legislation updates (moving from FOIP to PIPA and ATIA):

- AR 1014: School Participation in Programs - Outside Services
- AR 1061: Responsible Care and Security of Information
- AR 1063: Calgary Board of Education Internet Web Presence
- AR 1064: Public Sharing of Student Information
- AR 1065: Forms Management
- AR 3007: Seclusion, Physical Restraint, & Time-Out Rooms
- AR 3027: Off-Site Activities
- AR 3032: Educational Research and Experimentation
- AR 4029: Employee Police Information Check
- AR 4090: Public Interest Disclosure (Whistleblower Protection)
- AR 5003: Volunteers
- AR 6024: Student Records
- AR 6031: Welcoming, Caring, Respectful and Safe Learning and Work Environments

From June through August 2026, the Policy Coordinator facilitated a working group to update numerous ARs to comply with Bill 25, *An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act, 2026*. This work is expected to continue through December 2026.

Evidence demonstrates all indicators in subsection 1 are in compliance.

1.2	Appropriately manage risks related to the strategic and operational objectives of The Calgary Board of Education.	Compliant
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The Chief Superintendent shall ensure that activities and conditions within the CBE support the reliable achievement of strategic and operational objectives over time and within available financial resources.

The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

1.2.1	Reports to the Board will provide analysis and responses to potential material risks of proposed decisions.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Reports submitted to the Board include analysis regarding potential material risks of proposed decisions. Analysis of potential material risks is targeted to ensure achievement of Results and/or key outcomes in the Education Plan. A material risk is a significant event or exposure that could severely impact the CBE's operations, safety, or finances. Subject to the protection of personal privacy and legal privilege, all reports submitted to the Board for proposed decision are provided at public Board meetings, where the Board has an opportunity to examine and make inquiries about the report, including any potential material risks identified therein.

Examples of such reports include the Three-Year System Student Accommodation Plan, the Three-Year School Capital Plan, and the Annual Education Results Report.

A noted exception is Operational Expectations Monitoring Reports, which do not include an analysis section. However, these reports follow an agreed template and allow for Trustees to present questions regarding evidence statements provided and receive responses before making a determination regarding compliance. Additionally, the Operational Expectations development process includes work done by the Chief Superintendent and administration to determine reasonable interpretations and indicators that Trustees review and approve.

1.2.2	In CBE financial reports, CBE administration will assess and report on the financial health and material operational risks that impact achievement of the strategic objectives of CBE Education Plan and Board Results policies.	Compliant
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The organization is compliant with this indicator.

Evidence statement

For the 2025-2026 school year, all quarterly budget variance reports identified and reported variances from the approved budget, along with their potential impacts on the achievement of the strategic objectives outlined in the CBE Education Plan and Board Results policies. These reports provided ongoing assessment of the organization's financial position and highlighted material operational risks where applicable.

In addition, each quarterly budget variance report included a Financial Health Matrix, which tracks key financial indicators over time and supports the monitoring of the organization's overall financial health. This information enables Administration to assess financial sustainability, identify emerging risks, and provide transparent reporting to the Board regarding factors that may affect the achievement of strategic objectives.

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

Evidence statement

Upon review of the nine Operational Expectation (OE) monitoring reports presented to the Board of Trustees during the 2025-2026 school year, CBE demonstrated compliance with 90 of 93 Operational Expectation Indicators, equal to 96.8% compliance. If "not applicable" is excluded, compliance moves to 90 of 91, equal to 98.9% compliance. OE monitoring reports presented during the 2025-2026 school year include data available from the 2024-2025 school year.

Evidence demonstrates all indicators in subsection 2 are in compliance.

1.3	Take reasonable actions to ensure that the organization, the Board or employees are not recklessly exposed to legal liability.	Compliant
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The Chief Superintendent interprets:

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

Board-approved Indicators and Evidence of Compliance |

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

Evidence statement

During the 2025–2026 school year, the CBE, through its participation in the Urban Schools Insurance Consortium (USIC), secured insurance coverage without difficulty across all major insurance lines. The resulting program remained appropriate to CBE's risk profile and provided adequate protection for its identified insurable risks and operational exposures.

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

Evidence statement

During the 2025–2026 school year, there were zero instances of an insurer declining, cancelling or materially restricting coverage under any CBE insurance line because of hazardous conditions or inadequate risk controls.

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

Evidence statement



Standard forms are available for various types of agreements, including procurement, on-site and off-site activities, transportation services, and partnerships with external organizations. These master agreements undergo review and revision in consultation with Legal Services whenever necessary.

Master agreement templates were updated in 2025-2026 for the following:

- Purchasing goods, services, and professional services;
- Supplementary terms for CCDC2, RAIC_6, and ACEC standard form contracts; and
- On-site and off-site activities.

