

public agenda

Regular Meeting of the Board of Trustees

March 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.

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 Opening Remarks	Chair		
	4 Awards and Recognitions		GC-3	
	4.1 2026 Alberta School Boards Association (ASBA) Edwin Parr Award	S. Dasgupta	OE-4	Page 4-1
	5 Results Focus			
	5.1 Results 3: Citizenship – Annual Monitoring	J. Pitman	R-3	Page 5-1
	6 Operational Expectations			
	6.1 OE-7: Communicating With and Support for the Board – Annual Monitoring	J. Pitman	OE-7	Page 6-1
	7 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures.			
	8 Matters Reserved for Board Information		GC-3	
	9 Matters Reserved for Board Decision	Board	GC-2	

9.1	Proposed Amendments to Governance Culture Policies	Board	GC-5E	Page 9-1
10 	Consent Agenda	Board	GC-2.6	
10.1	Items Provided for Board Decision			
10.1.1	OE-3: Instructional Program – Annual Monitoring <i>(THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-3: Instructional Program.)</i>		OE-3	Page 5-1 (Feb. 10/26)
10.2	Items Provided for Board Information			
10.2.1	Chief Superintendent's Update		OE-2,3,4,8,9	Page 10-1
10.2.2	Construction Projects Status Update		OE-7,9	Page 10-13
10.2.3	Correspondence			Page 10-26
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.

2026 Alberta School Boards Association (ASBA) Edwin Parr Award



Calgary Board
of Education

Report to Board of Trustees

Date	March 3, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Originator	Sumana Dasgupta, Superintendent, Human Resources
Governance Policy Reference	Operational Expectations OE-4: Treatment of Employees
Resource Person(s)	Cristin Marr, Director, Human Resources Meghan Morden, Coordinator, Teacher Staffing Jesse Hillas, Principal Consultant, Teacher Staffing

1. Recommendation

That the Board of Trustees approves **Hana Viktorin** as recipient of the 2026 Alberta School Boards Association Edwin Parr Award for the Calgary Board of Education.

2. Issue

The Recipient Submission Package for the ASBA Edwin Parr Award is required to be received by the ASBA Zone 5 chair by March 18, 2026.

3. Background

The ASBA awards the Edwin Parr Teacher Award – the namesake of past ASBA President Edwin Parr annually in recognition of outstanding first-year teachers who have demonstrated excellence in the Teaching Quality Standard. Each metro board will select one recipient to receive an Edwin Parr Teacher Award. Nominations are open to any full or part-time first year teacher (as defined by ASBA).

4. Analysis

During the months of November, December and January Principals submitted nominations for the Edwin Parr Teacher Award to the Committee Chair. A Calgary Board of Education selection committee was convened in January of 2026: Jesse Hillas – Chair (Principal Consultant, Teacher Staffing), Carrie Edwards (Principal, Citadel Park School, Area 1), Ryan Turner (Principal, Banff Trail School, Area 2), Steven Pike (Principal, Ian Bazalgette School, Area 3), Brent Banack (Principal, Wilma Hansen School, Area 5), Anne Kromm (Principal, Central Memorial High School, Area 6), and Kaylan Christianson (Principal, Earl Grey School, Area 7).

After evaluating the eight eligible nominees, the committee recommends Hana Viktorin as the Calgary Board of Education recipient for this award.

Ms. Viktorin completed her Bachelor of Health and Physical Education from Mount Royal University in 2023. She then completed a Bachelor of Education specializing in Secondary PE from the University of Calgary in 2025. She completed field experiences in Grade 10 Physical Education, Grade 11 and 12 Leadership and Grade 7-9 Physical Education and Health.

The Calgary Board of Education welcomed Ms. Viktorin to the substitute teaching roster in the spring of 2025 following the completion of her studies at the University of Calgary. She was subsequently appointed to a probationary contract beginning in the 2025–2026 school year at Centennial High School.

Ms. Viktorin currently teaches in the specialized Communication, Sensory, Social Interaction (CSSI) program at Centennial High School. In this complex and highly specialized setting, she demonstrates an exceptional commitment to inclusive education and to building meaningful relationships with students whose communication needs are diverse. Ms. Viktorin understands that authentic connection extends well beyond verbal language. Through her presence, patience, and genuine care, she has created a classroom environment grounded in trust and belonging. Her students respond to her with visible joy and enthusiasm, clear evidence of the strong relationships she has cultivated.

As a CSSI teacher, one of Ms. Viktorin's primary responsibilities is to establish, nurture, and sustain inclusive learning environments. She fulfills this responsibility with exceptional skill and intention. While the CSSI classroom itself is warm and welcoming, Ms. Viktorin works to connect CSSI students and staff with the broader school community. Each morning during scheduled Tutorial time, she brings her students to the school gymnasium to participate in physical activity. In this shared space, she intentionally welcomes interaction with other students and staff, fostering understanding, connection, and belonging. Through these daily practices, she not only supports her students' social engagement but also strengthens Centennial High School's culture as a safe, respectful, and inclusive learning environment.

The CSSI program benefits from structure and predictability, and Ms. Viktorin honours the importance of routine while thoughtfully incorporating flexibility and experiential learning. Whenever possible, she extends learning beyond the classroom into the school's outdoor learning gardens. There, students engage in land-based and sensory experiences - exploring natural textures, drawing and observing nature, singing, dancing, and participating in outdoor play. These opportunities enrich student learning while supporting regulation and engagement.

Ms. Viktorin's professionalism extends well beyond her classroom. She greets specialized transportation staff each day with warmth and respect, and they have shared how valued and included she makes them feel. Within the CSSI classroom and in collaboration with colleagues across the ACCESS and PLP programs, Ms. Viktorin is regarded as a generous, thoughtful, and highly valued team member. She contributes positively to the culture of Centennial High School and exemplifies collegiality and collaboration.

Choosing to embrace the CSSI role early in her career speaks to Ms. Viktorin's commitment, and passion for learning. She approaches her work with intellectual curiosity, actively seeking mentorship and feedback from experienced colleagues. She asks insightful questions, reflects on her practice, and integrates new learning into her instruction. Rather than being deterred by complexity, she is energized by opportunities to grow and refine her practice in service of her students.

Ms. Viktorin exemplifies the professional standards of the Calgary Board of Education. She consistently adheres to the procedures, frameworks, and policies established by Alberta Education and the CBE, demonstrating diligence, sound judgment, and integrity. Although early in her career, she displays a level of professionalism, composure, and awareness that is remarkable. She demonstrates a strong understanding of the nuances and responsibilities associated with supporting students with exceptional needs, and her insight and maturity distinguishes her as an educator with significant leadership potential.

Even in her first year of teaching, Ms. Viktorin contributes meaningfully to the broader profession. This year, she welcomed three Mount Royal University students into her classroom for observation and volunteer experiences. Each described the learning environment she created as inspiring and supportive and credited her mentorship with deepening their interest in pursuing careers in education. Through her example, Ms. Viktorin is already influencing the next generation of teachers.

Ms. Viktorin is also an active and engaged member of the Centennial High School community. She serves as co-head coach of the school's wrestling team and has committed to coaching the Girls Rugby team in the spring, substantial responsibilities for any educator, particularly one in her first year. She embraces these roles with enthusiasm, finding genuine joy in supporting students' athletic growth and development. As a coach and mentor, she is a powerful role model, particularly for young women participating in sport.

Her contributions extend further to school-wide events such as Meet the Teacher evenings and Open House, and to working closely with feeder schools and families of incoming CSSI students to support smooth transitions into high school. She approaches these transitions with empathy, recognizing that change can be especially challenging for students with exceptional needs and their families. Her thoughtful guidance ensures students and families feel welcomed, supported, and confident as they enter the program.

Ms. Viktorin embodies the qualities we value in our educators: compassion, professionalism, reflective practice, and an unwavering commitment to student success. Centennial High School, and the Calgary Board of Education as a whole, are strengthened by her presence and contributions. It is with great enthusiasm that we put her forward for this award as an exceptional early-career educator whose impact is already far-reaching.

5. Conclusion

It is with great pride that the selection committee recommends Hana Viktorin as the Calgary Board of Education recipient for the 2026 ASBA Edwin Parr award.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: 2026 Alberta School Board Association Edwin Parr Teacher Awards Package

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.

Edwin Parr Teacher Award Nomination Package

Nomination Deadline: March 18

Overview

The Edwin Parr Teacher Award - the namesake of past Alberta School Boards Association (ASBA) President Edwin Parr - recognizes outstanding first-year teachers who have demonstrated excellence in the [Teaching Quality Standard](#).

Nominee Eligibility Criteria

Nominees include first-year Kindergarten to Grade 12 teachers who meet the following criteria:

- First-year teaching experience must be completed in an ASBA member school board.
- Completion of a minimum of 100 full-time equivalent days of teaching service from the beginning of the current school year and prior to the nomination deadline.
- Must hold an Interim Professional Certificate or equivalent.
- Must have no more than 120 full-time equivalent days of teaching service prior to the current school year.

Nominators

Division staff are eligible to nominate teachers who meet the above criteria by completing the *Nomination Package*.

Nomination Package Checklist

- Nomination Form (provided in the package for completion)
- Nomination Questions (provided in the package for completion)
- Letter of Support from the School Principal (to be added by nominator)
- At least three photos of the nominee, including one portrait and two diverse photos (to be added by nominator; image files required i.e., JPEG/PNG).

Questions? Contact us.

awards@asba.ab.ca



NOMINATION FORM

Nomination Category: Metro

Nominator Information

Nominator First Name: Jesse
Nominator Last Name: Hillas
Nominator School Board: Calgary Board of Education
Nominator Title: Principal Consultant
Nominator Phone Number:
Nominator Email: jkhillas@cbe.ab.ca

Nominee Information

Nominee First Name: Hana
Nominee Last Name: Viktorin
Nominee School Board: Calgary Board of Education
Nominee Phone Number: Click or tap here to enter text.
Nominee Email: HaViktorin@cbe.ab.ca
Nominee Address: Click or tap here to enter text.
Nominee City: Calgary
Nominee Postal Code: Click or tap here to enter text.
Nominee School Name: Centennial High School
Nominee School Address: 55 Sun Valley Blvd SE
Nominee Current Teaching Assignment: Communications, Sensory, and Social Interaction (CSSI) Program
Nominee Post-Secondary Education (Degree Earned Including Major/Minor): Bachelor of Education (Secondary PE) and Bachelor of Health and Physical Education
Nominee Graduating University: University of Calgary and Mount Royal University

Nominee Eligibility Criteria Confirmation

- First-year teaching experience must be completed in an ASBA member school board.
- Completion of a minimum of 100 full-time equivalent days of teaching service from the beginning of the current school year and prior to the nomination deadline.
- Must hold an Interim Professional Certificate or equivalent.
- Must have no more than 120 full-time equivalent days of teaching service prior to the current school year.

NOMINATION QUESTIONS

Please provide a description of the nominee (100 words maximum). Note: this will be used in the ASBA award program should the nominee be selected as a recipient.

Hana Viktorin is recognized for her exceptional commitment, authenticity, and dedication to students at Centennial High School. Originally joining the school as an outstanding practicum student, she quickly became a trusted, humble, and highly capable educator. Her transition into the CSSI program demonstrated extraordinary compassion, adaptability, and skill, earning the admiration of students, families, and colleagues. Hana consistently goes above and beyond—coaching wrestling and girls' rugby, supporting transitions for complex learners, and fostering deeply inclusive, caring environments. Her integrity, leadership, and wholehearted service exemplify the highest standard of first-year teaching.

Please provide specific examples, commentary and evidence related to the nominee's performance in each of the following dimensions from the [Teacher Quality Standard](#) competencies.

1. How does the nominee foster effective relationships (TQS1)?

Hana practices open and authentic communication with everyone. She is congenial and approachable, as mentioned. Working with CSSI students comes with additional complexities as relates to developing effective relationships, but Hana fully recognizes that verbal communication is not essential for the development of meaningful connections with students. Hana 's students adore her, and often clap and smile and make excited noises when they see her approaching. Hana greets the specialized bus drivers every morning and afternoon with kindness and warmth. These drivers have shared how Hana makes them feel valued, appreciated, and like part of the team. In the CSSI classroom, Hana works all day with a team of colleagues (2 Education Assistants, 1 Lunch Supervisor), and also collaborates closely with a Behaviour Support Worker and the teams working in our ACCESS and PLP programs. One and all describe Hana as a shining light and tremendous addition to our entire staff team.

2. How does the nominee engage in career-long learning (TQS2)?

My earlier description of how Hana accepted and embraced the role of CSSI teacher reveals all you need to know about her willingness and indeed eagerness to engage in professional development and lifelong learning. Hana does not shy away from challenges, and is eager to add tricks and strategies to her practice. Hana asks many questions of colleagues and frequently bounces ideas off of those with more experience than her working with non-verbal students. She has actively sought out professional learning opportunities, and is judicious and thoughtful in incorporating her learnings into her teaching practice.

