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public agenda

Regular Meeting of the Board of Trustees

November 3, 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 |	**Awards and Recognitions**		GC-3	
	4 |	**Results Focus**			
	5 |	**Operational Expectations**			
	5.1	OE-4: Treatment of Employees – Annual Monitoring	J. Pitman	OE-4	Page 5-1
	6 |	**Public Comment [PDF]**		GC-3.2	
		Requirements as outlined in Board Meeting Procedures.			
	7 |	**Matters Reserved for Board Information**		GC-3	
	8 |	**Matters Reserved for Board Decision**	Board	GC-2	
	8.1	Financial Status of Reserves and Designated Funds at August 31, 2026	Board	OE-5,7	Page 8-1
	9 |	**Consent Agenda**	Board	GC-2.6	
	9.1	Items Provided for Board Decision			
	9.2	Items Provided for Board Information			
		9.2.1 Chief Superintendent's Update			Page 9-1

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.

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OE-4: Treatment of Employees

Calgary Board of Education

Operational Expectations Monitoring Report

November 3, 2026

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 4: Treatment of Employees, 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: November 3, 2026

Joanne Pitman, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 4: Treatment of Employees, the Board of Trustees:

☐ Finds the evidence to be compliant

☐ Finds the evidence to be compliant with noted exceptions

☐ Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____ Date: _____

Chair, Board of Trustees

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Executive Summary

The Board of Trustees believes that student success and well being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive.

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education regarding the treatment of employees.

The Chief Superintendent's reasonable interpretation and indicators for OE 4: Treatment of Employees were approved on October 12, 2021. The Board was last presented with the annual monitoring report for OE 4 on January 13, 2026. This report includes data available from the 2025-2026 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
4.1	4.1.1	Compliant
4.1	4.1.2	Compliant
4.1	4.1.3	Compliant
4.2	4.2.1	Compliant
4.2	4.2.2	Compliant
4.2	4.2.3	Compliant
4.2	4.2.4	Compliant
4.3	4.3.1	Compliant
4.3	4.3.2	Compliant
4.4	4.4.1	Compliant
4.4	4.4.2	Compliant
4.4	4.4.3	Compliant
4.4	4.4.4	Compliant

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The Board of Trustees believes that student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive.

Board-approved Interpretation |

CBE has the ability to positively impact the achievement of CBE Results through the quality and performance of employees and attention to workplace culture.

The Chief Superintendent interprets:

- *recruitment* to mean the selection of employees newly hired to the CBE.
- *retention* to mean the ongoing employment and commitment of employees.
- *fair compensation* to mean the aggregate cost of salaries and benefits for employees that are competitive subject to CBE's ability to pay.
- *highly qualified* to mean possessing the skills, knowledge and abilities required of the position and whose principles align with CBE values and vision.

The Chief Superintendent shall:

4.1	Provide a safe, supportive and respectful organizational culture for all staff that respects diversity and fosters a positive and welcoming environment.	Compliant

The Chief Superintendent has a responsibility to ensure that the organization implements policies and practices that ensure a welcoming, caring, respectful and safe work environment.

The Chief Superintendent interprets:

- *safe* to mean a work environment that is free from potential harm to employees and their well-being.
- *supportive* to mean opportunities for growth and development
- respectful to mean a work environment that is caring and where employees feel they are treated fairly.
- *organizational culture* to mean the creation and existence of a safe and courteous environment for its employees
- *diversity* to mean exhibiting the full range of human characteristics and abilities.
- *positive and welcoming environment* to mean an atmosphere that is encouraging, stimulating and engaging.

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Board-approved Indicators and Evidence of Compliance |

4.1.1	Improvement aimed at promoting a welcoming, caring, safe and respectful work environment is noted within two years of scheduled single topic surveys.	Compliant

The organization is compliant with this indicator.

Evidence statement

In May 2026, the CBE launched the Employee Well-Being Strategy (hereinafter the "Strategy"), informed by employee experience, organizational data, information from service providers and industry-leading practices.

Following the launch of the Strategy, employees were invited to participate in the 2026 Employee Well-Being Survey. More than 40% of employees (6,734) participated, including 6,181 school-based employees. Teachers represented approximately 60% of respondents (3,959), while approximately 30% of participants (2,077) reported having less than five years of service with the CBE.

Survey feedback is being used to inform actions that support employee well-being. The 2026 survey was redesigned to align with the new Strategy and establishes a new baseline against which future results may be compared.

Over the past several years, the CBE has introduced and expanded several initiatives designed to strengthen a welcoming, caring, safe and respectful work environment, with positive movement in key areas. CBE teaching staff continue to miss fewer days on average than their Canadian public-sector counterparts, decreasing from approximately nine days in 2024-2025 to eight days in 2025-2026, compared to nearly 15.7 days during the comparable time period in the Canadian public sector.