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

Evidence statement

CBE has a clearly defined and well-communicated process for approving off-site activities of all types. The process includes an Off-Site Activities Procedures Manual (reviewed yearly), administrative regulations, an online Off-Site Activities Proposal and Review process, and dedicated oversight from the Education Director and the Off-Site Activities System Assistant Principal. Oversight ensures compliance with the Off-Site Activities Procedures Manual and the applicable administrative regulations. In addition to these formal processes, the Education Director/Off-Site Activities System Assistant Principal communicates annual updates to school administrators through an early fall The Week Ahead (TWA) communication titled Important Updates from Off-Site. These updates highlight any changes to procedures, operational expectations, professional learning opportunities, and other key information related to off-site activities.

The approval process differentiates among local, provincial, out-of-province, and international off-site activities, with increasing levels of review based on the nature and complexity of the activity. Out-of-province and international activities (classified as Category C and D trips) are reviewed by the Off-Site Safety Advisory Committee (OSAC), which includes the Off-Site Activities System Assistant Principal, Education Director and a Risk Advisor from Corporate Risk & Security. Following OSAC's review and the Education Directors recommendation, these trips then require final approval from the Superintendent, providing an additional level of oversight and risk management. The annual TWA communication further supports implementation by ensuring school leaders are informed of any changes to approval requirements, training opportunities, and risk management expectations before the start of each school year.

Approved Trips (August 2025 - June 2026)

Approved Trip Type	"A"	"B"	"C"	"D"
# of Trips	17 684	995	76	*1
# of students	n/a	46 987	2 160	5

*D Trips did not proceed in the 2025/26 school year except for 1 school that qualified for Worlds in debate in Cambridge.

Evidence demonstrates all indicators in subsection 3 are in compliance.

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to "interpret" policy values, saying back to the Board, "here is what the Board's value means to me." The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent "get it?" This reasonable interpretation is the first step required in monitoring compliance on Operational Expectations and monitoring reasonable progress on Results.

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be "non-compliant." The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.

Alternative Address Fee 2026-2027

Report to Board of Trustees



Calgary Board
of Education

Date	October 6, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-3: Instructional Program OE-5: Financial Planning
Resource Person(s)	Brenda Gibson, Manager, Transportation

1. Recommendation

It is recommended:

- THAT the Board of Trustees approves the revised alternative address fee for the 2026-27 school year, as provided in Attachment I to this report.

2. Issue

Following completion of bus routing for the 2026-27 school year and upon review of ensuing anticipated expenses, an opportunity has been identified to reduce the alternative address fee for student transportation approved on May 26, 2026 as part of the Budget Report 2026-27.

3. Background

The option of providing an Alternative Address for students using yellow busing was introduced by the CBE in 2021-22 school year to provide flexibility for families that need their student to be picked-up or dropped off at different addresses. Reasons might include transportation to before-and-after school care programs, shared custody circumstances, or other family arrangements that ensure the student is attended to immediately prior to or after school.

It is important to underscore that alternative address requests utilize existing bus routes and bus stops; no additional bus routes or stops are created. Students are also registered and paying riders. This means that the expenses incurred by the CBE to manage alternative addresses are solely related to the administrative effort expended to undertake activities like the processing applications, confirming eligibility, determining options using existing routes and existing bus stops, communicating

updates to service providers and families, request to cancel the service, and respond to questions from families.

For the 2026-27 school year, Budget 2026-27 identified an alternative address fee of \$25 per month based on past experience that linked the administrative expense incurred to manage these exceptional requests at approximately half of the fee for regular and alternative program transportation.

Note that at the request of the Board of Trustees, a detailed report covering student transportation service levels and fees will be provided later this school year.

4. Analysis

The increase in the regular and alternative program bus fee that was required for the 2026-27 to maintain student transportation services financially balanced was higher than in previous years. Upon subsequent review, an opportunity was identified to lower the alternative address fee by moving away from the previous methodology and establish the fee independently.

As a result of this review, the alternative address fee proposed for the 2026-27 school year is \$10 per month.

In comparison to the originally approved fee for the 2026-27 school year of \$25 per month, this represents a \$15 per month decrease.

5. Financial Impact

The proposed reduced alternative address fee will ensure that student transportation remains financially sustainable within the revenue collected from the provincial Transportation grant and student fees, while lowering the financial impact on families.

6. Implementation Consequences

The decision presented today will not result in any C2 implications.

7. Conclusion

Following a review of the level of administrative effort required to support the provision of alternative addresses for student transportation purposes, an opportunity has been identified to lower student transportation fees. If the Board approves the recommended revised fee, the new fee will be announced immediately and loaded onto family myCBE accounts of those who have registered for alternative addresses in October. Families continue to benefit from the month of September to decide to cancel this service at no cost to them should they determine the service does not meet their needs.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Revised 2026-27 Alternative Address Fee

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

Revised 2026-27 Alternative Address Fee

The change from 2025-26 school year to the current 2026-27 school year is as follows:

	2026-27 Revised Monthly Fee	Monthly Fee Approved with Budget 2026-27	2025-26 Monthly Fee
Additional Alternate Address	\$10	\$25	\$18

PROPERTY OF THE CALGARY BOARD OF EDUCATION

Transportation Options Report

Report to Board of Trustees



Calgary Board
of Education

Date	October 6, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor, Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-3: Board Job Description

1. Recommendation

It is recommended:

- THAT the Board of Trustees approves an extension to the delivery date of the fees and service level options in relation to regular, alternative and specialized transportation report from December 31, 2026 to February 9, 2027.