3. How does the nominee demonstrate a professional body of knowledge (TQS3)?

As Hana is in her first year as a teacher, her professional body of knowledge is naturally developing and growing with each passing day. Hana has had many conversations with our Assistant Principal (herself exceptionally skilled and experienced with all things Inclusive Ed). Martina describes Hana as being as impressive a human being as any teacher she has ever known. Martina is awe-inspired by Hana 's thirst for knowledge and desire to improve on her already excellent teaching ability, and I echo Martina's opinion. Hana is well-read and (as mentioned previously) actively seeks out learning from colleagues throughout our system (in addition to resources like her mom!) Hana also delights in sharing her experience and perspective with prospective teachers just venturing out into schools to see if teaching is for them. Already this year Hana has welcomed and inspired three different students from Mount Royal University, each of whom spent hours over the course of multiple days observing and volunteering in her classroom. These students from MRU loved being in Hana 's presence, and stated that they learned an incredible amount from Hana during their short stays. I am

proud to say that Hana 's presence, kindness, and skill have increased the likelihood that each of these practicum students will consider teaching as their profession of choice.

4. How does the nominee establish inclusive learning environments (TQS4)?

As a CSSI teacher, one of Hana 's primary responsibilities is establishing, fostering, and nurturing inclusive learning environments. She does this at all times, very skillfully. Not only is the CSSI classroom a warm, welcoming environment, but Hana goes out of her way to connect CSSI students (and staff) with the greater student and staff population. For example, each morning during scheduled Tutorial time, Hana brings her students to the school gymnasium to engage in physical activity. While teaching and working with her CSSI students, Hana very mindfully and intentionally welcomes other students and staff into the space. This enhances the interaction and awareness of our CSSI students and program, while also building up the general culture of Centennial High School as a welcoming, safe, respectful, inclusive learning environment.

5. How does the nominee apply foundational knowledge about First Nations, Métis and Inuit (TQS5)?

Our CSSI program is well-organized and there is definite comfort in predictability and routine. Hana recognizes this, yet also incorporates flexibility and land-based learning whenever possible. Whenever weather permits, Hana can be found outside in our 'learning gardens' (essentially an outdoor courtyard between two wings of classrooms). She has our CSSI students actively engaged in outdoor activities including working with textures (dirt, grass, leaves), dancing, singing, drawing nature, and general outdoor play.

6. How does the nominee adhere to legal framework and policies (TQS6)?

Hana exemplifies what it means to embrace the CBE Lifelong Learning Framework. She adheres to all procedures/frameworks/policies as laid out by both Alberta Education and the Calgary Board of Education. Though it is of course very early in Hana's career, I can definitely see a future leader thriving in our system when I look at Hana's entire package of professionalism, work ethic, grace, and poise. Hana is smart and asks many questions, and is acutely aware of some of the nuances and legalities associated with working with exceptional needs children. She is well beyond the regular curve in this regard, far surpassing any new teacher I can remember working alongside.

7. How is the nominee involved in extra-curricular and community activities?

Hana is an active member of the greater community at Centennial High School. She is the co-head coach of our Wrestling team, which boasts dozens of student athletes. She has also committed to coaching our Girls Rugby team in the spring. Either one of these commitments would be more than enough for any teacher to take on during a school year - never mind a teacher in their first year. However, Hana enthusiastically embraces both roles. She finds great joy in supporting students' athletic endeavours. And, as mentioned previously, Hana the coach is a fantastic role model for all students (and especially for female teens engaging in athletics). Hana is also involved in all kinds of activities throughout the school beyond her coaching duties, from Meet the Teacher events to our Open House. She works beyond that to work with feeder schools and incoming families of CSSI students, to help ensure a smooth transition for students new to the program. Change of any kind can be terrifying for students and families, and especially so for many families supporting students with exceptional needs. Hana expertly navigates these transitions.

For School Board Approval Only if Nominee Proceeds to Recipient Selection Committee

Board Chair/Designate Full Name: Click or tap here to enter text.

Board Chair/Designate Title: Click or tap here to enter text.

Date: Click or tap to enter a date.

Results 3: Citizenship

Monitoring report for the school year 2024-25



Calgary Board
of Education

Date	March 3, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Dr. Michael Nelson, Superintendent School Improvement Dr. Jennifer Turner, Superintendent School Improvement
Governance Policy Reference	Board/Chief Superintendent Relationship B/CSR-4: Authority of the Chief Superintendent B/CSR-5: Chief Superintendent Accountability Results R-3 Citizenship Operational Expectations OE-3: Instructional Program OE-7: Communication With and Support for the Board
Resource Person(s)	Michael Craig, Education Director, Research and Strategy

Executive Summary

Analysis |

The data indicates high levels of success for the following:

- Social Studies achievement remains a strength with 93.9% of students demonstrating successful understanding.
- Division 3 report card indicators remained very strong, with Overall Levels of Success between 98–99% across exercising democratic rights, respect for diversity, and collaboration.
 - Evident Strengths increased across all three citizenship-related report card stems, indicating steady improvement in core citizenship skills.
 - After previous declines, Exemplary Strengths have begun to rise, showing emerging gains in citizenship behaviours.
 - Fewer Division 3 students required a Network of Support, reflecting reduced need for intensive intervention.
- Student survey results showed high agreement in several areas:
 - Local & National Citizenship (87.4%)
 - Embracing Culture (90.8%)
 - Diversity & Inclusion – original questions (85.8%)
 - Collaborative Skills (90.6%)

Areas that are showing growth or improvement are as follows:

- Environmental Stewardship Summary Measure increased year-over-year to 61.8%, with significant growth in Grades 8, 9, 11, and 12.
- Agreement increased across all environmental question themes, particularly in personal responsible use practices (Reduce/Reuse/Recycle – Self at 84.7%).
- Diversity & Inclusion measures showed improvement on Allyship and Racism Response themes.

Note | These two measures are from a new question set and were not part of the last major year report. Baseline for improvement is year-over-year for these two themes.

Areas identified as requiring continued focus include:

- Learning Community Citizenship remains comparatively low (57.5%), driven by reduced student responses regarding both community and national/global inclusivity, and contributions, including volunteerism.
- Within Environmental Stewardship, students report low willingness to influence peers, including:
 - Talking about environmental protection (45.9%)
 - Encouraging others to reduce/reuse/recycle (54.8%)

Note | For the 2024-25 administration of the CBE Student Survey, Environmental Stewardship survey questions have been revised to better align with curriculum and classroom language, shifting from technical terms like “reduce, reuse, recycle” toward broader, more accessible phrasing focused on caring for the land, protecting the environment, and encouraging responsible choices among peers.

- Global Citizenship Summary Measure declined to 69.8%, with particularly low agreement (55.1%) on discussing global issues such as peace and climate change.
- Indigenous Understanding declined compared to 2021–22
- Student perceptions of school responses to racism/discrimination remain low at 63.3%, despite slight improvement.

Context | Considerations for Report Card and Survey Data

It should be noted that report card indicators are summative in nature and represent teacher assessment of a body of evidence collected over the course of the school year and reported on the June report cards. Conversely, the data associated with the CBE Student Survey represents student perception data collected during a period of time. The administration of the 2024-25 Student Survey took place in the first few months of 2025.

As such, caution is needed in any attempt to compare report card results to student survey perception data, as these are dissimilar data sources gathered at different points in the 2024-25 school year. Teachers and students would have unique differences related to accurately assessing or self-assessing citizenship.

Per the June 25, 2024, Regular Meeting of the Board of Trustees, Trustees approved a suspension of the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2024- 25 school year. As a result, only students in Division 3, or grades 7, 8 and 9, received report card assessments related to three of the twelve indicators.

Results 3: Citizenship was a major focus on the 2024-25 CBE Students Survey. In 2023-24, additional **Diversity and Inclusion Summary Measure** questions were introduced to strengthen the system’s ability to understand students’ lived experiences with inclusion, belonging, and discrimination; improve insight into how consistently schools respond to concerns; and more effectively monitor progress toward creating safe, welcoming, equitable learning environments across all schools. Because these items were newly added for all surveyed grades, year-over-year analysis may show shifts that reflect both genuine changes in student experience and the natural variability that occurs when new question themes are introduced, meaning trend comparisons should be interpreted with caution during the first years of implementation.

Additionally, the increase in the number of students surveyed since the previous major year survey focus reflects the broader growth and diversification of the student population across the system. As the CBE continues to welcome more learners from a wide range of cultural, linguistic, and educational backgrounds, including many students who are new to Canada, the survey now captures a broader spectrum of experiences and perspectives. This expanded and more diverse respondent base may naturally influence survey patterns over time, and therefore year-over-year comparisons should be

interpreted with care, recognizing that shifts in results may reflect both genuine changes in student experience and the evolving composition of the student population.

Targets |

Targets are identified where the Chief Superintendent sees an opportunity for growth or where the Board of Trustees identifies an area of concern or exception.

Four indicators in Results 3 are based on report card data, and the remaining eight indicators are tied to survey data. In the Result 3 Monitoring Report for the 2023-24 year, report card results continued to be very high and so, were not identified as an opportunity for growth.

As Results 3 was a minor focus on the 2023-24 CBE Student Survey, it was decided to wait until 2024-25 when Results 3 was a major focus, with a full data set from the survey results, to provide comparative analysis, rather than setting targets based on a limited data set. And while data for the Environmental Stewardship Summary Measure from the CBE Student Survey was available, new curriculum implementation was expected to continue to impact survey results.

It is for these reasons no targets were set for 2024-25 in this report.

Major Year Reporting Schedule |

Report	Major focus on the CBE Student Survey	Major focus year for Board Reporting
Results 3 Citizenship	2024-25	2025-26
Results 4 Personal Development	2025-26	2026-27
Results 5 Character	2026-27	2027-28
Results 3 Citizenship	2027-28	2028-29

Glossary of Terms |

- Board: Board of Trustees
- 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 summarizes 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 progress; and a signed certification from the Chief Superintendent of the status.
- Report Card Indicators:
 - Exemplary Strengths (EX): Strengths are apparent in exemplary and sustained levels of performance. Challenging situations are managed within a pattern of self-regulation.
 - Evident Strengths (EV): Strengths are evident and have a positive impact on learning experiences. Areas for improvement do not, or only occasionally, constrain the quality of learning experiences.
 - Emerging Strengths (EM): Strengths are evident in some learning situations. Strengths are likely to appear in response to external structure or stimulus. Weaknesses constrain the quality of learning experiences. A plan of action involving school, student and home is required to address the areas for improvement.
 - Network of Support Required (SR): Strengths require further development to be realized within the school environment. The student's learning experiences are at risk. Remediation through coordinated action by home, school and possibly outside agencies is required to address areas for improvement.
 - Individual Program Plan (IPP): Used for students with Alberta Education Special Education Coding only when a priority learning cycle on the IPP is directly related to the report card stem in question. Indicates that progress and achievement in relation to that report card stem are included in the IPP.
- 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 with *Operational Expectations* and monitoring reasonable progress on *Results*.
- Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

Policy |

Results 3: Each student will be a responsible citizen.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to affirm the responsibility of public education to contribute to the development of informed and engaged community members.

The Chief Superintendent interprets *each student will be a responsible citizen* to mean that in and through their learning program, every individual learner in The Calgary Board of Education will understand and act within the rights and obligations of community membership and that they will be prepared to assume the social and civic responsibilities of adulthood.

Students will:

3.1 Participate in developing and maintaining our Canadian civil, democratic society.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be involved members of their communities.

The Chief Superintendent interprets *participate in developing and maintaining our Canadian civil, democratic society* to mean that students will exercise the democratic rights and responsibilities afforded to them by the community, including actions that help to create positive change.

Specifically, this means that students will:

- act on behalf of themselves, others and the community;
- contribute to events of common concern; and
- help groups work together.

Indicators |

1. Percentage of students in kindergarten-grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.

Note | At the June 25, 2024 Regular Meeting of the Board of Trustees, Trustees approved a suspension of the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2024-25 school year. As a result, only students in Division 3 or grades 7, 8 and 9, received report card assessments related to this

indicator. While a year-over-year comparison for the past three years is reasonable for the All Student cohort, a 5-year analysis would not be a valid metric because of this change.

2. Percentage of high school students who report that they exercise their democratic rights and responsibilities within the learning community; as indicated by the Overall Agreement of the **Learning Community Citizenship Summary Measure** from the CBE Student Survey.
3. Percentage of high school students who report that they have participated in community service, school service or volunteer work to help others; as indicated by the Overall Agreement of the **Service Summary Measure** from the CBE Student Survey.