While use of the Employee and Family Assistance Program (EFAP) decreased from 13.4% in 2023-2024 to 8.52% in 2024-2025, utilization remained above the industry average of 6.44%. Data from the EFAP provider indicates that employees who accessed short-term counselling services reported measurable improvements in several areas. In 2025, following counselling, workplace distress improved by 14%, workplace engagement improved by 20%, and life satisfaction improved by 22%.

Professional learning and leadership development opportunities have also expanded, with workshops focused on areas such as resiliency, empathetic communication, and unconscious bias. This data collectively demonstrates that actions taken following employee feedback are contributing to ongoing efforts to enhance employee well-being and workplace culture.

4.1.2	A comprehensive program of PIF and granted leaves of absences in support of opportunities for personal and professional growth or learning will be offered annually.	Compliant

The organization is compliant with this indicator.

Evidence statement

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The CBE currently provides Professional Improvement Fellowships (PIF) leave opportunities to continuous Staff Association (SA), Professional Support Staff (PSS) and certificated Alberta Teachers' Association (ATA) employees. In the 2025-2026 school year, 24 employees were granted and began their Professional Improvement Fellowship (PIF) leave.

The composition of employees taking a PIF consisted of 14 employees affiliated with the ATA, and 10 with the SA. In addition, there were 65 tuition and books approved for reimbursement through the PIF program.

Currently, the CBE does not track if other granted leaves (deferred salary or general leaves) are utilized for professional or personal development; however, it is plausible that some are used in this manner.

4.1.3	Mechanisms in place that support a safe organizational culture are utilized (such as Harassment, Workplace Violence, and Whistleblower reports).	Compliant

The organization is compliant with this indicator.

Evidence statement

CBE has comprehensive administrative regulations that establish standards for employee conduct, and that provide clear processes to address complaints of bullying, harassment, discrimination, and gross mismanagement of CBE resources. During 2025-2026 school year, AR 4090 - Public Interest Disclosure, AR 4027 - Employee Code of Conduct and AR 4038 - Harassment, Sexual Harassment and Discrimination were reported as being shared and discussed by 100% of all supervisors, including principals. Employees can file complaints through multiple mechanisms – e.g., directly to the Superintendent of Human Resources or through Public School Works. Whistleblower complaints are directed to the Designated Officer at CBE.

Complaints under the relevant mechanisms from a range of employee occupations and worksites are evidence that these mechanisms are available and utilized.

Evidence demonstrates all indicators in subsection 1 are in compliance

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4.2	Establish and implement standards and practices for the recruitment, fair compensation, and retention of highly qualified employees. a. Retain an external expert to conduct a salary survey of exempt and executive positions in 2023 and every four years thereafter.	Compliant

The processes involved in hiring new employees and maintaining current employees are critical to supporting the achievement of CBE Results.

The Chief Superintendent interprets:

- *standards* to mean the benchmarks of the CBE that provide a measure through which analysis of practices supports continuous growth in practices;
- *practices* to mean the strategic operations of human resources through which CBE manages employees compliant with legislative and regulatory requirements and in alignment with CBE's Education Plan;
- *recruitment* to mean the selection of employees newly hired to the CBE
- *fair compensation* to mean the aggregate cost of salaries and benefits for employees that are competitive subject to CBE's ability to pay.
- *retention* to mean the ongoing employment and commitment of employees.
- *highly qualified* to mean possessing the skills, knowledge and abilities required of the position and principles that align with CBE values and vision.

Board-approved Indicators and Evidence of Compliance |

4.2.1	90% of employees who pass their probationary period will still be employed with the CBE at the 2-year anniversary.	Compliant

The organization is compliant with this indicator.

Evidence statement

At the end of the 2025–2026 school year, 91.1% of continuous employees remained employed with the CBE two years after completing their probationary period. This overall rate is influenced by turnover among Lunch Supervisors, who are continuous, part-time employees typically working 10 hours per week. Turnover in this role is relatively high, in part because many Lunch Supervisors are often parents balancing work with family responsibilities.

4.2.2	95% of school based principals and assistant principals who successfully pass their evaluation will have maintained the designation at the 3 year anniversary.	Compliant

PROPERTY OF THE CALGARY BOARD OF EDUCATION

The organization is compliant with this indicator.

Evidence statement

In 2025-2026 school year, 96.7% of school-based principals and 100% of school based assistant principals, who successfully passed their evaluation, maintained their designation at their three (3) year anniversary in 2025-2026.

4.2.3	Salaries and benefits are reviewed annually against identified comparators.	Compliant

The organization is compliant with this indicator.

Evidence statement

In 2025-2026, salaries and benefits were reviewed against identified comparators in support of compensation decisions for exempt staff. A market review examined external market data, organizational considerations and governance requirements to assess whether a salary structure adjustment was warranted. In addition, annual salary and benefits reviews were conducted using market comparator information from external compensation and benefits benchmarking surveys and databases. These reviews provided current market information to support compensation decisions and ongoing oversight of salaries and benefits.

