

public agenda

Regular Meeting of the Board of Trustees

October 15, 2024
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
11:00am	1 Call to Order, National Anthem, Acknowledgement of the Land and Welcome	Chair		
	2 Consideration/Approval of Agenda	Board	GC-2	
	3 Awards and Recognitions		GC-3	
	3.1 Green House Gas Emissions Intensity Awards	Chair		
	4 Results Focus			
	5 Operational Expectations			
	5.1 OE-1: Global Operational Expectations – Annual Monitoring	J. Pitman	OE-1	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 CBE Boundary Adjustment		OE-7,9	Page 8-1
	9 Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			
	9.2 Items Provided for Board Information		OE-8	
	9.2.1 Chief Superintendent's Update		OE-2,3,8,9	Page 9-1
	Private Session			

Time	Topic	Who	Policy Ref	Attachment
	Termination of Meeting			
	Debrief	Board	GC-2.3	

Notice |

This public Board meeting will be recorded & 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
 Freedom of Information and Protection of Privacy Act section 33(c)
 for the purpose of informing the public.

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

OE-1: Global Operational Expectations

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: October 15, 2024

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: _____

Chair, Board of Trustees

Date: _____

OE-1: Global Operational Expectations

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 October 25, 2022, The Board was last presented with the annual monitoring report for OE 1 on October 17, 2023. This report includes data available from the 2023-2024 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	Not Applicable
1.3	1.3.1	Compliant
1.3	1.3.2	Compliant
1.3	1.3.3	Compliant
1.3	1.3.4	Compliant

OE-1: Global Operational Expectations

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
-----	---	-----------

Board-approved Interpretation |

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.

OE-1: Global Operational Expectations

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.	Compliant
-------	---	-----------

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.

OE-1: Global Operational Expectations

1.1.2	Administrative Regulations are reviewed and revised accordingly according to the identified work plan.	Compliant
-------	--	-----------

The organization is compliant with this indicator.

Evidence statement

In June 2023, a new permanent Policy Coordinator was hired. This is expected to result in a more consistent pace of review for administrative regulations. The Policy Coordinator is responsible for developing new administrative regulations, managing review and revision to existing administrative regulations, coordinating Operational Expectations reporting, as well as leading or supporting a number of policy related initiatives. A work plan was submitted to General Counsel and reviewed by Superintendents in spring 2024. 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.

Administrative Regulation 1066 - Video Surveillance required extensive changes to support implementation of new technology and to align with applicable privacy laws. Revisions to AR 1066 and subsequent staff training delivered in tandem by the Policy Coordinator and the FOIP Coordinator provide valuable information to school leaders. This initiative, along with leadership in developing the Personal Mobile Device AR outlined below, are examples of the support that this position provides to the system.

In 2023-2024, the following Administrative Regulations were amended:

- AR 6024: Student Records;
- AR 1066: Video Surveillance;
- AR 1004.1: Role of the Principal;
- AR 1002: Mission, Vision, and Results (formerly School Philosophy and Goals)
- AR 4080: Workplace Violence (alignment with OH & S)

From June through August 2024, the Policy Coordinator led a cross functional group to create a new Personal Mobile Device administrative regulation to comply with the Ministerial Order issued on June 17. This emergent issue delayed completion of revisions to other policies.

Evidence demonstrates all indicators in subsection 1 are in compliance.

OE-1: Global Operational Expectations

The Chief Superintendent shall:

1.2	Appropriately manage risks related to the strategic and operational objectives of The Calgary Board of Education, including but not limited to risk identification, prioritization, assessment, mitigation, monitoring and reporting.	Compliant
-----	---	-----------

Board-approved Interpretation |

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 the effects of uncertainty on strategic and operational objectives are addressed through the coordinated allocation and prioritization of resources and investments to minimize, and control risk likelihood and/or impact, or to maximize the realization of opportunities within the CBE's agreed risk appetite and risk tolerance levels;
- *strategic and operational objectives* to mean the Board of Trustees' Results priorities as well as the strategic objectives and outcomes set out in the CBE's Three-Year Education Plan;
- *risk identification* to mean a wide-ranging analysis of activities and occurrences that could impede the CBE from achieving its strategic and operational objectives over the short term and long term;
- *risk prioritization* to mean the ranking of identified risks based on a combination of the risks likelihood of occurrence and impact on the achievement of the CBE's strategic and operational objectives;
- *risk assessment* to mean identifying the significance of events that might affect the achievement of the CBE's strategic and operational objectives. Risk assessment includes consideration of the likelihood of a risk occurring and the impact or consequence of the risk on the achievement of the CBE's strategic and operational objectives and outcomes;
- *risk mitigation* to mean a risk modification process to bring the amount of risk within the CBE's overall risk appetite or specific risk tolerance levels;
- *risk monitoring* to mean planning, gathering, and analyzing information, recording results, and providing feedback;
- *risk reporting* to mean the communicating risk management activities and outcomes across the organization; and
- *reliable achievement* to mean that risk is managed to mitigate any barriers to achievement of the strategic and operational objectives in the short and long term.