Students will:

3.2 Understand the rights and responsibilities of citizenship in local, national and international contexts.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be informed about and able to contribute to their immediate communities and the larger world.

The Chief Superintendent *interprets rights and responsibilities of citizenship* to mean the freedoms and obligations of all Canadian citizens¹. The Chief Superintendent interprets *local, national and international contexts* to include home, neighbourhood and school groups as well as Calgary, Alberta, Canada and the world.

Indicators |

1. Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.
2. Percentage of students who report they understand what it means to be a responsible citizen in their local and national communities; as indicated by the Overall Agreement of the **Local and National Citizenship Summary Measure** from the CBE Student Survey.
3. Percentage of students who report they understand what it means to be a responsible global citizen; as indicated by the Overall Agreement of the **Global Citizenship Summary Measure** from the CBE Student Survey.

¹ Government of Canada, Immigration, Refugees and Citizenship Canada, Study Guide – Discover Canada: The Rights and Responsibilities of Citizenship. Retrieved Feb. 12, 2021, from <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/discover-canada/read-online/rights-responsibilities-citizenship.html>

Students will:

3.3 Respect and embrace diversity.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students appreciate the cultural pluralism and individual equality that are foundational to Canadian society.

The Chief Superintendent interprets *respect and embrace* to mean to see as equal, learn from and treat with dignity.

The Chief Superintendent interprets *diversity* to mean the full range of uniqueness within humanity.

Indicators |

1. Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.

Note | At the June 25, 2024 Regular Meeting of the Board of Trustees, Trustees approved a suspension of the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2024-25 school year. As a result, only students in Division 3 or grades 7, 8 and 9, received report card assessments related to this indicator. While a year-over-year comparison for the past three years is reasonable for the All Student cohort, a 5-year analysis would not be a valid metric because of this change.

2. Percentage of high school students who report they value other cultures; as indicated by the Overall Agreement of the **Embracing Culture Summary Measure** from the CBE Student Survey.
3. Percentage of high school students who report they appreciate and learn from the perspectives of others; as indicated by the Overall Agreement of the **Diversity and Inclusion Summary Measure** from the CBE Student Survey.

Students will:

3.4 Be responsible stewards of the environment by contributing to its quality and sustainability.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will care for the diversity and health of the land, its ecosystems and climate by minimizing the impact of their activities.

The Chief Superintendent interprets *responsible stewards* to mean that students will act to protect resources and minimize waste.

The Chief Superintendent interprets *environment* to mean the surroundings and conditions that affect the development of all living things.

The Chief Superintendent interprets *quality and sustainability* to mean the ability of the environment to support the needs of diverse life forms now and into the future.

Indicators |

1. Percentage of students who report they take action to protect the environment and use resources responsibly; as indicated by the Overall Agreement of the Environmental Stewardship Summary Measure from the CBE Student Survey.

Students will:

3.5 Be able to lead and follow as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will work well with others to advance individual and group learning.

The Chief Superintendent interprets *lead and follow* to mean that students take multiple roles in contributing to the work of a group.

The Chief Superintendent interprets *develop and maintain positive relationships* to mean that students communicate and interact effectively with others.

The Chief Superintendent interprets *manage conflict and reach consensus* to mean that students communicate and problem solve together for their shared benefit.

Indicators |

1. Percentages of students in kindergarten-grade 9 reported to work and collaborate effectively with others; as measured by student report cards.

Note | At the June 25, 2024 Regular Meeting of the Board of Trustees, Trustees approved a suspension of the inclusion of any indicators for Results 3: Citizenship, Results 4: Personal Development and Results 5: Character related to Kindergarten to Grade 6 school report cards for the 2024-25 school year. As a result, only students in Division 3 or grades 7, 8 and 9, received report card assessments related to this indicator. While a year-over-year comparison for the past three years is reasonable for

the All Student cohort, a 5-year analysis would not be a valid metric because of this change.

2. Percentage of high school students who report they work and communicate effectively with others; as measured by the Overall Agreement of the **Collaborative Skills Summary Measure** from the CBE Student Survey.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

Monitoring Information

Evidence of Progress |

Board-approved indicators and targets as well as 2023-24 results, analysis and capacity building |

Policy 3.1 Indicator 1

Percentage of students in kindergarten to grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.

All Students: Exercises democratic rights and responsibilities within the learning community². (%)

Indicator	2020-21	2021-22	2022-23*	2023-24*	2024-25*
Exemplary Strengths	40.7	39.6	32.0	30.6	31.1
Evident Strengths	48.9	49.3	53.6	54.3	54.5
Emerging Strengths	9.1	9.6	12.9	13.8	13.2
Network of Support Required	1.0	1.2	1.4	1.3	1.2
Individual Program Plan	0.3	0.3	0.1	0.0	0.0
Overall Level of Success	98.7	98.5	98.5	98.7	98.8

*Note | Only Division 3 results were reported in 2022-23, 2023-24 and 2024-25 school year.

Division 3 Students: Exercises democratic rights and responsibilities within the learning community. (%)

Indicator	2020-21	2021-22	2022-23	2023-24	2024-25
Exemplary Strengths	35.5	33.3	32.0	30.6	31.1
Evident Strengths	52.1	53.2	53.6	54.3	54.5
Emerging Strengths	11.0	11.8	12.9	13.8	13.2
Network of Support Required	1.4	1.7	1.4	1.3	1.2

² The descriptors for this stem are:

- contributes to events of common concern;
- advocates for self, others and the common good;
- takes responsibility and action to help the group work smoothly; and
- adheres to community expectations and personal convictions in conducting and representing learning.

Individual Program Plan	0.0	0.0	0.1	0.0	0.0
Overall Level of Success	98.6	98.3	98.5	98.7	98.8

- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

All Students: The analysis is not available for All Students cohort as only Division 3 had reported results in 2022-23, 2023-24 and 2024-25 school year.

Division 3: The Overall Level of Success continued to show year-over-year improvement and reached its highest level in 2024-25. Among the three Strength indicators, Evident Strength consistently increased over time, reaching the highest 54.5 per cent in 2024-25. For the past five years, Exemplary Strengths increased by 0.5 percentage points in 2024-25 following a three-year decline, while Emerging Strengths experienced a 0.6 percentage-point drop for the first time from 2023-24 to 2024-25 school year. Furthermore, the changes in these two indicators were not statistically significant in comparison to the previous three-year averages.

To determine improvement in Network of Support Required result, the percentage of students in this category should decrease. A three-year decrease was observed in Network of Support Required indicator from 2021-22 to 2024-25 school year, and it was statistically significant compared to the previous three-year average.

Note | Students in the IPP category for any indicator is not based on lack of success, but rather their exceptionality. Students receive an IPP indicator when they are being assessed on individualized goals documented in an Individualized Program Plan and not on grade level Alberta Curriculum outcomes. The only way to measure their success is through a review of their goal documented in their Individualized Program Plan.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

Policy 3.1 Indicator 2

Percentage of high school students who report that they exercise their democratic rights and responsibilities within the learning community; as indicated by the Overall Agreement of the **Learning Community Citizenship Summary Measure** from the CBE Student Survey.

Learning Community Citizenship Summary Measure Overall

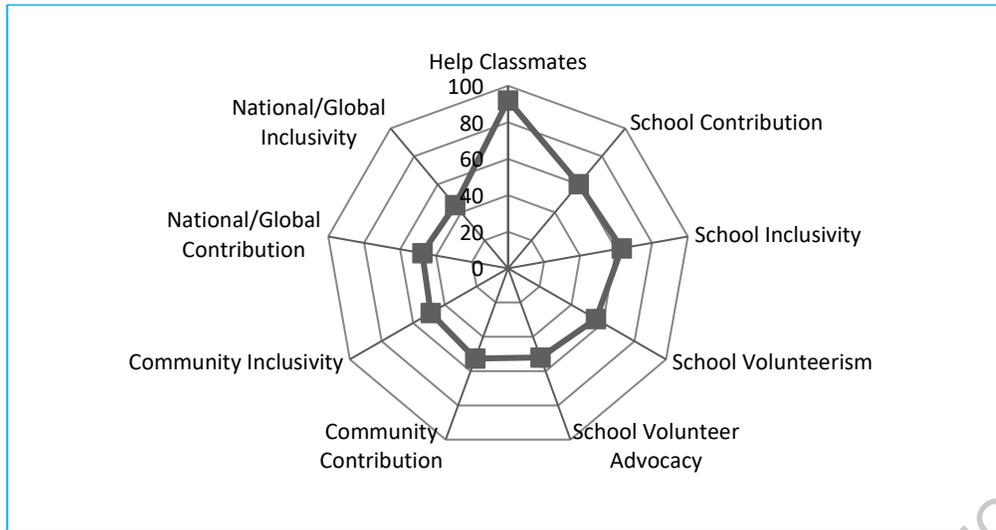
	2020-21	2021-22	2022-23	2023-24	2024-25
Overall Sample Size	6 730	9 080	n/a	n/a	12 340
Overall Agreement (%)	59.0	55.7	n/a	n/a	57.5

Learning Community Citizenship Summary Measure by Grade

Grade	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Grade 11	59.3	57.2	n/a	n/a	57.3
Grade 12	60.7	55.6	n/a	n/a	59.1

Learning Community Citizenship Summary Measure by Question Theme

Question Theme	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Help Classmates	95.6	93.2	n/a	n/a	92.1
School Contribution	70.2	64.6	n/a	n/a	60.2
School Inclusivity	72.2	68.8	n/a	n/a	63.2
School Volunteerism	53.5	49.0	n/a	n/a	55.6
School Volunteer Advocacy	48.0	44.5	n/a	n/a	52.1
Community Contribution	49.5	46.4	n/a	n/a	52.7
Community Inclusivity	47.2	43.1	n/a	n/a	49.0
National/Global Contribution	49.6	48.1	n/a	n/a	47.7
National/Global Inclusivity	45.2	43.7	n/a	n/a	45.1



- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

An overall 57.5 per cent agreement for the Learning Community Citizenship Summary Measure was observed in 2024-25. Across grades, Grade 12 students showed stronger agreement on the questions in this summary measure than Grade 11. Among the questions asked, CBE students reported relatively low agreement across most questions, except for the “Help Classmates” question. More than 90% of students agreed that they will help their classmates. Furthermore, students showed less than 50 per cent agreement on questions related to the participation in volunteering and service activities in community or at national and international levels.

Policy 3.1 Indicator 3

Percentage of high school students who report that they have participated in community service, school service or volunteer work to help others; as indicated by the Overall Agreement of the **Service Summary Measure** from the CBE Student Survey.

Service Summary Measure Overall

	2020-21	2021-22	2022-23	2023-24	2024-25
Overall Sample Size	6 530	8 848	n/a	n/a	12 020
Overall Agreement (%)	69.2	65.8	n/a	n/a	68.0

Service Summary Measure by Grade

Grade	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Grade 11	68.2	65.7	n/a	n/a	67.4
Grade 12	70.5	65.8	n/a	n/a	68.5

Service Summary Measure by Question Theme

Question Theme	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
School Volunteerism - Frequency	65.6	62.2	n/a	n/a	64.8
Community Volunteerism - Frequency	72.7	69.3	n/a	n/a	71.2

- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

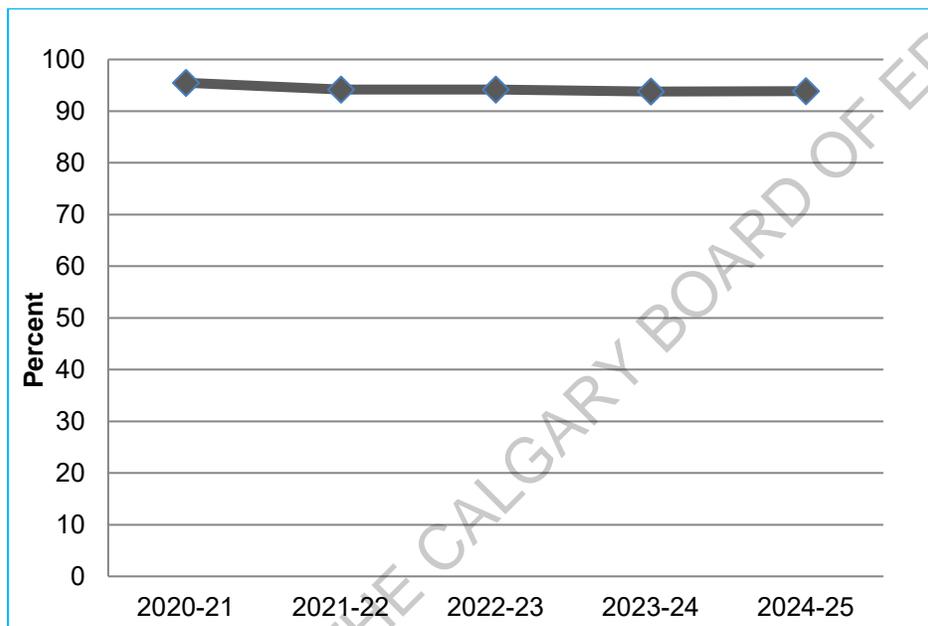
In 2024-25, CBE students showed an overall 68 per cent agreement on the Service Summary measure. Moreover, Grade 12 students reported 1.1 percentage points higher agreement than Grade 11 students. For the two questions asked, it indicates that students had greater participation in Community Volunteerism than School Volunteerism.