4.2.4	An external expert conducted a survey of exempt and executive position salaries.	Compliant

The organization is compliant with this indicator.

Evidence statement

The CBE retained an external expert to conduct a salary survey of exempt and executive positions. A comprehensive review of exempt and executive positions was completed in 2025. Findings of this review were presented to the Board on April 22, 2025. No external salary survey of exempt and executive positions was scheduled or required during the current reporting period.

An internal market review was completed in 2026 to assess the competitiveness of exempt and executive compensation and determine whether a salary structure adjustment was warranted. Based on the review, no salary structure adjustment was recommended for 2026.

Evidence demonstrates all indicators in subsection 2 are in compliance.

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4.3	Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.	Compliant

Having clear rules and procedures that identify expectations and govern employees is essential to the fair and transparent operation of the organization.

The Chief Superintendent interprets:

- *administer* to mean develop, provide and apply.
- *personnel rules* to mean CBE Administrative Regulations pertaining to employee behaviour and those provisions/processes identified within the Education Act.
- *procedures* to mean those practices and processes subject to the provisions of the collective agreements, terms and conditions of employment and current Education Act.

Board-approved Indicators and Evidence of Compliance |

4.3.1	100% of employees will be made aware of Calgary Board of Education policies or regulations governing: ▪ respect in the workplace; ▪ conflict of interest; and ▪ responsible use of electronic information resources.	Compliant

The organization is compliant with this indicator.

Evidence statement

All employees who join the organization are provided with CBE documentation regarding regulations governing respect in the workplace, the Employee Code of Conduct and Responsible Use of Electronic Information resources and regulations, through the onboarding process. Employees are responsible for signing-off to indicate awareness.

Every new employee is provided with a link to all new hire documents that include:

- AR 4027: Employee Code of Conduct;
- AR 1061: Responsible Care and Security of Information;
- AR 1062: Responsible Use of Electronic Information;
- AR 1070: Occupational Health and Safety; and
- AR 6024: Student Records.

Regulations governing respect in the workplace and conflict of interest are available to all employees. Employees access regulations online through the CBE Staff Insite. All employees are advised, as part of a communication plan, of any changes to the administrative regulations. In addition, one hundred percent (100%) of employees are made aware of the policy regarding the responsible use of electronic information each time they log into the CBE network.

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4.3.2	There will be no grievance, arbitration, board of reference decisions, or findings in a court of law that the CBE failed to administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.	Compliant

The organization is compliant with this indicator.

Evidence statement

There were no adverse decisions toward the CBE regarding grievances, arbitrations, board of reference decisions or findings in a court of law that CBE failed to administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.

Evidence demonstrates all indicators in subsection 3 are in compliance.

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4.4	Ensure the Board's approval for the bargaining mandate, the ratification of all collective agreements for unionized employees, and the approval of the total compensation of all exempt employees.	Compliant

Negotiation discussions with unionized employees must be conducted within reasonable and permitted parameters

The Chief Superintendent interprets:

- *Board's approval* to mean a carried motion recorded in the minutes of a meeting of the Board of Trustees.
- *bargaining mandate* to mean the parameters within which a new collective agreement may be negotiated.
- *ratification* to mean the approval to conclude a collective agreement in accordance with the Labour Relations Code.
- *total compensation* to mean aggregate cost of salaries and benefits for exempt employees that are funded from the CBE budget.
- *exempt employees* to mean personnel who are not part of a bargaining unit according to the Labour Relations Code.

Board-approved Indicators and Evidence of Compliance |

4.4.1	The commencement of every round of collective bargaining occurs after the Board of Trustees approves a bargaining mandate.	Compliant

The organization is compliant with this indicator.

Evidence statement

No collective bargaining commenced in the 2025-2026 school year. The 2024-28 round of collective bargaining commenced in the 2024-25 fiscal year. Bargaining mandates were presented to and approved by the Board of Trustees prior to commencement.

Central bargaining between the Alberta Teachers' Association (ATA) and the Teachers' Employer Bargaining Association (TEBA) is conducted at the provincial level. As a result, matters such as teacher compensation and other central terms are negotiated through the provincial collective agreement rather than by individual school boards.

Local bargaining normally follows the conclusion of central table negotiations. However, pursuant to the legislated agreement governing the 2024-28 bargaining round, local bargaining did not occur in 2025-26. Consequently, there was no local bargaining mandate requiring consideration or approval by the Board of Trustees.

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4.4.2	All collective bargaining settlements occur within the parameters of any mandate approved by the Board of Trustees.	Compliant

The organization is compliant with this indicator.

Evidence statement

The 2024-28 round of collective bargaining reached settlement for all of CBE's unions in the 2024-25 fiscal year, all within the mandates provided by the Board of Trustees.