OE-1: Global Operational Expectations**Board-approved Indicators and *Evidence of Compliance* |**

1.2.1 The CBE is making reasonable progress towards the Results on an annual basis as indicated in annual Results reporting.	Compliant
--	-----------

The organization is compliant with this indicator.

Evidence statement

The Board of Trustees monitored Results throughout the 2023-2024 school year in accordance with its annual work plan.

Results 2 – Academic Success was monitored January 16, January 30 and February 13, 2024. On February 13, 2024, the Board determined that, based on the evidence in the Monitoring report, administration made reasonable progress towards the ultimate achievement in all areas of this Results policy.

Results 3 – Citizenship was monitored on March 5 and 19, 2024. Based on the evidence in the Monitoring report, the Board determined that administration made reasonable progress towards the ultimate achievement in all areas of this Results policy.

Results 4 - Personal Development was monitored on April 9 and 23, 2024. Based on the evidence in the Monitoring report, the Board determined that administration made reasonable progress towards the ultimate achievement of this Results policy.

Results 5 – Character was monitored on May 21 and 28, 2024. Based on the evidence in the Monitoring report, the Board determined that administration was making reasonable progress towards the ultimate achievement of this Results policy.

OE-1: Global Operational Expectations

1.2.2	Risks to the achievement of the CBE's strategic and operational objectives are managed within the Board's risk appetite and risk tolerance levels.	Not applicable
-------	--	----------------

This indicator is not applicable pending Board of Trustee approval of the Board's risk appetite and risk tolerance.

Evidence statement

In late October 2020, the Board of Trustees amended Operational Expectation 1: Global Operations Expectations, to reflect a renewed focus on governance and oversight of strategic and operational risks to the CBE.

In 2021, CBE administration commenced development of a risk appetite and risk tolerance for review and approval by the Board of Trustees pursuant to the Board's amended policy. . In discussion with the former Board of Trustees, approval of the risk appetite and risk tolerance statements was deferred pending the 2021 election.

A proposed risk appetite and risk tolerance statement was to be presented to the Board of Trustees for approval no later than June 30, 2023. With the resignation of the former Chief Superintendent in May 2023, this work was further deferred by the Board until the new Chief Superintendent was selected in March, 2024. The Board of Trustees and Chief Superintendent have a renewed opportunity to explore the best ways for the Board to provide governance oversight in the area of risk management. The Board of Trustees will be reviewing the OE-1 policy stem 1.2 during the 2024-25 school year.

Evidence demonstrates all indicators in subsection 2 are in compliance.

OE-1: Global Operational Expectations

The Chief Superintendent shall:

1.3	Take reasonable actions to ensure that the organization, the Board or employees are not recklessly exposed to legal liability.	Compliant
-----	--	-----------

Board-approved Interpretation |

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
-------	--	-----------

The organization is compliant with this indicator.

Evidence statement

The Urban Schools Insurance Consortium (USIC), and by extension, CBE, did not experience any challenges in acquiring insurance coverage for our multiple exposure lines (casualty, property, auto, student activities, general liability, directors and officers liability and cyber risk) during the 2023-2024 school year. The insurance market saw a rapid “softening” throughout 2023-2024 as insurers profits rose year over year putting lower pressure on premiums. Concurrently, the CBE’s risk profile greatly improved resulting in high demand for our business.

OE-1: Global Operational Expectations

1.3.2	Zero instances of CBE's insurers refusing to insure the CBE due to the existence of hazardous conditions.	Compliant
-------	---	-----------

The organization is compliant with this indicator.

Evidence statement

The CBE has not been denied coverage as there are no identified hazardous conditions at any of our facilities that would warrant denial of coverage.

1.3.3	Standard form contracts are available and utilized for master agreements, purchasing.	Compliant
-------	---	-----------

The organization is compliant with this indicator.