Policy 3.2 Indicator 1

Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.

Students demonstrating understanding of Social Studies issues, information and ideas (%)

2020-21	2021-22	2022-23*	2023-24	2024-25
95.5	94.2	94.2	93.8	93.9



- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

Students successfully demonstrating understanding of Social Studies issues, information and ideas are based on aggregated results for all social studies courses (K-12) including K&E and French courses. The results were calculated as percentages based on the number of students who successfully completed those courses.

Student achievement in Social Studies showed a general declining trend over the past five years. In 2024-25, 93.9 per cent of CBE students demonstrated understanding of Social Studies issues, information and ideas on report cards, which is 0.1 percentage points higher than the 2023-24 result.

Policy 3.2 Indicator 2

Percentage of students who report they understand what it means to be a responsible citizen in their local and national communities; as indicated by the Overall Agreement of the **Local and National Citizenship Summary Measure** from the CBE Student Survey.

Local and National Citizenship Summary Measure Overall

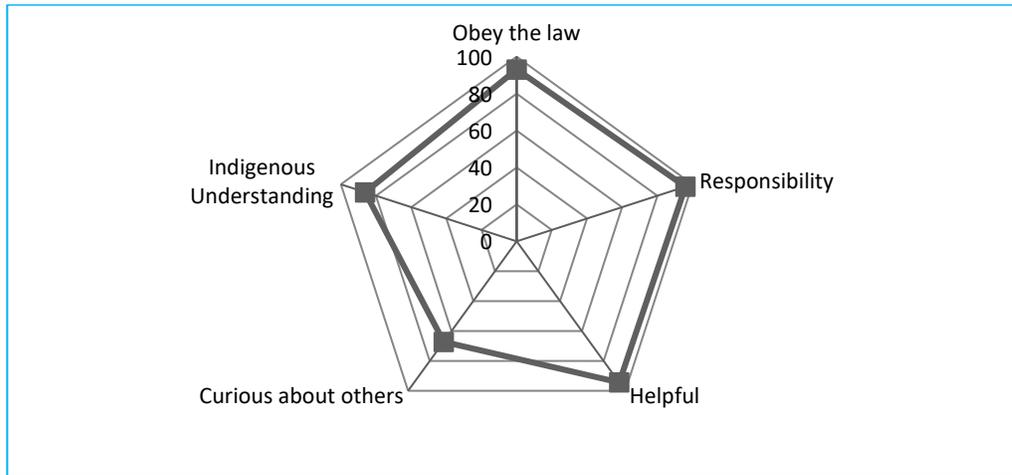
	2020-21	2021-22	2022-23	2023-24	2024-25
Overall Sample Size	n/a	36 573	n/a	n/a	44 188
Overall Agreement (%)	n/a	89.0	n/a	n/a	87.4

Local and National Citizenship Summary Measure by Grade

Grade	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Grade 5	n/a	91.3	n/a	n/a	90.3
Grade 6	n/a	90.8	n/a	n/a	88.0
Grade 8	n/a	88.5	n/a	n/a	84.8
Grade 9	n/a	89.0	n/a	n/a	85.4
Grade 11	n/a	88.4	n/a	n/a	87.5
Grade 12	n/a	89.0	n/a	n/a	88.9

Local and National Citizenship Summary Measure by Question Theme

Question Theme	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Obey the Law	n/a	94.5	n/a	n/a	93.1
Responsibility	n/a	97.3	n/a	n/a	96.0
Helpful	n/a	95.7	n/a	n/a	94.4
Curious About Others in Canada	n/a	66.0	n/a	n/a	67.2
Indigenous Understanding	n/a	91.9	n/a	n/a	86.2



- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

CBE Students showed an overall 87.4 per cent agreement on this measure in 2024-25. Across grades, Grade 5 had higher percentages of agreement than students in higher grades. Furthermore, when compared to 2021-22 school year, most of the grades showed notable drops in the agreements while Grade 12 students showed minor decrease in the results.

Moreover, while students showed high levels of agreement on most question themes within this measure, they reported relatively low agreement regarding their curiosity about other people's lives in Canada.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

Policy 3.2 Indicator 3

Percentage of students who report they understand what it means to be a responsible global citizen; as indicated by the Overall Agreement of the **Global Citizenship Summary Measure** from the CBE Student Survey.

Global Citizenship Summary Measure Overall

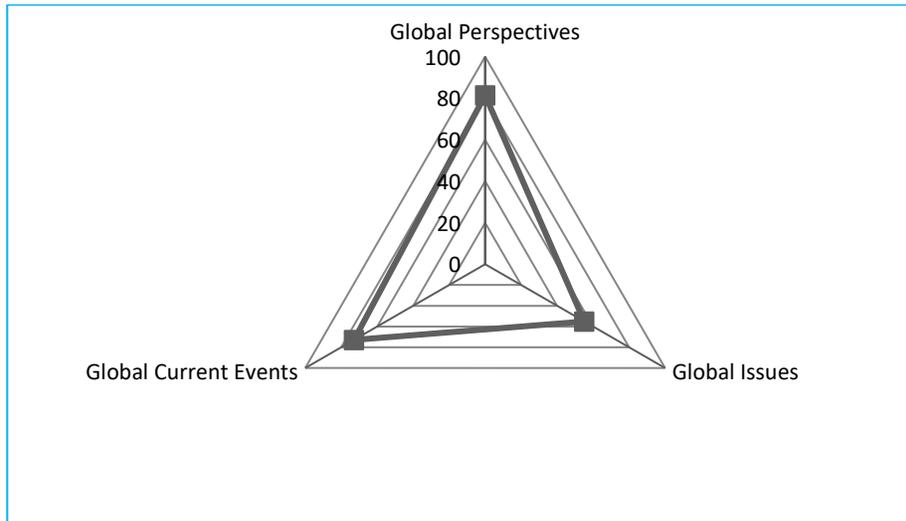
	2020-21	2021-22	2022-23	2023-24	2024-25
Overall Sample Size	n/a	33 802	n/a	n/a	41 591
Overall Agreement (%)	n/a	74.6	n/a	n/a	69.8

Global Citizenship Summary Measure by Grade

Grade	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Grade 5	n/a	73.6	n/a	n/a	71.3
Grade 6	n/a	71.2	n/a	n/a	66.7
Grade 8	n/a	69.9	n/a	n/a	62.2
Grade 9	n/a	73.4	n/a	n/a	65.5
Grade 11	n/a	78.6	n/a	n/a	75.6
Grade 12	n/a	80.3	n/a	n/a	78.3

Global Citizenship Summary Measure by Question Theme

Question Theme	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Global Perspectives	n/a	85.4	n/a	n/a	81.4
Global Issues	n/a	58.7	n/a	n/a	55.1
Global Current Events	n/a	79.8	n/a	n/a	72.9



- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

In 2024-25, Global Citizenship Summary Measure received 69.8 per cent overall agreement. Across grades, Grade 11 and Grade 12 students reported stronger agreement on the question themes within this measure compared to students in lower grades. For the specific questions asked, CBE students showed 81.4 per cent agreement on Global Perspectives question while only 55.1 per cent of students agreed with the Global Issues question.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

Policy 3.3 Indicator 1

Percentage of students in kindergarten to grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.

All Students: Demonstrate respect and appreciation for diversity³ (%)

Indicator	2020-21	2021-22	2022-23*	2023-24*	2024-25*
Exemplary Strengths	48.5	47.3	38.2	36.0	36.6
Evident Strengths	45.5	45.5	51.7	53.1	53.3
Emerging Strengths	5.3	6.2	9.1	9.9	9.2
Network of Support Required	0.6	0.8	1.0	1.1	0.8
Individual Program Plan	0.1	0.2	0.1	0.0	0.0
Overall Level of Success	99.3	99.0	99.0	99.0	99.1

*Note | Only Division 3 results were reported in 2022-23, 2023-24 and 2024-25 school year.

Division 3 Students: Demonstrate respect and appreciation for diversity (%)

Indicator	2020-21	2021-22	2022-23	2023-24	2024-25
Exemplary Strengths	43.0	40.5	38.2	36.0	36.6
Evident Strengths	49.7	50.2	51.7	53.1	53.3
Emerging Strengths	6.4	8.1	9.1	9.9	9.2
Network of Support Required	0.9	1.2	1.0	1.1	0.8
Individual Program Plan	0.0	0.0	0.1	0.0	0.0
Overall Level of Success	99.1	98.8	99.0	99.0	99.1

- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

³ The descriptors for this stem are:

- shows concern for the dignity and equality of all;
- demonstrates appreciation for individual and cultural differences;
- seeks to learn about and from unfamiliar ways of thinking and living; and
- uses diverse viewpoints in a learning context.

All Students: The analysis is not available for All Students cohort as only Division 3 had reported results in 2022-23, 2023-24 and 2024-25 school year.

Division 3: The Overall Level of Success kept high 99.0 per cent from 2021-22 to 2023-24 and a 0.1 percentage point increase could be observed in 2024-25 school year. Among the three Strength indicators, Evident Strength showed consistent growth over time, reaching the highest 53.3 per cent in 2024-25. Exemplary Strength reported 0.6 percentage points increase in 2024-25 following a three-year decline while Emerging Strength stopped the year-over-year increase and dropped by 0.7 percentage points this year. When compared to the previous three-year average, the decrease in Emerging Strength was not statistically significant.

To determine improvement in Network of Support Required, the percentage of students in this category should decrease. Network of Support Required decreased by 0.3 percentage points in 2024-25, which is not statistically significant in comparison to the previous three-year average.

Note | Students in the IPP category for any indicator is not based on lack of success, but rather their exceptionality. Students receive an IPP indicator when they are being assessed on individualized goals documented in an Individualized Program Plan and not on grade level Alberta Curriculum outcomes. The only way to measure their success is through a review of their goal documented in their Individualized Program Plan.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

Policy 3.3 Indicator 2

Percentage of high school students who report they value other cultures; as indicated by the Overall Agreement of the **Embracing Culture Summary Measure** from the CBE Student Survey.

Embracing Culture Summary Measure Overall

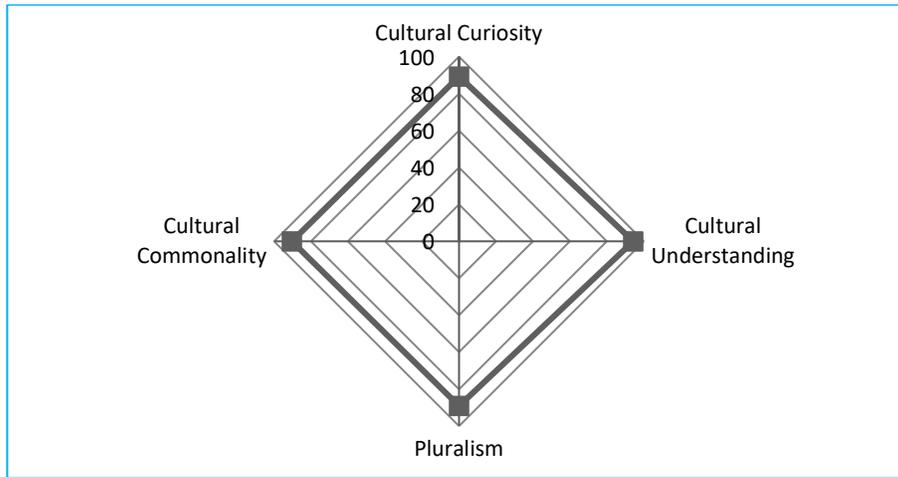
	2020-21	2021-22	2022-23	2023-24	2024-25
Overall Sample Size	n/a	9 024	n/a	n/a	11 835
Overall Agreement (%)	n/a	93.4	n/a	n/a	90.8

Embracing Culture Summary Measure by Grade

Grade	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Grade 11	n/a	93.4	n/a	n/a	90.4
Grade 12	n/a	93.5	n/a	n/a	91.3

Embracing Culture Summary Measure by Question Theme

Question Theme	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Cultural Curiosity	n/a	91.5	n/a	n/a	89.3
Cultural Understanding	n/a	96.2	n/a	n/a	94.3
Pluralism	n/a	92.6	n/a	n/a	89.1
Cultural Commonality	n/a	93.4	n/a	n/a	90.4



- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

The Overall student agreement on Embracing Culture Summary Measure was 90.8 per cent in 2024-25 school year. Across grades, both Grade 11 and Grade 12 students showed more than 90 per cent results, with Grade 12 students reporting 0.9 percentage points higher agreement than those in Grade 11. Furthermore, all questions asked within this measure received high levels of agreement, with the highest result in Cultural Understanding questions (94.3%) and the lowest in Pluralism question (89.1%).