The only exception was central collective bargaining with the Alberta Teachers Association (ATA) which is completed at the provincial level with a mandate from the Teacher Employer Bargaining Association (TEBA). On October 28, 2025, legislation confirmed a binding agreement for the parties for the period of 2024-28, which included the elimination of local bargaining.

4.4.3	Every round of collective bargaining is concluded with the ratification of the new collective agreement by the Board of Trustees.	Compliant

The organization is compliant with this indicator.

Evidence statement

The last table to conclude bargaining for the 2024-28 round was the ATA. As noted above, legislation confirmed a binding agreement for the parties for the period of 2024-28, which included the elimination of local bargaining for that round. As such, there was no agreement for the CBE Board of Trustees to ratify.

4.4.4	Changes to total compensation packages for exempt employees occur after the Board of Trustees' approval.	Compliant

The organization is compliant with this indicator.

Evidence statement

No changes to the total compensation package for exempt or executive employees occurred during the 2025-2026 school year.

Evidence demonstrates all indicators in subsection 4 are in compliance.

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GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

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

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Financial Status of Reserves and Designated Funds at August 31, 2026

Calgary Board of Education

Report to Board of Trustees

Date	November 3, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman, Chief Superintendent of Schools
Purpose	Decision
Originator	Brad Grundy, Superintendent, Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-7: Communication With and Support for the Board
Resource Person(s)	Tanya Scanga, Director, Corporate Finance

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1. Recommendation

It is recommended:

- THAT the Board of Trustees approves the transfers represented in Attachment I.

2. Issue

Operational Expectation OE-5: Financial Planning requires that the Chief Superintendent ensures that prior board approval is received for all expenditures from reserves funds and for all transfers between operating reserves, capital reserves or committed operating surplus.

3. Background

Each spring, the Calgary Board of Education (CBE) prepares operating and capital budgets for the fiscal year beginning September 1 and submits them to Alberta Education by May 30. Quarterly and annual financial reports are presented to the Audit and Risk Committee, and the Board of Trustees compare actual results with the approved budgets and support Board monitoring under of OE-5: Financial Planning and GC-5: Board Committees.

Once year-end results are known, funds may be transferred to or from reserves to address a deficit or set aside a surplus for future use. Board-approved terms and conditions govern additions to and withdrawals from operating and capital reserves, including the requirement for prior Board approval under OE-5: Financial Planning.

CBE also permits certain unspent funds for one-time projects to carry forward into the next year. These amounts are reported as Designated Funds and are approved annually by the Superintendents' Team.

If the transfers proposed in this report are approved, operating reserves as at August 31, 2026, will be $32.030 million (2.0% of total fiscal 2024-25 expenditures). These reserves will be available to support future operations, subject to Board and Ministerial approval.

4. Analysis

The following sections summarize the proposed operating and capital reserve transfers for the year ended August 31, 2026. The detailed transfers are set out in Attachment I.

Restricted Reserves

CBE consolidates the financial results of EducationMatters[1] for financial reporting under public sector accounting standards. The EducationMatters flow-through fund represents EducationMatters' operating surplus and is not available to support CBE operations.

Sept 1, 2025	Transfers in / (out)	Aug 31, 2026
$ 2,080,000	$ (83,000)	$1,997,000

Designated Operating Funds

Designated Operating Funds, often referred to as carry forwards, are unspent amounts for approved projects that started in 2025-26 but were not complete at year-end. With Superintendents' Team approval, these funds can be carried forward for use in 2026-27. Without approval, the remaining project costs would need to be funded from 2026-27 resources.

Attachment II sets out the criteria for carry forward requests. In general, a project must have prior approval, be underway and be expected to conclude in the following school/fiscal year.

Sept 1, 2025	Transfers in / (out)	Aug 31, 2026
$ 8,283,000	$ 1,894,000	$ 10,177,000

[1] EducationMatters is a charitable trust that funds innovative public enhancement programs. It is governed through a Trust indenture by an independent Board of Governors, which includes two appointed CBE Trustees.

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The $1.9 million net increase consists of a $1.8 million increase in school carry forwards and a $0.1 million increase in service unit carry forwards. The balance changes from year to year based on the number and progress of eligible projects.

This transfer establishes a carryforward of $8.2 million in school carryforwards and $2.0 million for service unit carryforwards to be utilized in the 2026-27 fiscal year.

Available for use reserves

The Fiscal Stability Reserve provides financial flexibility when CBE faces short-term funding pressures, temporary enrolment changes, emergencies or significant operational impacts. It may also support one-time initiatives that generate operating savings.

The minimum balance under the terms and conditions for this reserve is $8.4 million or 0.5% of the total annual operating budget. With a balance of $30.1 million, the Fiscal Stability Reserve is approximately 1.8% of the total annual operating budget.