Evidence statement

All service units responsible for managing master agreements confirm that they use standard form contracts for their agreements. Standard forms are available for various types of agreements, including procurement, on-site and off-site activities, and partnerships with external organizations. These master agreements undergo review and revision in consultation with Legal Services whenever necessary.

Current revisions include:

- Agreements for purchasing goods, services, and professional services;
- Supplementary terms for CCDC2, RAIC-6, and ACEC standard form contracts; and
- Master Tour Operator agreements.

OE-1: Global Operational Expectations

1.3.4	Clearly defined processes are in place and utilized for approval of offsite activities.	Compliant
-------	---	-----------

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, administrative regulations, an online Off-Site Activities Proposal and Review process, an Education Director, and an Off-Site Activities Coordinator (System Assistant Principal) to oversee off-site activities. Oversight ensures compliance with the Off-Site Activities Procedures Manual and the applicable administrative regulations.

The processes in place for off-site locations differentiates between local and provincial off-site locations and those that go out of province or country. Out of province and out of country off-site activities are reviewed by OSAC (Off-Site Safety Advisory Committee) which includes the Off-Site Activities Coordinator and either the Manager from Corporate Risk & Security (“D” trips) or a Risk Advisor from Corporate Risk (“C” trips). These “C” and “D” trips also receive final approval from the Education Director.



OE-1: Global Operational Expectations

The following chart identifies the process for each classification of activity.

Off-site	Authorized by	Reviewed by	Reviewed by	Final Approval by
A* (within Calgary region)	Principal	--	--	Principal
B1* (within AB, but outside Calgary region) – with a Service Provider with a Master Agreement	Principal	--	--	Principal
B2* (outside Calgary region, within AB) – without a Service Provider or with a Service Provider without a Master Agreement, and all “wilderness trips”.	Principal	Coordinator Off-site	--	Principal
C (outside Alberta, within Canada)	Principal	Coordinator Off-site	Risk Analyst, Corporate Risk (OSAC)	Education Director
D (outside Canada)	Principal	Coordinator Off-site	Manager, Corporate Risk & Security (OSAC)	Education Director
An off-site activity may only proceed once it has received the appropriate final approval.				

* The principal can request to have Off-Site Activities review any “A” and “B1” offsite activities provided the appropriate timeline is followed.



OE-1: Global Operational Expectations

Approved Trips (August 2023 – June 2024)

Approved Trip Type	A	B	C	D
# of Trips	16909	1019	62	20
# of students	n/a	49669	1583	835

Evidence demonstrates all indicators in subsection 3 are in compliance.

OE-1: Global Operational Expectations**GLOSSARY – Developed by the Board of Trustees**

Board: The 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. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

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.

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.

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.



**report to
Board of Trustees**

CBE Boundary Adjustment – Lewisburg & Huxley

Date	October 15, 2024
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	OE-7 Communication With and Support for the Board OE-9 Facilities
Resource Person(s)	Catherine Ford, Director, Planning Jeff Quigley, Manager, Planning Brenda Gibson, Manager, Transportation Services

1 | Recommendation

It is recommended:

- THAT the Board of Trustees authorizes the Chair to correspond with the Minister of Education, as per the letter at Attachment I.

2 | Issue

Urban development has commenced in the communities of Lewisburg, located in the Keystone Hills Area Structure Plan (ASP) on the northeast corner of 144th Avenue NE and 6th Street NE, and in the community of Huxley, located in the Belvedere ASP, between 84 Street NE and Garden Road NE, south of 8th Avenue NE (Attachment II, III). These areas are within the City of Calgary limits but are currently outside of the Calgary Board of Education's (CBE) jurisdictional boundary. There are no students from these communities currently attending CBE Schools.

3 | Background

Annexation of land by the City of Calgary (City) indicates the direction of the City's development plans and reveals where new municipal communities, and corresponding school populations will be located in the future.

The City annexed land from neighbouring jurisdictions in 2005, 2007 and 2011. Some portions of these lands remain outside the CBE's jurisdiction.

Attachment IV shows areas that are within the city limits of Calgary but outside the CBE's current jurisdictional boundary and identifies the two areas that are being requested for inclusion into the CBE boundary. Other areas that are within the City limits but outside CBE boundaries will be requested as these lands become subject to area structure plans and urban development.

CBE's boundary last changed in August 2023, following receipt of Ministerial approval of boundary adjustments for the community of Hotchkiss, located on the east side of Stoney Trail SE and the north side of 22X and a portion of the community of Belvedere located at the southwest corner of 17th Ave SE and 84th Street SE. The boundary changes became effective for the 2023-2024 school year.