PROPERTY OF THE CALGARY BOARD OF EDUCATION

Policy 3.3 Indicator 3

Percentage of high school students who report they appreciate and learn from the perspectives of others; as indicated by the Overall Agreement of the **Diversity and Inclusion Summary Measure** from the CBE Student Survey.

Diversity and Inclusion Summary Measure Overall

	2020-21	2021-22	2022-23	2023-24	2024-25
Overall Sample Size	n/a	n/a	n/a	n/a	11 846
Overall Agreement (%)	n/a	n/a	n/a	n/a	82.5

Diversity and Inclusion Summary Measure Overall and by Grade - Original Questions Only

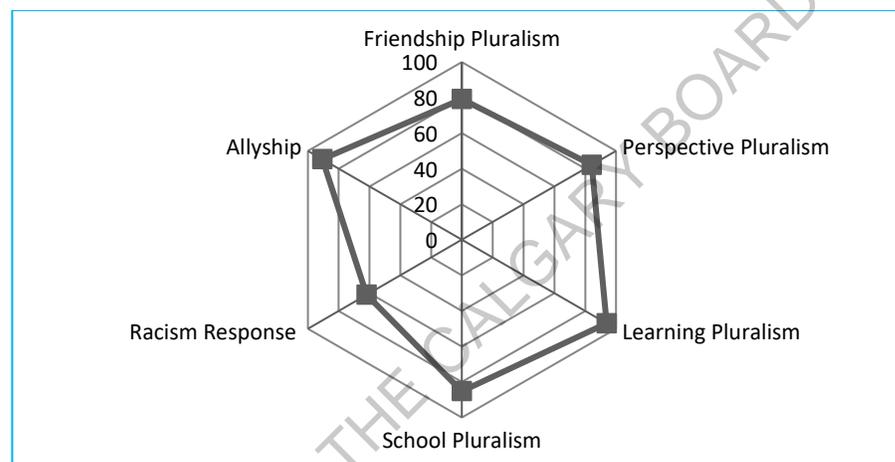
Grade	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Overall Sample Size	n/a	8 680	n/a	n/a	11 846
Overall Agreement (%)	n/a	84.1	n/a	n/a	85.8
Grade 11 Agreement (%)	n/a	84.0	n/a	n/a	85.3
Grade 12 Agreement (%)	n/a	84.8	n/a	n/a	86.8

Diversity and Inclusion Summary Measure Overall and by Grade - Additional Questions Only

Grade	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Overall Sample Size	n/a	n/a	n/a	11 324	10 979
Overall Agreement (%)	n/a	n/a	n/a	79.3	79.2
Grade 11 Agreement (%)	n/a	n/a	n/a	81.1	79.4
Grade 12 Agreement (%)	n/a	n/a	n/a	79.9	80.7

Diversity and Inclusion Summary Measure by Question Theme

Question Theme	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Original Question Themes					
Friendship Pluralism	n/a	76.8	n/a	n/a	79.2
Perspective Pluralism	n/a	82.6	n/a	n/a	84.2
Learning Pluralism	n/a	93.0	n/a	n/a	93.9
Additional Question Themes					
School Pluralism	n/a	n/a	n/a	88.1	85.2
Racism Response	n/a	n/a	n/a	59.6	61.9
Allyship	n/a	n/a	n/a	90.3	90.6



- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

The overall agreement within this measure was 82.5 per cent in 2024-25, with Grade 12 students reporting a higher level of agreement than Grade 11. For the three new questions asked in this measure, the overall agreement in 2024-25 was 79.2 per cent, representing a 0.1 percentage point decline from the previous year. Across grades, Grade 11 students showed lower agreement level compared to 2023-24 while Grade 12 students recorded a 0.8 percentage points growth. As a result, overall agreement among Grade 12 students exceeded Grade 11 students in 2024-25. For the three original questions asked, 85.8 per cent of high school students showed overall satisfaction and the percentage of overall agreement in Grade 12 was 1.5 percentage points higher than Grade 11 students.

Among the survey questions asked in this measure, CBE students showed relatively high agreement on most of questions while only 61.9 per cent of students agreed that their school takes steps to address racism/discrimination occurring at school. Furthermore, except for School Pluralism questions, Racism response and Allyship questions both had higher levels of agreement than last year's results.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

Policy 3.4 Indicator 1

Percentage of students who report they take action to protect the environment and use resources responsibly; as indicated by the Overall Agreement of the **Environmental Stewardship Summary Measure** from the CBE Student Survey.

Environmental Stewardship Summary Measure Overall

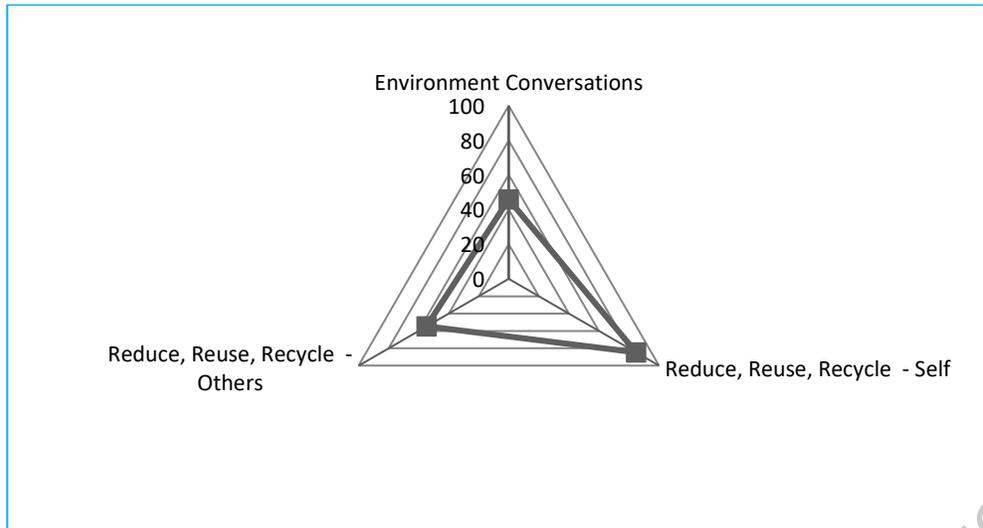
	2020-21	2021-22	2022-23	2023-24	2024-25
Overall Sample Size	n/a	34 245	33 525	38 104	40 654
Overall Agreement (%)	n/a	63.8	56.6	58.1	61.8

Environmental Stewardship Summary Measure by Grade

Grade	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Grade 5	n/a	73.6	70.4	70.4	70.1
Grade 6	n/a	67.1	61.4	61.6	62.8
Grade 8	n/a	58.5	50.7	50.4	56.0
Grade 9	n/a	59.5	49.6	51.3	55.4
Grade 11	n/a	64.4	53.2	57.4	62.6
Grade 12	n/a	65.6	56.7	58.3	65.7

Environmental Stewardship Measure by Question Theme

Question Theme	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Environment Conversations	n/a	44.7	40.1	42.7	45.9
Reduce, Reuse, Recycle - Self	n/a	91.1	81.8	82.0	84.7
Reduce, Reuse, Recycle - Others	n/a	55.6	47.9	49.5	54.8



- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

The overall agreement on this measure showed year-over-year improvement within the previous two years, with the 2024-25 result being significantly higher than the previous three-year average. When compared to last year's result, except for Grade 5, students in other grades reported increased results in 2024-25 school year. Notably, the overall agreement in Grade 8, 9, 11 and 12 improved significantly in comparison to the previous three-year average. Across grades, elementary students demonstrated the highest level of agreement, while middle school students showed the lowest. The agreement on all three question themes within this measure continued to increase in 2024-25. Among them, the percentage of agreement for Reduce, Reuse, Recycle – Self question consistently stands out over time.

Policy 3.5 Indicator 1

Percentage of students in kindergarten to grade 9 reported to work and collaborate effectively with others; as measured by student report cards.

All Students: Works and collaborates effectively with others⁴ (%)

Indicator	2020-21	2021-22	2022-23*	2023-24*	2024-25*
Exemplary Strengths	39.0	37.6	31.3	30.0	30.1
Evident Strengths	47.2	47.0	50.6	51.3	51.9
Emerging Strengths	11.8	13.2	16.1	16.8	16.2
Network of Support Required	1.4	1.7	1.8	1.8	1.7
Individual Program Plan	0.5	0.5	0.1	0.0	0.1
Overall Level of Success	98.0	97.8	98.0	98.1	98.3

*Note | Only Division 3 results were reported in 2022-23, 2023-24 and 2024-25 school year.

Division 3 Students: Works and collaborates effectively with others (%)

Indicator	2020-21	2021-22	2022-23	2023-24	2024-25
Exemplary Strengths	35.0	33.0	31.3	30.0	30.1
Evident Strengths	50.1	49.4	50.6	51.3	51.9
Emerging Strengths	12.9	15.4	16.1	16.8	16.2
Network of Support Required	1.8	2.1	1.8	1.8	1.7
Individual Program Plan	0.1	0.1	0.1	0.0	0.1
Overall Level of Success	98.0	97.8	98.0	98.1	98.3

- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

⁴ The descriptors for this stem are:

- assumes leadership or contributing roles to advance learning and community goals;
- communicates with others to build understanding; and
- works with others to manage conflict and reach consensus.

- **Analysis**

All Students: The analysis is not available for All Students cohort as only Division 3 had reported results in 2022-23, 2023-24 and 2024-25 school year.

Division 3: The Overall Level of Success and Evident Strengths shared the same trend over time. Both results showed decreased result from 2020-21 to 2021-22 and a three-year continuous increase from 2022-23 to 2024-25 school year. Over the past five years, they reached the highest levels in 2024-25, which is significantly higher than the previous three-year average. Moreover, Exemplary Strengths showed a general downward trend over time while Emerging Strengths reported a 0.6 percentage point decrease in 2024-25 after three years of continuous improvement. And the decrease in Emerging Strengths was statistically significant when compared to the three-year average.

To determine improvement in Network of Support Required, the percentage of students in this category should decrease. The Network of Support Required indicator showed a generally decreasing trend over time. A 0.1 percentage point decline was observed in 2024-25 after maintaining at 1.8 per cent from 2022-23 to 2023-24 school year.

Note | Students in the IPP category for any indicator is not based on lack of success, but rather their exceptionality. Students receive an IPP indicator when they are being assessed on individualized goals documented in an Individualized Program Plan and not on grade-level Alberta Curriculum outcomes. The only way to measure their success is through a review of their goal documented in their Individualized Program Plan.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

Policy 3.5 Indicator 2

Percentage of high school students who report they work and communicate effectively with others; as measured by the Overall Agreement of the **Collaborative Skills Summary Measure** from the CBE Student Survey.

Collaborative Skills Summary Measure Overall

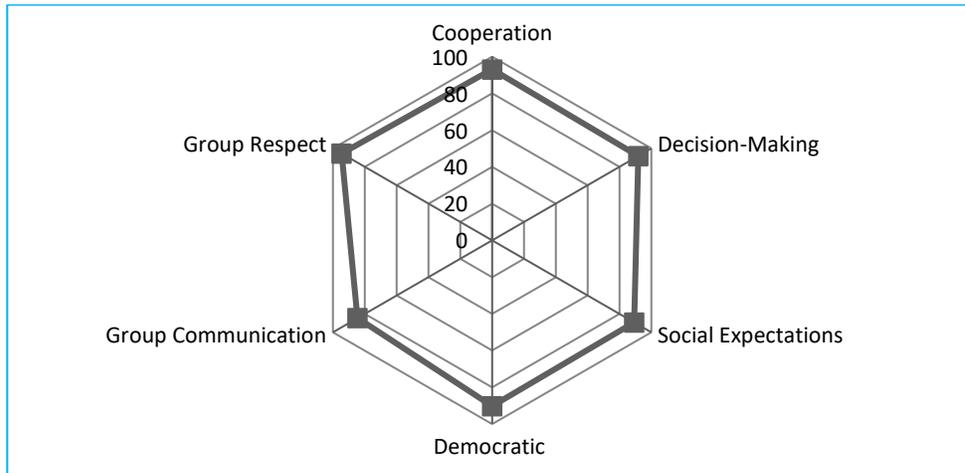
	2020-21	2021-22	2022-23	2023-24	2024-25
Overall Sample Size	n/a	8 920	n/a	n/a	11 952
Overall Agreement (%)	n/a	89.5	n/a	n/a	90.6

Collaborative Skills Summary Measure by Grade

Grade	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Grade 11	n/a	89.3	n/a	n/a	90.3
Grade 12	n/a	89.9	n/a	n/a	91.0

Collaborative Skills Summary Measure by Question Theme

Question Theme	Overall Agreement (%)				
	2020-21	2021-22	2022-23	2023-24	2024-25
Cooperation	n/a	93.2	n/a	n/a	93.1
Decision-Making	n/a	90.4	n/a	n/a	91.8
Social Expectations	n/a	86.3	n/a	n/a	89.3
Democratic	n/a	90.3	n/a	n/a	90.2
Group Communication	n/a	82.5	n/a	n/a	84.5
Group Respect	n/a	94.3	n/a	n/a	94.5



- **Targets for 2024-25**

No targets were set for the 2024-25 school year.