Sept 1, 2025	Transfers in / (out)	Aug 31, 2026
$ 23,415,000	$ 6,680,000	$ 30,095,000

Capital Reserves

Capital Reserves include unspent funds carried forward for capital projects that are underway but not yet complete, as well as specific reserves for items such as capital leases and relocations. Capital carry forwards are evaluated and approved by CBE's Capital Budget Council, co-chaired by the Superintendents of Facility and Environmental Services and Finance and Technology Services.

Capital Reserves increase by $2.7 million. This reflects a $2.4 million year-over-year increase in capital carry forwards and a $0.3 million one-time payment from the City of Calgary related to dry pond placement.

The same carry forward criteria apply to both operating and capital requests (Attachment II).

Sept 1, 2025	Transfers in / (out)	Aug 31, 2026
$ 67,225,000	$ 2,729,000	$ 69,954,000

5. Financial Impact

The complete Financial Statements and signed Audit Report will be presented to the Board of Trustees in late November 2026 for approval. The audit is still in progress. Audit adjustments could change the year-end unrestricted surplus or the reserve transfers recommended in this report.

The 2025-26 Audited Financial Statements will disclose the planned reserve transfers and Designated Funds, consistent with previous Board motions.

The Statement of Operations for the Year Ended August 31, 2026

In the financial statements that are presented later in November, Administration expects that the CBE's unrestricted surplus, within the broader Accumulated Surplus from Operations (ASO) will be a surplus of $6.522 million after accounting for the reserve provision request identified in this report. This increase is due

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to a number of compounding factors including, but not limited to, additional revenue from the government and interest rates and savings on expenses related to insurance and utilities. A thorough explanation of changes impacting the CBE over the course of 2025-26 can be found in the quarterly budget variance reports provided to the Board of Trustees.

CBE's operating and capital reserve balances remain within government and Board policy limits. The unrestricted surplus also provides flexibility for future use, subject to the required approvals.

CBE Administration has taken several actions to eliminate the CBE's unrestricted deficit including carefully managing expenditures across the system to increase CBE's flexibility to deploy the reserves in the future. As a result, the CBE's unrestricted deficit has moved into an unrestricted surplus.

After the reserve provisions requested in this report, total ASO is expected to be $32.030 million (2.0% of prior year expenditures).

6. Conclusion

The proposed transfers are recommended in accordance with the Board-approved terms and conditions for the applicable reserve funds and with provincial requirements.

This report presents CBE's reserves and Designated Funds as at August 31, 2026 and requests Board approval of the related transfers arising from the 2025-26 operating and capital results, as required by OE-5: Financial Planning.

JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: **2025-26 Statement of Total Reserves and Designated Funds**
Attachment II: **Guidelines for Carry forward Requests**

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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Attachment I: 2025-26 Statement of Total Reserves and Designated Funds

CALGARY BOARD OF EDUCATION
2025-26 USE OF OPERATING RESERVES (in $ thousands)

Description	Reserves balance Sep. 1, 2025	2025-26 Budget planned use of reserves (1)	Use of reserves	Reserve balance Aug. 31, 2026
Accumulated operating reserves				
Available for use reserves				
Fiscal stabilization reserve	23,415	-	6,605	30,020
Restricted reserves				
EducationMatters flow-through funds (2)	2,080	-	(83)	1,997
Changes in accounting policy reserve	(10,164)	-	-	(10,164)
Total operating reserves	**15,331**	**-**	**6,522**	**21,853**
Designated operating reserves				
School decentralized budgets	6,350	-	1,824	8,174
Instructional and service unit initiatives	1,933	-	70	2,003
Total designated funds	**8,283**	**-**	**1,894**	**10,177**
Total operating reserves and designated	**23,614**	**-**	**8,416**	**32,030**
Capital reserves				
Restricted building reserve	29,896	-		29,896
Designated capital reserves	16,863	-	2,414	19,277
Unrestricted capital reserve	20,466	-	315	20,781
Total capital reserves	**67,225**	**-**	**2,729**	**69,954**
Total reserves	**90,839**	**-**	**11,145**	**101,984**

(1) Approved by the Board of Trustees on May 27, 2025.
(2) This reserve is the result of consolidating Education Matters into the CBE's financial statements in accordance with accounting standards

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Attachment II: Guidelines for Carryforward Requests

1) The amount requested is for project expenditures not otherwise incorporated in the 2026-27 operating and capital budgets and are directly related and critical to the success of the Education Plan.

2) The initial funding for the project has been specifically approved by the Superintendents' Team or the Capital Budget Council (A cross-organizational council co-chaired by the Superintendents of Facility and Environmental Services and Finance and Technology Services).

3) The project is already underway as evidenced by outstanding purchase orders or a work order.

4) All service unit carry forward requests are presented to Superintendents' Team for approval or rejection prior to their inclusion in this report.