Current Jurisdictional Boundary

The northern portion of the community of Lewisburg and the northern portion of the community of Huxley recommended for incorporation are within the city limits of Calgary but are currently within Rocky View Schools jurisdictional boundary.

CBE staff have had discussions with representatives from Rocky View Schools regarding these areas. The CBE has sent a formal notification to Rocky View Schools of its intention to request incorporation of these lands into its boundary, in a letter addressed to the Director of Facility Planning and Capital Projects of Rocky View Schools dated September 13, 2024 (Attachment V).

4 | Analysis

The CBE's position is to leave school jurisdiction boundaries in place until such time as an area structure plan has been approved and/or urban development has commenced. This approach has been favourable given how the student transportation formula for metro school jurisdictions is not adequate to address the cost of providing transportation services to an area comprised of sparse rural development.

The request to annex areas into the CBE's boundary is based on information provided by the City and developers on the timelines for completion of infrastructure such as water, sanitary, storm, transportation and fire services and residential occupancy. These estimates can also be impacted by market conditions and are subject to change and can be sooner or later than anticipated.

Lewisburg (northern section)

Lewisburg is part of the Keystone Hills ASP, originally approved in July 2012 and revised in November 2023. This ASP will comprise three communities and accommodate a population of approximately 60,000 people.

The southern portion of the community of Lewisburg is already part of the CBE jurisdictional boundary. CBE requests to have in its boundary the northern portion of the Lewisburg community. This area is bounded by 144th Avenue NE on the south and 6th Street NE on the west, and the Lewisburg community boundaries on the north and east.

Roads, underground utilities and homes are currently in various stages of construction. Based on information provided by developers, residents have already started to occupy homes.

There are currently no students in this Calgary community attending schools within Rocky View Schools or CBE.

Huxley (northern section)

Huxley is part of the Belvedere ASP, originally approved in April 2013 and revised in July 2023. This ASP will comprise of four communities and accommodate a population of approximately 61,000 people.

The southern portion of the community of Huxley is already part of the CBE jurisdictional boundary. CBE requests to have in its boundary the northern portion of the Huxley community. This area is bounded by 84th Street NE on the west, 8th Avenue NE on the north, Garden Road NE on the east, and the existing Huxley community boundary on south.

Roads, underground utilities and homes are currently in various stages of construction.

There are currently no students in this Calgary community attending schools within Rocky View Schools or CBE.

School Designations

Once approval is granted by the Minister of Education, school designations for students from the approved areas will be determined. To the extent possible, school designations will be determined in alignment with CBE's planning principles as outlined in AR1090:

- Minimize disruptions for students
- Provide program continuity from Kindergarten to Grade 12
- Keep cohort groups of students together
- Allow students to attend school as close to home as possible
- Provide long term sustainability
- Use space and resources effectively
- Provide equitable access for all students to quality learning environments and choice of programs

5 | Financial Impact

Expansion of the CBE jurisdictional boundary over time, as urban development progresses, allows the CBE to adequately plan for the incorporation of new residential communities into the system.

The expansion of the CBE's jurisdictional boundary to include new communities will increase the CBE's global transportation and accommodation costs. A phased in approach to boundary changes is preferable from a transportation perspective, as newly annexed areas on the edge of City have low populations when development first starts. CBE boundary changes that closely mirror the City boundary each time land is annexed could result in multiple buses going to the edges of the City to serve a low number of students if no immediate development has occurred.

The combined estimated transportation costs for the regular designated program over the next three school years to serve these new areas are:

2025-2026	2026-2027	2027-2028
\$325,000	\$390,000	\$455,000

Transportation services for students attending alternative programs are provided using a congregated stop model. Initially, it is anticipated that students in these areas will travel to existing congregated stops, which will not have a financial implication based on the current service model.

New communities are regularly assessed on suitability for transportation services to ensure there is a consistent and safe path that is clear of obstructions. The presence of construction supplies and equipment in newer communities is particularly considered. The CBE requires City-maintained roads for yellow school buses to enter, maneuver to pick up students, and safely exit the community. Until yellow school bus service is added to new communities, a stop is provided as close as possible in a neighbouring community. This initial bus stop location may not fall within the current CBE guidelines for travel distance to a bus stop.