- **Analysis**

In 2024-25, the overall agreement on the Collaborative Skills Summary Measure was 90.6 per cent. Across grades, Grade 12 students showed higher percentage of agreement than Grade 11 students with a difference of 0.7 percentage points. Notably, students demonstrated high levels of agreement across all question themes, with Group Respect question receiving the highest and Group Communication the lowest levels of agreement.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

Interpretation |

Across all three Report Card Results measures related to student citizenship in Division 3, the Overall Level of Success increased. This upward trajectory suggests that more middle school students are demonstrating strong citizenship skills of working and collaborating with others, demonstrating respect and appreciation for diversity, and responsible participation within their learning communities.

These improvements align with a strengthened system focus on middle school student well-being, grounded in social emotional learning (SEL). As adolescents navigate key developmental stages, where identity formation, social acceptance, and heightened sensitivity to peer perception are prominent, SEL supports help them develop the interpersonal and collaborative skills needed to engage positively with others. This developmental context, paired with intentional instructional practices, likely contributes to the continued improvement. In addition, initiatives such as the first Middle School Symposium enhanced student-voice and involved students in analyzing and contextualizing well-being data.

Student perception data for Environmental Stewardship summary measure increased compared to 2023–24; however, a gap remains between students' personal responsible-use practices and their willingness to encourage peers to take environmental action. This discrepancy may be the result of the vocabulary/language used in the survey questions and curricular misalignment. Terms such as reduce, reuse, recycle may not be explicitly taught in the grades participating in the CBE Student Survey, affecting students' confidence when interpreting these questions. To address this, survey language has been revised to better align with curriculum and classroom terminology for the 2025–26 school year.

Overall student agreement for Learning Community Citizenship and School Service summary measures increased compared to 2021–22 but remains lower than most summary measures results. Several factors may influence these results, including reduced volunteerism following the pandemic, shifts in the availability of community opportunities, and increasingly competitive post-secondary requirements that may lead students to prioritize academic performance over service.

As organizations continue adapting to post-pandemic realities, volunteer pathways may gradually re-emerge. At the system level, efforts to establish partnerships with community partners aim to strengthen students' sense of community, enhance mentorship opportunities, and provide structured avenues for service that connect older and younger learners. Post-secondary institutions are also increasingly recognizing well-rounded applicants who balance academics with service, which may contribute to a gradual cultural shift in how volunteerism is perceived and valued.

It is important to note that while the availability of community-based volunteers may contribute to fluctuations in participation, continued emphasis on citizenship, community contribution, and the value of service may help students recognize the purpose of these experiences as opportunities continue to evolve. Additionally, students' definitions of "community" may influence survey responses. Cultural or familial service may not always be recognized by students as volunteerism within school-based frameworks.

The Collaborative Skills summary measure also improved compared to 2021–22, suggesting more students are demonstrating the ability to lead and follow appropriately, navigate social expectations, and contribute positively to group goals. Students continue to report strong skills in reflecting on how their decisions affect others and maintaining respectful communication during collaboration. To sustain this growth, ongoing resource development for SEL and cultural responsiveness for teaching, learning, and leadership may continue to strengthen system and staff capacity. This in turn will support students to exercise their rights and responsibilities in welcoming, caring, respectful and safe learning environments.

Within the Collaborative Skills summary measure, question themes Cooperation and Democratic, overall agreement remain above 90 per cent, despite slight declines. A reduced willingness to take interpersonal risks such as speaking up, advocating, or entering conversations may suggest that students fear saying the wrong thing, limiting full participation in consensus-building processes. Additionally, the ways schools solicit student input may influence engagement, as certain formats may feel more accessible than others. As a result, the Chief Superintendent's Student Advisory Council (CSSAC) and Diversity and Inclusion team will continue to support structures that elevate student leadership and strengthen meaningful student voice.

The students understanding the rights and responsibilities of citizenship as measured by the Local, National and Global Citizenship declined overall and across most question themes compared to 2021-22. These results may be impacted by broader societal influences, demographic shifts and increased use of social media. Within question themes, the largest decline occurred in Indigenous Understanding. Although all schools have a Truth and Reconciliation Commitment to Action (TRC), this pattern suggests an opportunity to deepen student understanding of reconciliation as an ongoing, lived responsibility. It is important to note that increased awareness can sometimes result in declining agreement as previous understandings shift, and students engage with more complex knowledge. Continued focus is needed to ensure cultural responsiveness. This includes uplifting student voice, and leadership practices that move beyond discrete observances, embedded in everyday learning environments.

As the student population becomes more culturally and linguistically diverse, responses within the Local, National, and Global Citizenship measures may also reflect different prior experiences and varying familiarity with Canadian contexts. Students who are newer to Canada may interpret citizenship concepts through different educational frameworks or lived experiences, which can influence how they respond to items related to national identity, civic engagement, and reconciliation. These factors may also contribute to some of the observed patterns in these citizenship results.

Despite declines, Embracing Culture summary measures remain high, indicating students continue to express curiosity about cultures different from their own. These results may be associated with increased classroom diversity and opportunities for learning experiences alongside peers with diverse identities. This increasing diversity in the student population means that students bring a wider range of lived experiences and expectations related to belonging, inclusion, and school responsiveness. Prior experiences with schooling, community norms, and how concerns are addressed can also shape how students interpret and respond to questions about safety, accessibility, allyship, and discrimination.

At the same time, students with marginalized identities continue to report experiences of discrimination and inequity. Fluctuations in survey responses may stem from the complex realities of students navigating differing cultural, social, or moral values at home and at school, which can create challenges in their interactions with peers and in school-family relationships. These dynamics may also be further impacted by digital environments, where highly curated social media feeds can reinforce, or amplify, particular perspectives. Continued emphasis on digital citizenship and critical digital consumption remains essential as students navigate increasingly complex online spaces.

A positive shift is noted within the Diversity and Inclusion perception data since 2021–22 reflects meaningful work occurring across classrooms, schools, and the system. Continued focus on inclusive relationships, student voice, and flexible instructional design will support further improvement. This aligns directly with the Education Plan goals related to equity, well-being, and improved outcomes for all learners.

New questions were added to the Diversity and Inclusion summary measure in 2023-24 surrounding Allyship, Racism Response and School to better understand students' experiences with belonging, inclusion, and discrimination, and to provide clearer insight into how schools support safe and welcoming learning environments. Based on the new questions, the theme of Allyship remains strong, at above 90 per cent. This may be as a result intentional work addressing discrimination, racism, and inequities across CBE.

Conversely, the Racism Response theme results increased slightly but remained low, while School Pluralism declined. These patterns may reflect how students perceive the way schools respond to incidents of discrimination and racism. CBE's Progressive Discipline and Student Code of Conduct emphasize proactive, preventative, and restorative approaches designed to protect the dignity and privacy of those involved. Because much of this follow-up may occur privately, students and families may not see the actions taken and may assume that little or nothing has happened. In some cases, students may also expect a more immediate or highly visible response, and when the school's restorative approach does not match these expectations, their confidence in the school's response can be affected.-up

This highlights the importance of clear, consistent communication with staff, students, and families about the Continuum of Supports, including how concerns are addressed and what kinds of responses are appropriate in different situations. When students and families better understand the range of supports, intervention strategies, and restorative practices available, they are more likely to recognize that meaningful action is occurring even when it is not visible to peers.

Student voice structures such as wellbeing symposiums remain essential in helping schools understand student expectations and perceptions. Strengthening communication about how concerns lead to action, alongside continued focus on allyship and inclusive school cultures, may help improve students' sense of safety, belonging, and trust in the school's ability to respond effectively over time.

One further aspect of the broader data story influencing student perception survey results may be the growing influence of digital echo chambers and increasingly sophisticated algorithms. This aspect of social media can often shape what young people see and engage with in their everyday media use and influence the development of their citizenship identity. As social

platforms and content feeds continue to be driven by corporate motivations such as maximizing engagement, students may be more frequently exposed to narrowing or polarizing perspectives. This can reinforce existing views rather than providing exposure to diverse cultures and ideas and can subtly limit opportunities for curiosity, empathy, and cross-cultural understanding.

In response, the Teaching & Learning with Technology team is embedding algorithmic literacy into digital citizenship and AI professional learning and providing teachers and schools with resources and lessons that help students understand how algorithms work, recognize their influence, identify high-quality and diverse information sources, and think critically about their use of digital media, social platforms, and online spaces.

▪ Celebrate

- For Division 3 students, Overall Level of Success and Exemplary Strengths showed year-over-year improvement in:
 - Percentage of students reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.
 - Percentage of students reported to demonstrate respect and appreciation for diversity; as measured by student report cards.
 - Percentage of students reported to work and collaborate effectively with others; as measured by student report cards.
- In comparison to the three-year average, the Overall Level of Success had significant improvement in:
 - Percentage of students reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.
 - Percentage of students reported to work and collaborate effectively with others; as measured by student report cards.
- Percentage of Division 3 students achieving Evident Strengths, as measured by report card indicators, showed a general upward trend over time and improved significantly compared to the previous three-year average under the stems:
 - Exercise their democratic rights and responsibilities within the learning community.
 - Demonstrate respect and appreciation for diversity.
 - Work and collaborate effectively with others.
- Fewer students in Division 3 required a network of support in relation to the report card indicators.
- Percentage of students who successfully demonstrate understanding of Social Studies issues, information and ideas as measured by school report cards increased from 93.8 per cent to 93.9 per cent.
- In CBE Student Survey, CBE students reported high levels of overall agreement within **Local and National Citizenship Summary Measure, Embracing Culture Summary Measure, Diversity and Inclusion Summary Measure** and **Collaborative Skills Summary Measure**.

- Overall student agreement on **Environmental Stewardship Summary Measure** increased year over year, with significant improvement compared to the previous three-year average. When disaggregated by grade, significant increases were found among students in Grade 8, 9, 11 and 12.
- **Areas for Growth**
 - CBE students showed relatively low overall agreement on **Learning Community Citizenship Summary Measure** and **Environmental Stewardship Summary Measure**.
 - Overall student agreement levels to the CBE Student Survey question “I talk to my fellow students about ways we can protect the environment” within the **Environmental Stewardship Summary Measure** continue to be the lowest at 45.9 per cent and the question “I try to get others to reduce, reuse, and recycle in my school” also had very low agreement at 54.8 per cent. When disaggregated by grade, agreement levels for this summary measure continue to be the lowest in Division 3.
 - 55.1 per cent of CBE students agreed that “I talk to people about issues like peace and climate change” within **Global Citizenship Summary Measure**.
 - Deepening understandings of cultural responsiveness and equity in learning and curriculum connections, and relational understandings of “community.”
- Student responses within the School Contribution and School Inclusivity question themes show a notable decline since 2021–22, particularly in students’ reported willingness to contribute their ideas and encourage peers to share their perspectives during school decision-making processes.
 - Student agreement within the **Global Citizenship Summary Measure** has declined, with the Global Issues theme showing particularly low levels of agreement compared to other question themes.
 - Strengthening clarity, visibility, and consistency in school processes that support safety, belonging, and responsive action to address racism or discrimination.

Building Capacity |

The following list of next steps, based on the analysis provided in this report, are shared as part of a commitment to continuous improvement.

- **Professional Learning**

Committing to building staff capacity through significant investment in professional learning is intended to support the continued strong results in student citizenship. Specifically, ongoing and newly developed professional learning opportunities intended to support include:

- Support learning through the Student Well-Being Symposium with Diversity and Inclusion and Indigenous education to deepen understanding and learning for students and teachers including culturally responsive Well-Being practices for student well-being action plans.