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Chief Superintendent's Update

Report to Board of Trustees

Calgary Board of Education

Date	November 3, 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 2: Learning Environment/Treatment of Students OE 3: Instructional Program OE 4: Treatment of Employees OE 8: Communicating and Engaging with the Public OE 9: Facilities

PROPERTY OF THE CALGARY BOARD OF EDUCATION

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-2: Learning/Environment/Treatment of Students states that "it is essential to establish and maintain a learning environment that is welcoming, caring, safe, respectful and conducive to effective learning for each student." With other reports submitted to the Board of Trustees, this update meets the requirement of providing safe and positive learning conditions for each student that fosters a sense of belonging and a respect for diversity.

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

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

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

OE-9: Facilities states that “in order to meet the needs of the entire organization, the responsible stewardship of resources requires effective and efficient use of funding for real property”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-9 in the effective and efficient use of capital funding and demonstrates responsible stewardship of resources.

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3. Background

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

On October 15, 2026, Blackfoot Elder Leonard Bastien from the Piikani Nation led a Blackfoot Fall Blessing Ceremony at both Piitoayis Family School (AM) and Niitsitapi Learning Centre (PM). Elder Leonard provided wisdom, encouragement, humour, and inspired renewed connection through ceremony for the 2026-27 school year. The ceremonies were attended by students, staff, families, and members of the Indigenous Education Team.

OE-2 Learning Environment/Treatment of Students | Family of Schools Commùn-I-Tea

On October 9, 2026, Indigenous Education hosted a Family of Schools Commùn-I-Tea, which brought together school leaders, Indigenous Student Success Learning Leaders (K-9) and Indigenous Student High School Graduation Coaches (10-12) from 17 schools across 6 Areas. The gathering included time to build relationships, learn, and work grounded in the Education Plan Goal Truth & Reconciliation, the Indigenous Education Holistic Lifelong Learning Framework, and each school’s TRC Commitment to Action and School Development Plan. This year, the 17 schools will be focused on collectively activating the following two key actions from the Education Plan:

- Sustain focus on the Indigenous Education Holistic Lifelong Learning Framework to ensure school structures and processes are in place to effectively welcome and support Indigenous students and families, with a focus on engagement and attendance. (Indigenous Student Well-Being)

- Consistently apply continuums of support to implement wise practices with targeted literacy and math interventions for students who self-identify as Indigenous. (Indigenous Student Achievement)

Each school will create a plan that will be reviewed seasonally with the Indigenous Education Team through school visits and a spring Commùn-I-Tea.

OE-2 Learning Environment/Treatment of Students | PIRAA Indigenous Student Post Secondary Recruitment Fair

The CBE Indigenous Education Team supported the planning, promotion, and facilitation of the third annual Indigenous Student Post-Secondary Recruitment Fair that took place on October 15, at Bishop Carroll High School. The fair was a collaboration between the Post-secondary Indigenous Recruitment Association of Alberta (PIRAA), the Calgary Catholic School Division, and the CBE. The event was open to Indigenous students currently in high school in Calgary and area. Students and families had the opportunity to visit with post-secondary representatives from across Alberta who shared their programs and information specific to Indigenous students. CBE high schools were invited to share the invitation with Indigenous students and families. Staff in high schools were also invited to attend to gather information to take back to their school.

OE-2 Learning Environment/Treatment of Students | OE-8 Communicating and Engaging With the Public | Youth Success & Well-being Summit - Strengthening Belonging Through Supportive Environments & Community Connection

In partnership with United Way of Calgary, the Diversity and Inclusion team collaborated with the Well-Being and Indigenous Education teams to support the Youth Success & Well-being Summit hosted at Henry Wisewood High School on September 25.

CBE school and system leaders for middle and high schools joined United Way of Calgary and community partners including All in For Youth, Trellis, Kindred and more for a day of collaboration to strengthen the conditions that support student well-being and success. Grounded in student voice, the summit supports shared responsibility, strengthens community partnerships, and ensures student perspectives inform system priorities pertaining to the renewed Student Well-being Framework (September 2026) and the four domains of the Indigenous Education Holistic Lifelong Learning Framework (Spirit-To Be, Heart-To Belong, Body-To Do, and Mind-To Know). The summit provided school and system teams the opportunity to explore how conditions for student success are created across connected environments – including school, family, peers, Elders, community, leisure, place and land, and digital spaces, with a focus on strengthening belonging and representation within school communities.

Through facilitated discussions, reflection, and collaborative planning, attendees examined current practices that support belonging, representation, and positive student outcomes while considering opportunities to strengthen supports and connections within their local contexts. A particular focus of the day was connecting school priorities with community knowledge, services, and navigation pathways to better support students and families.

A key strength of the Summit was the participation of community partners who were present throughout the day. Their involvement provided educators and leaders with valuable opportunities to engage in meaningful conversations, learn about available services and supports, and strengthen relationships that can benefit students and families. Community partners shared resources, expertise, and examples of collaborative approaches that support youth well-being across Calgary.