6 | Implementation Consequences

As new ASPs are approved and urban development commences, the CBE will continue to request approval from Alberta Education to incorporate these new communities into the CBE's jurisdictional boundary. These new communities will be included in the CBE's capital and operational planning, allowing for comprehensive long-term accommodation, transportation and school planning.

7 | Conclusion

The communities of Lewisburg and Huxley are now subject to urban development and meet requirements for inclusion within the CBE's jurisdictional

boundary. Leaving school jurisdiction boundaries in place until there is an approved ASP and evidence of urban development also aligns with the existing transportation funding model.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

An attachment is a document that can stand alone and is not required to understand the rest of the original report. When numbering attachments, use Attachment Numbering Style.

- Attachment I: Letter to Minister of Education
- Attachment II: Proposed Lewisburg Annexation Area (will be included in Attachments I and V).
- Attachment III: Proposed Huxley Annexation Area (will be included in Attachments I and V).
- Attachment IV: Current Boundary Adjustment Requests within the Context of CBE and City of Calgary Boundaries
- Attachment V: Letter to Rocky View 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.



October xx, 2024

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

Dear Mr. Nicolaides,

Re: Calgary Board of Education (CBE) Jurisdictional Boundary

On behalf of the Board of Trustees, I am writing to request an adjustment to the CBE's jurisdictional boundary.

The areas the CBE will be requesting to annex are the following; which are within the City of Calgary's municipal boundary. Maps showing the locations of the areas are attached with this letter.

Lewisburg (northern section)

This area is located on the northeast side of the City of Calgary, in the community of Lewisburg. The southern portion of the community of Lewisburg is already part of the CBE jurisdictional boundary. CBE requests to have in its boundary the northern portion of the Lewisburg community. This area is bounded by 144th Avenue NE on the south and 6th Street NE on the west, and the Lewisburg community boundaries on the north and east.

The legal descriptions of the area are:

Portion of 2-26-1-W5 as shown on Attachment I

Huxley (northern section)

This area is located on the southeast side of the City of Calgary, in the community of Huxley. The southern portion of the community of Huxley is already part of the CBE jurisdictional boundary. CBE requests to have in its boundary the northern portion of the Huxley community. This area is bounded by 84th Street NE on the west, 8th Avenue NE on the north, Garden Road NE on the east, and the existing Huxley community boundary on the south.

The legal descriptions of the area are:

SW-19-24-28-W4 &

SE-19-24-28-W4

As shown on Attachment II

The CBE's position is to leave school jurisdiction boundaries in place until such time as an area structure plan has been approved and/or urban development has commenced.

This approach has been favourable given how the student transportation formula for metro school jurisdictions is not adequate to address the cost of providing transportation services to an area comprised of sparse rural development.

The areas requested now meet these criteria for inclusion as they are now seeing roads, underground utilities and homes in various stages of construction.

Rocky View Schools was notified of the CBE's intention to request approval from the Minister of Education to incorporate these areas into its boundaries in a letter dated September 13, 2024 to their Director of Facility Planning and Capital Projects (Attachment III).

Based on the information above, I am respectfully requesting that you, as the Minister of Education, invoke your authority under Section 114(1)(a) of the *Education Act* and incorporate these lands into the CBE's jurisdictional boundary.

Thank you for your consideration of this matter.

Yours sincerely,

Signature

Patricia Bolger, Chair

Board of Trustees

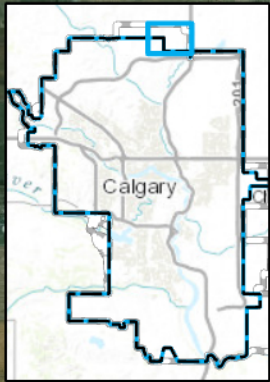
pjbolger@cbe.ab.ca

ATTACHMENTS

Attachment I: Proposed Lewisburg Annexation Area

Attachment II: Proposed Huxley Annexation Area

Attachment III: Letter to Rocky View Schools







Attachment II

03W

LIVINGSTON

LEWISBURG

KEYSTONE HILLS

-  City Boundary
 -  CBE Boundary
 -  Community Boundaries
 -  Proposed Annexation
- Calgary Board of Education

Attachment II
 Proposed Lewisburg Annexation Area

8-8



0 250 500 Metres

Scale: 1:20,720

NAD 1983 3TM 114
 Prepared by: Planning
 Map: Lewisburg
 Date: September 12, 2024