2. Background

At the May 26, 2026 public Board meeting, the Board of Trustees (the “Board”) passed the following motion regarding transportation:

THAT the Board of Trustees directs the Chief Superintendent to investigate fees and service level options in relation to regular, alternative and specialized transportation and report to the Board of Trustees by December 31, 2026. (the “Transportation Options Report”)

Following the May 26, 2026 Board meeting, Administration commenced planning for the Transportation Options Report; as the planning for this work unfolded Administration recognized gathering the relevant information and producing a comprehensive report for the Board would require significant time. As a result, Administration is requesting the Board consider adjusting the due date for the Transportation Option Report to be no later than February 9, 2027.

3. Conclusion

The Board of Trustees consider adjusting the due date for the fees and service level options in relation to regular, alternative and specialized transportation report from December 31, 2026 to February 9, 2027.

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.

Chief Superintendent's Update

Report to Board of Trustees



Calgary Board
of Education

Date	October 6, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE 3: Instructional Program OE 8: Communicating and Engaging with the Public

1. Recommendation

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

2. Issue

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

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

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

3. Background

OE-3 Instructional Program | CBE Welcome Centre

The CBE Welcome Centre serves as the initial point of contact for all non-Canadian citizen student registrations. The Welcome Centre provides comprehensive support to new students and families, including registration assistance, student language proficiency assessments, and connections to community resources through The Calgary Bridge Foundation for Youth (CBFY). The CBFY continues to be a valued partner in supporting newcomer families through its in-settlement services, which include assistance with housing, educational upgrading opportunities, student activities and programs in the community, and access to a broad range of community supports. These services help newcomers successfully transition to life in Calgary and support their educational success and well-being.

Since the summer and through September, the Welcome Centre has welcomed 1,925 students, contributing to a total of 3,901 new non-Canadian citizen student registrations for the 2026-2027 school year. An additional 169 registrations are currently being processed.

Of the 3,901 newly registered students, 189 are refugees. The top source countries for refugee students are Sudan, Afghanistan, Iraq, the Syrian Arab Republic, and Pakistan.

Across the CBE, there are currently 44,091 English as an Additional Language (EAL) learners of which 28,703 are non-Canadian citizen students.

OE-3 Instructional Program | EAL Summer Professional Learning

On August 24 and 25, the English as an Additional Language (EAL) Service Unit hosted the EAL Summer Symposium at Lester B. Pearson High School. 139 CBE staff attended both days, networking with colleagues and engaging in a variety of sessions to build capacity in benchmarking and annotation, culturally responsive teaching strategies, scaffolding and differentiation, explicit vocabulary instruction, high impact EAL strategies, and task design.

Feedback highlighted that over 97% of participants agreed the sessions were relevant to their role and responsibilities, they gained new knowledge/skills, and that the symposium provided opportunities for collaboration.

OE-8 Communicating and Engaging with the Public | Social Media Snapshot for 2025-26 School Year

During the 2025-26 school year, CBE saw increased reach and engagement across Facebook, Instagram and LinkedIn. Social media continues to be an effective channel for sharing important, timely information, including reminders about non-instructional days, registration, weather advisories and messages from the Board of Trustees and CBE leadership.

It also plays an important role in celebrating major announcements and milestones, such as new school construction projects, while providing opportunities to showcase inspiring stories from across the system. These stories highlight student and staff achievements and demonstrate the tangible work underway to advance the Education Plan, including initiatives focused on [Learning Excellence](#), [Well-Being](#), and [Truth and Reconciliation](#).

Finishing the 2025-26 school year, CBE had:

- 10,084 Instagram followers, an increase of 1771 followers since Oct. 2025

- 2.2 million views on Instagram posts. Views increased by 127.8% compared to the timeframe for which 2024-25 data is available (April to July)
- 5,781 Facebook followers, an increase of 1681 followers since Oct. 2025
- 1.4 million views on Facebook posts. Views increased by 506%, compared to the timeframe for which 2024-25 data is available (October to July)
- 25,354 LinkedIn followers, an increase of 1586 followers since Nov. 2025
- 185,735 impressions on LinkedIn posts. Impressions increased by 150% compared to the timeframe for which 2024-25 data is available (December to July)

Some of the best performing content of the year included information about labour action, the video spotlight for [Evanston Heights](#), a story about [two high school students designing technology](#) to help people who have Parkinson's Disease and a post about [hiring Educational Assistants](#).



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

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

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