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Feedback from participants was overwhelmingly positive. Staff consistently highlighted the value of having community partners present and accessible throughout the event, noting that these informal conversations created authentic opportunities for connection and learning. Many participants shared that they discovered organizations, resources, and partnership opportunities they had not previously been aware of and expressed enthusiasm about exploring future collaborations in support of student well-being, engagement, and success.

OE-3 Instructional Program | Calgary Regional Summer Band Workshop

Over 300 students between grades 5 and 12 (many from CBE Schools) from the Calgary and surrounding area participated in the weeklong Calgary Regional Summer Band workshop and the culminating performance on Friday August 21. Many CBE Music and Band directors participate as instructors and faculty throughout the week. Congratulations to all CBE staff and students on a successful summer band workshop, and special thanks to staff who coordinate these opportunities.

OE-3 Instructional Program | K-9 Mathematics Professional Learning for Leaders

In September, School Improvement continued to strengthen system-wide numeracy practices through a series of professional learning opportunities for K-9 school leaders and teachers. Three online leadership sessions engaged 167 Principals and Assistant Principals, while an additional session welcomed 53 K-9 teachers.

The sessions focused on MathUP Numeracy Readiness Checks (NRCs), the CBE Number Sense Assessment Tree (NSAT), and how the tools work together. Participants learn to identify student strengths and areas for growth in number sense, recognize class and individual learning trends, plan responsive instruction and targeted supports, and monitor student progress over time. The sessions supported a coherent, school-wide approach to numeracy assessment and intervention.

OE-3 Instructional Program | Knowledge and Employability Professional Learning

In September, two full-day professional learning sessions were offered for teachers, Assistant Principals, guidance counsellors, and learning leaders supporting Knowledge and Employability (K&E) courses in Grades 8–12**,** with 17 participants attending the Grades 8–9 session and 27 attending the Grades 10–12 session**.**

The sessions focused on the objectives, structures, and processes that support successful K&E programming, including enrolment considerations, family conversations and informed consent, student learning plans, and school structures that support transferability and student success. Participants also explored approaches to implementing K&E across a variety of school and classroom contexts.

OE-3 Instructional Program | New CBE CTS Summer School Offerings

Five new CTS summer programs were offered as part of summer school 2026. These included Introduction to Broadcasting and Podcasting, Cosmetology, Engineering, Networking and Cybersecurity, and Welding. Programming was offered across three school sites: Centennial High School, Forest Lawn High School, and Sir Winston Churchill High School.

OE-3 Instructional Program | Unique Pathways Information Night

The annual CBE Unique Pathways Information Night brings together students, families, post-secondary institutions, industry partners, and community organizations to learn about Dual Credit, Exploratory programs, skilled trades, work experience, RAP and other career-connected opportunities, helping them

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make informed decisions about their education and future career pathways. This year's information night was very well attended by students and families.

OE-3 Instructional Program | OE-4 Treatment of Employees | CBE Summer Construction Training Institute

Twenty teachers successfully completed the 2026 CBE Summer Construction Training Institute. Instructors and Specialists modeled professional practices and gave examples of how to design and deliver instruction that is focused on making processes visible and supporting the students as they build the skills, strategies, and confidence to grow as learners. Participants were also given concrete examples of how to differentiate tasks and instructors modeled how to provide students with opportunities for success through scaffolding and by offering multiple entry points into a task.

OE-3 Instructional Program | OE-4 Treatment of Employees | Foods Safety & Knife Skills Professional Learning

Fourteen teachers participated in the 2026 CTF & CTS Food Safe Practices and Knife Skills professional learning session and received practical training to support safe and engaging Foods programming in CBE schools. Facilitators modeled effective instructional practices and provided examples of how to create learning experiences that make processes visible, helping students build confidence, develop culinary skills, and grow as learners. The session provided hands-on learning and practical resources related to food safety fundamentals, safe kitchen operations, classroom management, and foundational knife skills.

OE-3 Instructional Program | OE-4 Treatment of Employees | Prelude Summer Professional Learning Sessions

In collaboration with the CSSD, CBE Fine Arts Teachers participated in numerous professional learning sessions in June and August. Topics included DIV 1-2 Music (Recorders, Ukuleles, Handbells, Orff, Kodàly, Djembe Drumming), DIV 3-4 Band (Conducting, Wind and Brass Instruments, planning trips and camps) and K-12 Ceramics Foundations. These opportunities for cross-district collaboration provide valuable opportunities for teachers to learn alongside one another, share knowledge and expertise, and build connections that strengthen Fine Arts education across both school districts.

OE-8 Communicating and Engaging with the Public | Elbow Park School – 100 years of Learning

Elbow Park School marked its centennial on October 2, celebrating 100 years of learning, community and connection. Since opening in 1926, the school has been a valued part of the Elbow Park community, serving generations of students and families, while demonstrating resilience through a significant modernization following the 2013 flood. As part of the celebration, students created a new time capsule to capture life at Elbow Park School in 2026. Each homeroom contributed an item and a brief explanation of why it reflects their experiences, creating a snapshot of the school community for future generations. The anniversary provided an opportunity to recognize the many staff, students, families and community members who have contributed to the school's legacy and ongoing success. Guided by its focus on caring for self, others and community, Elbow Park School continues to provide a strong foundation for student learning and belonging in the community. Congratulations to the entire school community on this significant milestone.