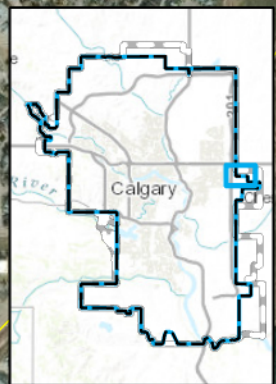
ABBEYDALE





HUXLEY

APPLEWOOD
PARK

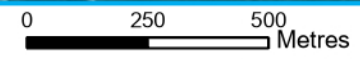
TWINHILLS

BELVEDERE



-  City Boundary
 -  CBE Boundary
 -  Proposed Annexation
 -  Community Boundaries
- Calgary Board of Education

Attachment III
 Proposed Huxley Annexation Area
 8-9

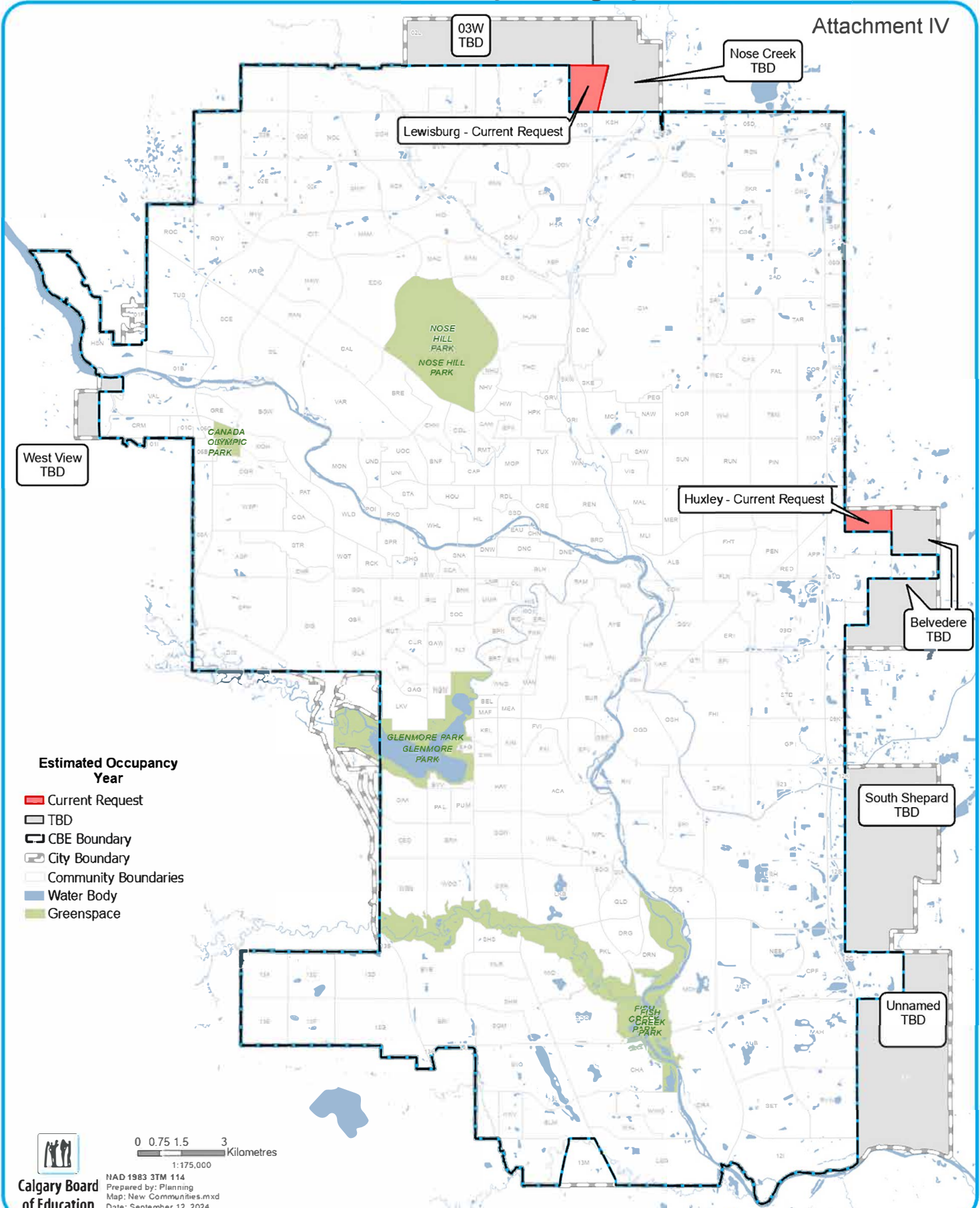


Scale: 1:15,625



NAD 1983 3TM 114
 Prepared by: Planning
 Map: Huxley
 Date: September 12, 2024

Attachment IV Current Boundary Adjustment Requests within the Context of CBE and City of Calgary Boundaries