- Action planning session at the Well-Being, Health and Physical Education forum provides teachers and leaders from symposium with additional learning supports and strategies to strengthen their action plan.
- School Well-Being Action Teams attending the High and Middle School Student Well-Being Symposium where students examine school perception data and co-create action plans to elevate their culture of well-being at their school.
- SEL Toolbox Sessions for all teachers at the Well-Being Health and Physical Education forum to utilize the resources on the D2L shell.
- Build capacity for middle school and high school educators through SEL working groups and divisional meetings (Principals, Assistant Principals and Learning Leaders).
- System Leadership Professional Learning to support the Tiered Mental Health Intervention Plan, with a focus on universal classroom supports, through culturally responsive frameworks.
- Work with the Canadian Human Rights Museum to deliver professional learning and implement the Upstander Program in 11 pilot schools. This program is intended to support human rights education, specifically promoting inclusive, democratic and respectful communities connected to the new Alberta Education and Childcare Social Studies curriculum.
- Partner with sexual and reproductive health team at Primary Care Alberta to provide professional learning that addresses health related topics for school-based leaders and teachers including human sexuality.
- Professional learning will delve deeper into cultural responsiveness as a key foundation to support teachers and leadership in connecting Diversity and Inclusion key outcomes in task design and classroom/school communications.
- Professional learning will continue to be supported through the Diversity and Inclusion module series system wide.
- Ongoing professional learning that speaks to the lens of “Embodying Ethical Space” and Culturally Responsive Pedagogy.
- Continue support for schools, staff and students on inclusive practices from the SOGI Team.
- High school professional learning will focus on engaging, inclusive task design and assessment practices aligned with CBE’s Five Guiding Principles of Assessment and Reporting.
- K&E will offer professional learning around inclusive task design for teachers with students enrolled in K&E courses to create a stronger connection between well-being and achievement.
- Integrate professional learning focused on diversity and inclusion and ethical use of technology in education, and its relevance to digital citizenship and student learning.
- Develop and facilitate digital citizenship and artificial intelligence professional learning for schools and leaders.

- Develop and implement a technology-supported design challenge, Blue Sky City, that includes themes of sustainability and environmental stewardship in partnership with Microsoft, The City of Calgary, Indigenous Elders, and the Calgary Public Library (CPL).
- Support best practices for technology integration by using a wide range of technologies including Brightspace by D2L, Google Classroom, Google Workspace for Education, Read&Write, mobile technologies, digital citizenship skills, artificial intelligence for learning, coding and robotics, and computer science concepts and tools to support student learning.

▪ Structures & Processes

The following structures and processes will be utilized in support of student achievement of Results 3 and access to supports across a range of areas:

- 2025-26 Well-being Symposiums will focus on cultivating student agency, rights and responsibilities, and supporting students' sense of belonging, safety, and inclusion. School action plans will be developed as part of the symposiums to provide year long direction for community building and improving school culture.
- Continue to support the development of School Well-Being Action Teams and Well-Being Action Plans to create a space where students can share voice regarding well-being in their school community and provide a place for schools to improve on understanding their school data story around well being.
- Hiring of SILL (System Intervention Learning Leaders) and targeted school SELTs (Social Emotional Lead Teachers) for universal, targeted and individualized SEL strategies, working with 18 identified schools.
- Create partnership with Big Brothers and Big Sisters and CBE to connect Elementary and High school students leading additional opportunities volunteer and mentorship.
- Support schools to continue to make annual Truth and Reconciliation Commission (TRC) Commitments to Action with an increased focus on student learning and actions focused on ReconciliACTION.
- Analyze school-based TRC Commitments to Action and annual reflections/reports over 5 years to gather celebrations and areas for growth relevant to student learning and action and identify local wise practices and focus areas to share with all schools.
- Enhance system-wide consistency in how schools engage with dates of significance, including supporting leaders and staff in intentional instructional design that deepens student curiosity, nurtures cross-cultural understanding, and reflects the diverse lived experiences of our learning communities.
- Highlight key information for school leaders for Black History Month, Asian Heritage Month, Dates of Significance, and International Day for Elimination of Racial Discrimination.
- Utilize and track the baseline data from the CBE Student Survey questions related to use of learning technologies and understanding of digital citizenship to make informed decisions about supports, professional learning, and priorities. Support schools in using their baseline data to focus instruction on areas of need related to Digital Citizenship.

- Develop and implement a sustainable plan for technology-supported design challenges such as Blue Sky City, that includes effective relationship management of partners such as Microsoft, The City of Calgary, Indigenous Elders, and the Calgary Public Library (CPL).

- **Resources**

The following resources will be updated, refined and/or created and made accessible in support of system and school needs:

- Refine CBE K–12 Social Studies Companion Guide to help teachers support students in engaging responsibly in civic life, while also fostering respect for diversity and inclusion and guiding exploration of identity, perspective, and citizenship to promote living well together in a diverse world.
- Identify, review and implement resources representative of diverse student populations in tandem with the new Social Studies K-6 curriculum.
- Co-create the school well-being action plan with Primary Care Alberta, Indigenous Education and Diversity and Inclusion Teams to guide leaders and School Well-Being Action Teams in culturally responsive well-being practices.
- Develop artificial intelligence guidelines for schools and educators.
- Restructure and build D2L SEL Toolbox to provide educators with direct SEL resources.
- Develop student voice resource to address Anti-Racism and Anti-Discrimination measures at their school sites.
- Develop resources for schools, working in kindship with the Indigenous Education and Diversity and Inclusion Team to embed two-eyed seeing into Culture of Well-Being in CBE.
- Update Creating Conditions to Thrive document.
- Develop resources for Culturally Responsiveness Guide and Embodying Ethical Space.
- Create and refine resources to support the effective implementation of new Administrative regulations 3068 – Parental Notification and Opt-In Consent and 3034 – Athlete Eligibility Confirmation.
- Develop student and teacher resources for the technology-supported design challenges such as Blue Sky City, in collaboration with partners including Microsoft, The City of Calgary, Indigenous Elders, and the Calgary Public Library (CPL).

Targets |

In reviewing the Results 3 indicators, four are based on report card data and eight are drawn from survey responses. The report card indicators continue to demonstrate consistently high performance, suggesting limited opportunity for substantive growth in these areas currently. In addition, the introduction of new curriculum, particularly in Science and Social Studies, may continue to influence results across both reporting and survey measures. These curriculum shifts introduce variability that makes target-setting premature for the 2025–26 school year.

For these reasons, no formal targets have been established for 2025–26 within this report. However, between now and the next major reporting year, it may be important to monitor several enduring survey themes to better understand how students are experiencing citizenship, inclusion, and new areas of curriculum emphasis.

The newly introduced **Environmental Stewardship** questions should be tracked to establish baseline trends and observe how students respond to this emerging area of focus. Similarly, the **Diversity and Inclusion Summary Measure** now reflects a new question set, making it necessary to monitor early response patterns before establishing future expectations.

Results related to specific question sets in the **Local and National Citizenship Summary Measure** may also warrant continued attention, as the report showed variability in students' sense of curiosity and engagement with others in Canada, patterns which may continue to be influenced by the implementation of the new Social Studies curriculum, which emphasizes diverse Canadian histories and perspectives. Finally, specific question sets in the **Global Citizenship Summary Measure** should be observed carefully, particularly responses connected to Global Perspectives and Global Issues. These items showed directional but inconsistent movement in the recent results. Monitoring these themes will provide a clearer understanding of emerging patterns and support meaningful target setting once results stabilize.

APPENDIX

Appendix I: Results 3 | CBE Student Survey Questions & 2024-25 Results

PROPERTY OF THE CALGARY BOARD OF EDUCATION

Appendix 1: Results 3 | CBE Student Survey Questions & 2024-25 Results

Note | The numbers in the square brackets refer to the grades of students who would be asked this question. In cases where there are no numbers in brackets, all grade 5, 6, 8, 9, 11, and 12 students are asked this question.

Policy 3.1

Indicator 2 – Learning Community Citizenship Summary Measure

Question	Overall Agreement (%)
1 [11,12] When a classmate needs help, I help them.	92.1
2 [11,12] When there is a decision in my school that will impact students, I contribute my ideas to the discussion.	60.2
3 [11,12] When there is a decision in my school that will impact students, I encourage others to share their ideas.	63.2
4 [11,12] When there's an opportunity to volunteer within my school to help others, I join in.	55.6
5 [11,12] When there's an opportunity to volunteer within my school to help others, I try to get others to join in.	52.1
6 [11,12] When my school organizes an activity to help others in our local community, I join in.	52.7
7 [11,12] When my school organizes an activity to help others in our local community, I try to get others to join in.	49.0
8 [11,12] When my school organizes an activity to help others nationally or internationally, I join in.	47.7
9 [11,12] When my school organizes an activity to help others nationally or internationally, I try to get others to join in.	45.1

Indicator 3 – Service Summary Measure

Question	Overall Agreement (%)
1 [11,12] How often do you volunteer your time to help out in your school? [Always, Often, Sometimes, Never, Don't Know]	64.8
2 [11,12] When given the opportunity, how often do you participate as a volunteer in a community organization? [Always, Often, Sometimes, Never, Don't Know]	71.2

Policy 3.2**Indicator 2 – Local and National Citizenship Summary Measure**

Question	Overall Agreement (%)
1 I think it is important to obey the law.	93.1
2 I am responsible for myself and my actions.	96.0
3 I think it's important to help other students when they need it.	94.4
4 I want to know how people in the rest of Canada live their lives.	67.2
5 I recognize that it is my responsibility to help develop respect and understanding between Indigenous peoples and other Canadians.	86.2

Indicator 3 – Global Citizenship Summary Measure

Question	Overall Agreement (%)
1 I am interested in how people of other cultures see the world.	81.4
2 I talk to people about issues like peace and climate change.	55.1
3 [8,9,11,12] I talk to people about what is happening in other countries.	72.9

Policy 3.3**Indicator 2 – Embracing Culture Summary Measure**

Question	Overall Agreement (%)
1 [11,12] I find ideas from other cultures to be interesting.	89.3
2 [11,12] People's different cultures and identities should be valued.	94.3
3 [11,12] I like to be around people from different cultures and identities than mine.	89.1
4 [11,12] In the classroom, it's important that students from different cultures and identities learn the similarities that exist between them.	90.4

Indicator 3 – Diversity and Inclusion Summary Measure – Original Questions

Question	Overall Agreement (%)
1 [11,12] I easily make friends with people with different perspectives than I.	79.2
2 [11,12] I sometimes try to understand my classmates better by imagining how things look from their perspective.	84.2
3 [11,12] I can learn with and from people who look, think, or behave differently than me.	93.9

Indicator 3 – Diversity and Inclusion Summary Measure – Additional Questions

Question	Overall Agreement (%)
1 My school is a place where learning and extra-curricular activities are safe and accessible to all students (physically, intellectually, emotionally, socially).	85.4
2 When racism and/or discrimination occur at my school, my school takes steps to address it.	63.3
3 I'm an ally to people who look, behave, speak and/or identify differently than me.	88.9

Policy 3.4

Indicator 1 – Environmental Stewardship Summary Measure

Question	Overall Agreement (%)
1 I use resources responsibly by reducing, reusing, and recycling.	84.7
2 I try to get others to reduce, reuse, and recycle in my school.	54.8
3 I talk to my fellow students about ways we can protect the environment.	45.9

PROPERTY OF THE CALGARY BOARD OF EDUCATION

Policy 3.5**Indicator 2 – Collaborative Skills Summary Measure**

Question	Overall Agreement (%)
1 [11,12] I cooperate with people around me.	93.1
2 [11,12] I think about how my decisions will affect other people.	91.8
3 [11,12] I know what's expected of me in different social situations.	89.3
4 [11,12] When working with others, I encourage everyone to have their say.	90.2
5 [11,12] When working with others, I communicate my thoughts and opinions even if they are different than the rest of the group.	84.5
6 [11,12] When working with others, I treat them respectfully even if they think differently than I do.	94.5

PROPERTY OF THE CALGARY BOARD OF EDUCATION

OE-7: Communication With and Support for the Board



Calgary Board
of Education

Operational Expectations Monitoring Report

March 3, 2026

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 7: Communication With and Support for the Board, 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: March 3, 2026

Joanne Pitman, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 7: Communication With and Support for the Board, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____

Date: _____

Chair, Board of Trustees

Executive Summary

The Board of Trustees believes that it can effectively do its job when the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern.

This Operational Expectation establishes the global values and expectations of the Board of Trustees for administration's work in supporting Trustees through the sharing of information. This Operational Expectation speaks to the importance placed on information provided in a timely manner to the Board of Trustees in support of decision making and building understanding.