OE-8 Communicating and Engaging with the Public | The Happiness Hour Partner Appreciation Event

On September 24, the Calgary Board of Education held The Happiness Hour to recognize and celebrate the many community organizations, post-secondary institutions, businesses and individuals who work

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alongside the CBE to support student success. These valued partnerships provide programs, services and resources that enhance student learning and well-being. Guests were hosted by the CBE's chief superintendent, along with trustees, superintendents and other CBE staff. Students and teachers from Central Memorial High School, Lord Beaverbrook High School and Henry Wise Wood High School welcomed guests, prepared food and beverages, and provided musical performances. The students' professionalism, hospitality and attention to detail were evident throughout the event, and they served as exceptional ambassadors for their schools and the CBE. The short program highlighted the important role that partners play in student success, and how partners remove barriers, strengthen well-being and create unique and meaningful learning opportunities.

OE-8 Communicating and Engaging with the Public | Marion Carson School's Inclusive Vision Becomes Reality

A new inclusive playground has been installed at Marion Carson School and is now creating more opportunities for students of all abilities to play and enjoy together. In 2023, after learning the existing playground had reached its end of lifecycle, the parent society took it on as a challenge and started envisioning what could be - a playground for all. Over the next several years, through multiple fundraisers, new partnerships, successful grant applications and dedication of parent volunteers, the vision became a reality. The project represents an investment of more than $471,000, including in-kind contributions. The playground features accessible elements such as wheelchair-friendly play equipment, inclusive rockers, a unity dome and barrier-free rubber surfacing. Students, families, school staff, superintendents, trustees, community partners and guests celebrated the opening of the new playground at a special event on September 18. The playground reflects the power of parent societies, community partnerships and a shared commitment to creating an inclusive and safe space for all students to play for years to come.

OE-8 Communicating and Engaging With the Public | Rideau Hall Foundation Michif Teacher Education Gathering

On October 28-30, the Indigenous Education Director and System Principal attended the Rideau Hall Foundation Michif Teacher Education Gathering at Métis Crossing in Smoky Lake, Alberta. As part of the Rideau Hall Foundation's (RHF) Indigenous Teacher Education (ITE) initiative, this invitation-only gathering was focused on Métis teacher education to advance Indigenous-led systems change, strengthen collaboration, and support the development of education systems that reflect Indigenous cultures, languages, and ways of knowing. The gathering created a shared space for Métis educators, leaders, Elders, teacher candidates, postsecondary faculty, and partners from across the Métis Homeland to strengthen relationships, share promising practices, and identify opportunities to advance Métis teacher education. The event was designed to create space for meaningful dialogue, relationship building, knowledge sharing, and collaborative problem-solving around the opportunities and challenges facing Métis teacher education today.

OE-9 Facilities | Indigenous Design Elements in Major Capital Projects

In April 2024, the CBE put into place a strategy to incorporate Indigenous design elements into all major capital projects. In an effort to reflect Indigenous culture in CBE facilities and pay homage to the first people who traditionally lived on the lands where our schools are built, a set of baseline requirements for new designs was elaborated and that includes the:

- need for a multi-purpose space that can be used as a reflection room for students, families, and staff to smudge individually or in small groups;
- addition of a circular outdoor classroom area to offer direct connection to Indigenous ways, including land-based knowledge; and

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- incorporation of welcoming words, artwork, or natural building materials that celebrate Indigenous culture at key location(s) within the building.

For Evanston Heights School (Figure 1), the architect presented preliminary concepts to representatives from the Indigenous Education team for guidance and feedback, and a Blackfoot artist was engaged to refine the vision prior to implementation. The final concept was brought to life by selecting materials and colours strategically, thus contributing to constructability while creating thought-provoking and intentional features. A similar process will be followed for other major capital projects, with early ideas already being developed.



Figure 1 - Evanston Heights Foyer – Blackfoot beadwork

For the new Evanston K-4 school (Figure 2), the concept involves placing a graphic/mural of the Bow River along a large wall inside the learning commons.

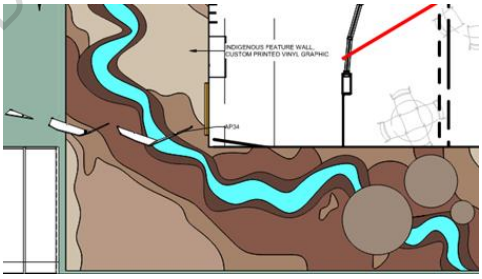


Figure 2 - Evanston K-4 – conceptual digital depiction of Bow River mural

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JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

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