September 13, 2024

Sent via Email

Navi Sunkaranam
Director of Facility Planning and Capital Projects
Rocky View Schools
2651 Chinook Winds Dr SW
Airdrie, AB T4B 0B4

Dear Ms. Sunkaranam,

Re: Consideration of Changes to Jurisdictional Boundaries

I am writing to follow up on previous conversations we have had with Rocky View Schools regarding changes to jurisdictional boundaries. The purpose of this letter is to formally advise you that the Calgary Board of Education (CBE) will be requesting authorization for the Board Chair to request approval of a boundary change from the Province of Alberta.

Under previous governments, the Minister of Education advised that it was in the best interest of students to leave school jurisdiction boundaries as they were until urban development warranted change. With urban development advancing in areas previously annexed by the City of Calgary, the CBE is now requesting corresponding boundary changes.

The areas the CBE will be requesting to annex are the following; which are within the City of Calgary's municipal boundary. Maps showing the locations of the areas are attached with this letter.

Lewisburg (northern section)

This area is located on the northeast side of the City of Calgary, in the community of Lewisburg. The southern portion of the community of Lewisburg is already part of the CBE jurisdictional boundary. CBE requests to have in its boundary the northern portion of the Lewisburg community. This area is bounded by 144th Avenue NE on the south and 6th Street NE on the west, and the Lewisburg community boundaries on the north and east.

The legal descriptions of the area are:

Portion of 2-26-1-W5 as shown on Attachment I

Huxley (northern section)

This area is located on the southeast side of the City of Calgary, in the community of Huxley. The southern portion of the community of Huxley is already part of the CBE jurisdictional boundary. CBE requests to have in its boundary the northern portion of the Huxley community. This area is bounded by 84th Street NE on the west, 8th Avenue NE on the north, Garden Road NE on the east, and the existing Huxley community boundary on

the south.

The legal descriptions of the area are:

SW-19-24-28-W4 &

SE-19-24-28-W4

As shown on Attachment II

The CBE wishes to continue to work in partnership with Rocky View Schools to ensure effective planning for current and future students. If you require any further information or have any questions, please do not hesitate to contact me.

Sincerely,



Catherine Ford
Director, Planning
caford@cbe.ab.ca

ATTACHMENTS

Attachment I – Lewisburg

Attachment II - Huxley

report to
Board of Trustees

Chief Superintendent’s Update

Date October 15, 2024

Meeting Type Regular Meeting, Public Agenda

To Board of Trustees

From Joanne Pitman
Chief Superintendent of Schools

Purpose Information

Governance Policy Reference OE-2: Learning Environment/Treatment of Students
OE-3: Instructional Program
OE-8: Communicating and Engaging with the Public
OE-9: Facilities

1 | Recommendation

This report is being provided for information for the Board. 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-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.

3 | Background

Truth & Reconciliation, Diversity and Inclusion | Naming Ceremony

On Wednesday, June 26, Chief Superintendent Joanne Pitman was gifted the Blackfoot name, Aksis’stoow’aakii (Courageous Woman) by Piikani Elder, Leonard Weasel Traveller for her leadership and commitment to students. The ceremony was held in the central gathering space at the Niitsitapi Learning Centre. Aksis’stoow’aakii will share her name and the story of receiving the name during the October System Leadership meeting.

Truth & Reconciliation, Diversity and Inclusion | Indigenous Education Events

In recognition of the following Indigenous Education events in September and October, the Indigenous Education Team created a flat sheet resource and a virtual Padlet resource for each month with resources to support learning for all CBE students and staff.

September Events

- Fall Equinox
- Treaty 7 Day & Week
- CBE National Week for Truth and Reconciliation
- National Day for Truth and Reconciliation & Orange Shirt Day

October Events

- Indigenous Land-Based Learning in the Fall
- Sister in Spirit Day
- Secret Path Week

Truth & Reconciliation, Diversity and Inclusion | Family of 18 Schools Commūn-I-Tea

On September 13, 2024, the Indigenous Education Team hosted the first of two annual in-person Family of 18 Schools Commūn-I-Tea's focused on working together to advance the CBE Education Plan key outcome: *Students who self-identify as Indigenous experience improved well-being and achievement*. The Commūn-I-Tea included all members of the Indigenous Education Team, the Education Director and Principal and/or Assistant Principal from each of the 18 schools, and a School Improvement Superintendent.

During the gathering, the Chief Superintendent dropped by to say "Oki" and highlighted the importance of our collective work. The focus of the gathering was to build relationships, review roles and responsibilities, and to introduce *We Walk Together*, a relational practice that honours both Indigenous and Western approaches to supporting the well-being and achievement of Indigenous students through a holistic collaborative response.

Truth & Reconciliation, Diversity and Inclusion | National Day for Truth & Reconciliation and Orange Shirt Day

Many CBE staff, students, families, friends, and neighbours attended the Fourth annual ceremonial opening of the National Day for Truth & Reconciliation event on September 30th at the Confluence Historic Site & Parkland. Hosted in friendship by the City of Calgary, Calgary Board of Education, and Calgary Catholic Schools Division, the event was planned to commemorate Indian residential school victims, honour survivors, and commit to Truth & ReconciliACTION.

This year's gathering included a smudge tent and Indigenous speakers. Indigenous students from the CBE danced to commemorate and honour the Indigenous children who did not return home and all survivors and intergenerational survivors of residential schools.

Truth & Reconciliation, Diversity and Inclusion | Professional Learning Series

The Diversity and Inclusion Professional Learning Series was created in 2023-2024 to develop the capacity of educators and foster courage in their commitment to anti-racism by building foundational knowledge across our system. The module themes focus on: Developing Self and Others, Leading Teaching and Learning, Developing Inclusive Schools, and Leading a Culture of Improvement.

The Diversity and Inclusion team will be hosting two sessions to guide school leaders and principals through the module series and showcase how the modules interconnect and can be adapted to school context, climate, and need. Further sessions will be offered in 2025 and will be recorded to ensure accessibility across the system.

Well-Being | Chief Superintendent's Student Advisory Council

The Chief Superintendent's Student Advisory Council (CSSAC) offers the Chief Superintendent direct insights into students' views on school culture, well-being, belonging, and diversity. Members will work with student leaders to enhance leadership skills and drive positive change. CSSAC will also gather student input to support the Learner Excellence, Well-Being, and Truth & Reconciliation, Diversity and Inclusion Key Outcomes of the 2024-2027 Education Plan, promoting achievement and equity for all students.

The 2024 theme, EmpowerED: Next-Gen Leaders Uplifting Voices and Embracing Equity, will focus on amplifying student voices, especially underrepresented ones, fostering diverse perspectives, student well-being, and developing leadership skills for sustainable future initiatives in CBE high schools and their communities.

Well-Being | Two CBE Schools Receive BenchmarkYYC Awards

On October 2, 2024, The City of Calgary hosted the second annual BenchmarkYYC Awards. This awards ceremony recognized the top-performing commercial buildings in energy use and Greenhouse Gas (GHG) emissions reduction.

This year the CBE received two awards in recognition of energy performance and GHG emissions reduction at two of its schools.

For the second year in a row, Balmoral School was selected as the top performing K-12 school in the BenchmarkYYC Program for calendar year 2022. This property was compared against 61 similar properties and came out with the lowest Total Greenhouse Gas Emissions Intensity of 30.2 kg CO₂(equivalent)/m²/year.

Additionally, Catherine Nichols Gunn School was selected as the school with the best greenhouse gas emissions intensity reduction between 2021 and 2022 out of all 450 properties in the [BenchmarkYYC program](#) with a 32% reduction.

The CBE works to manage and reduce its energy consumption through many initiatives across our portfolio including energy efficient facility upgrades, utility management at a school and system level, and engaging staff and students in energy education and awareness campaigns.

The CBE is grateful to receive this recognition and will continue our work to meet the GHG emissions and energy intensity targets set out in our Sustainability Framework.

Learning Excellence | Resource Booking Pilot

In response to many requests from schools, Teaching and Learning with Technology initiated the development of a Resource Booking system that will be the standard solution for all schools to manage the booking of their shared resources, including laptop carts, computer labs, iPads, robotics, shared rooms, etc.

We began piloting on Monday, September 16, with 28 schools across all grade divisions and Areas. The benefits of this tool include supporting increased equity of access to technology in all schools, as well as enabling school leaders to monitor the usage of technology and other bookable resources in their building. After a successful pilot, we expect to launch Resource Booking to all schools in January 2025.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOL

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.