The Chief Superintendent's reasonable interpretation and indicators for OE 7: Communication With and Support for the Board, were approved on October 10, 2017. The Board of Trustees last monitored OE 7 on March 4, 2025. This report includes data available from the 2024-2025 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
7.1	7.1.1	Compliant
7.1	7.1.2	Compliant
7.2	7.2.1	Compliant
7.2	7.2.2	Compliant
7.2	7.2.3	Compliant
7.2	7.2.4	Compliant
7.2	7.2.5	Compliant
7.3	7.3.1	Compliant
7.4	7.4.1	Compliant
7.4	7.4.2	Compliant

Board-approved Interpretation

The sharing of information pertaining to the operation of the organization by the Chief Superintendent with the Board of Trustees is important and enables the Board to function by building understanding that informs decision making.

The Chief Superintendent shall:

7.1	Submit required monitoring data (see policy <i>B/CSR-5: Monitoring Chief Superintendent Performance</i>) in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Chief Superintendent interpretations and relevant data to substantiate compliance or reasonable progress.	Compliant
-----	--	-----------

Board-approved Interpretation |

Regular review of the performance of the organization relative to specific indices supports ongoing growth and improvement.

The Chief Superintendent interprets:

- *required monitoring data* to mean annual reports about Results and Operational Expectations.
- *thorough* to mean sufficient but not exhaustive.
- *accurate* to mean correct to the best of administration's knowledge when it is communicated.
- *understandable* to mean the information enables the Board to easily explain the information to a typical parent of a CBE student.
- *Board's annual work plan schedule* to mean the outcome of policy Governance Culture 6: Annual Work Plan.

Results reports will contain the following elements: a Board-approved reasonable interpretation, baseline and Board approved targets and evidence of reasonable progress. Operational Expectation reports will contain the following elements: a Board-approved reasonable interpretation and evidence of compliance.

Board-approved Indicators and Evidence of Compliance |

7.1.1	100 per cent of annual monitoring reports will be presented in accordance with the Board's annual work plan schedule.	Compliant
-------	---	-----------

The organization is compliant with this indicator.

Evidence statement

Between October 15, 2024 and June 10, 2025, administration presented four Results annual monitoring reports and nine Operational Expectations annual monitoring reports to the Board of Trustees. These reports were presented at the Board of Trustees' meetings according to the Board of Trustees' annual work plan.

7.1.2	100 per cent of annual monitoring reports will contain sufficient information for the Board to make a determination about compliance, non-compliance, reasonable progress, lack of reasonable progress and exceptions.	Compliant
-------	--	-----------

The organization is compliant with this indicator.

Evidence statement

All nine Operational Expectations monitoring reports contained the Board approved reasonable interpretations as well as the evidence of compliance. One indicator was presented as non-compliant (5.6.1) with information provided on steps being taken to move to compliance.

The Board passed motions after the presentation of each OE monitoring report indicating the Chief Superintendent was in compliance.

Monitoring reports for Results 2 – Academic Success, Results 3 – Citizenship, Results 4 – Personal Development, and Results 5 – Character contained the Board approved reasonable interpretations and the evidence of reasonable progress based on the indicators. No exceptions were noted by the Board for the Results reports.

Evidence demonstrates all indicators in subsection 1 are in compliance.

7.2	Provide for the Board, in a timely manner, information about trends, facts, accommodation planning or significant modifications of any instructional programs, anticipated significant media coverage and other information relevant to the Board's work.	Compliant
-----	---	-----------

Board-approved Interpretation |

Information regarding the operation of the organization that is shared at an appropriate time can be utilized in authentic and meaningful ways.

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information.
- *trends* to mean how internal and external data or factors move over time.
- *facts and other information* to mean qualitative and quantitative data.
- *accommodation planning* to mean the strategic process utilized to identify issues and responses related to providing learning spaces for CBE students.
- *significant modifications of any instructional program* to mean the removal, cancellation, introduction, or extension of:
 - any prescribed programs of study in the regular education program or in alternative or special education programs that would materially impact the Board's work; and
 - any entire alternative or special education program.
- *anticipated significant media coverage* to mean expectation of material enquires or events related to the organization that would be reported or commented on by professional journalists and their print, broadcast and online outlets.
- *relevant to the Board's work* to mean matters pertaining to governance as described in the governance policies.

Board-approved Indicators and Evidence of Compliance |

7.2.1	100 per cent of information about trends, facts and other information will be provided in a timely manner.	Compliant
-------	--	-----------

The organization is compliant with this indicator.

Evidence statement

Administration provided information, in a timely manner, to the Board of Trustees during the 2024-25 school year, on numerous occasions.

Trend information was provided through:

- Locally Developed Authorized Courses – September 24, 2024
- Board Development Session | Continuum of Supports and Services – October 29, 2024
- 2024-25 School Enrolment Report – December 17, 2024

- Board Development Session | Outcomes Based Assessment – March 18, 2025
- Locally Developed Authorized Courses – April 22, 2025.

Monthly Chief Superintendent Updates – first public Board meeting of each month from September 2024 to June 2025.

Facts were presented through:

- CBE Boundary Adjustment – October 15, 2024
- 2025-26 Modular Classroom Program – October 29, 2024
- Capital Planning Ranking Criteria – October 29, 2024
- Financial Status of Reserves and Designated Funds – November 5, 2024
- 2022-2023 Year-end Financial Results and Audited Financial Statements – November 26, 2024
- Annual Education Results Report 2023-24 - November 26, 2024
- 2024-25 First Quarter Budget Variance Report – January 28, 2025
- 2024-25 Second Quarter Variance Report – March 18, 2025
- Three Year School Capital Plan 2025-2028 – March 19, 2024
- Budget Assumptions Report 2025-26 – April 8, 2025
- Budget Report for 2025-26 – May 27, 2025
- CBE Education Plan 2024-2027 – May 27, 2025
- Three-Year System Student Accommodation Plan 2025-28 – June 10, 2025
- 2024-25 Third Quarter Variance Report – June 10, 2025
- Construction Project Status Report – September 24, 2024, December 17, 2024, March 18, 2025, June 24, 2025.

7.2.2	A minimum of once per month, a written update report from the Chief Superintendent will be presented at a Board of Trustee meeting.	Compliant
-------	---	-----------

The organization is compliant with this indicator.

Evidence statement

The Chief Superintendent’s Update was presented on the following dates:

- September 24, 2024
- October 15, 2024
- November 5, 2024
- December 17, 2024
- January 14, 2025
- February 11, 2025
- March 4, 2025
- April 8, 2025
- May 20, 2025
- June 10, 2025

7.2.3	Once per month or as required by the Board of Trustees' meeting agendas, administration will support the Results focus at Board of Trustees public meetings.	Compliant
-------	--	-----------

The organization is compliant with this indicator.

Administration supported a Results focus through regular presentations by individual schools at Board meetings during the 2024-2025 school year (see table 7.2.3.1 below).

Date	Presenting School	Results Focus
January 28, 2025	Crossing Park School	Results 2 Academic Success
February 11, 2025	CBe-Learn	Results 2 Academic Success
March 18, 2025	Queen Elizabeth High School	Results 3 Citizenship
April 22, 2025	Discovering Choices-Bowness, Bowness High School	Results 4 Personal Development
May 27, 2025	Richmond School	Results 5 Character

Table 7.2.3.1 | School Presentations

Additionally, administration presented the following reports related to Results focuses at Board meetings during the 2024-2025 school year (see table 7.2.3.2 below).

Date	Report
November 26, 2024	Annual Education Results Report 2023-2024
January 14, 2025	Results 2 Academic Success – Annual Monitoring Report Part 1
January 28, 2025	Results 2 Academic Success – Annual Monitoring Report Part 2
March 4, 2025	Results 3 Citizenship Annual Monitoring Report
April 8, 2025	Results 4 Personal Development Annual Monitoring Report
May 20, 2025	Results 5 Character Annual Monitoring Report CBE Education Plan 2025-2028

Table 7.2.3.2 | Board Reporting

In addition, two Board Development sessions were provided to the Board of Trustees as part of the following public Board meetings (see table 7.2.3.3 below).

Date	Board Development Session Topic
October 29, 2024	Continuum of Student Supports and Services
March 18, 2025	Outcomes Based Assessment

Table 7.2.3.3 | Board Development Sessions

7.2.4	100 per cent of reportable instructional program changes will be provided to the Board of Trustees.	Compliant
-------	---	-----------

The organization is compliant with this indicator.

Evidence statement

The Three-Year System Student Accommodation Plan was presented to the Board of Trustees on June 10, 2025. This plan outlines accommodation issues related to capital projects, student designation and grade configuration changes, new alternative programs and communication plans around student accommodation to inform our stakeholders.

The Locally Developed Courses report was presented to the Board of Trustees on April 22, 2025. This report lists the Locally Developed Courses made available to CBE students by recommendation from administration and requires approval from the Board of Trustees, as outlined in the *Guide to Education*.

Updates or expansions of instructional programs are highlighted through Chief Superintendent’s Update reports. For the 2024-25 school year, the following represent examples of updates that were provided:

- New and Ongoing Curriculum Implementation K – 6
- Social Emotional Learning Resources for Middle School
- Unique Pathways and Off-Campus Education - Dual-Credit and Exploratory Program Offerings
- Indigenous Student Leadership Land-Based Learning Experience
- Teaching and Learning with Technology Webinars for Students

Updates or expansions of instructional programs are highlighted through OE 7 Updates. For the 2024-25 school year, the following represent examples of updates that were provided:

- Implementation New K–6 Social Studies Curriculum
- Update to CBE Land Acknowledgement: Acknowledging the Land Where We Gather
- Calgary Trades and Technologies Collegiate
- Discovering Choices Returning Grade 12 English as an Additional Language (EAL) cohort
- Learning Disruption Targeted Intervention Support for Grades 1 to 3
- Language Course Challenge Adjustment
- Tradition Learning Center (TLC) Middle School Band Change

7.2.5	A Three Year System Student Accommodation Plan will be provided annually to the Board of Trustees.	Compliant
-------	--	-----------

The organization is compliant with this indicator.

Evidence statement

The Three-Year System Student Accommodation Plan was presented to the Board of Trustees June 10, 2025.

Evidence demonstrates all indicators in subsection 2 are in compliance.

7.3	Inform the Board, the Board Chair or individual members if, in the Chief Superintendent's opinion, the Board or individual members have encroached into areas of responsibility assigned to the Chief Superintendent or if the Board or its members are non-compliant with any Governance Culture or Board/Chief Superintendent Relationship policies.	Compliant
-----	--	-----------

Board-approved Interpretation |

Through the Governance model, the Board of Trustees has identified specific responsibilities that have been delegated to the Chief Superintendent. It is the responsibility of the Chief Superintendent to communicate with the Board when actions by Board members indicate variance from the model and encroach on these responsibilities.

The Chief Superintendent interprets:

- *inform* to mean that the Chief Superintendent may exercise judgment to bring specific information to the attention of individual Trustees or the Board as a whole.
- *opinion* to mean judgment or assessment based on observation and experience.
- *encroached into areas of responsibility assigned to the Chief Superintendent* to mean that the Board or a Trustee has stepped into an operational area delegated by the Board of Trustees through its policies to the Chief Superintendent.
- *Board or its members are non-compliant* to mean the Board or a Trustee has violated the policies established by the Board of Trustees.

Board-approved Indicators and Evidence of Compliance |

7.3.1	100 per cent of reportable events will be addressed in an appropriate venue.	Compliant
-------	--	-----------

The organization is compliant with this indicator.

Evidence statement

The Chief Superintendent provides timely information to the Board of Trustees and continues to address issues and concerns as appropriate.

Evidence demonstrates all indicators in subsection 3 are in compliance.

7.4	Inform the Board in a timely manner of any actual or anticipated noncompliance with any Board Operational Expectations policy or any anticipated failure to achieve reasonable progress toward any Results policy.	Compliant
-----	--	-----------

Board-approved Interpretation |

It is the responsibility of the Chief Superintendent to communicate any foreseeable areas where organizational or student performance, as measured by monitoring, does not meet expectations.

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information.
- *actual* to mean certain to occur or already occurred.
- *anticipated* to mean expected to occur.

Board-approved Indicators and Evidence of Compliance |

7.4.1	100 percent of instances of actual (already occurred) exceptions to compliance or reasonable progress will be indicated in the annual monitoring reports for Operational Expectations and Results policies.	Compliant
-------	---	-----------

The organization is compliant with this indicator.

Evidence statement

For all nine Operational Expectation (OE) monitoring reports completed in the 2024-25 school year that were for the 2023-2024 school year, the Board passed motions finding the Chief Superintendent in compliance with the OE policies with no exceptions. Administration did note the following exception in the reports:

- Operational Expectation 5, subsection 5.6.1, was noted as non-compliant during the 2024-25 school year as Operating Reserves were reported as being 0.2% below “the minimum threshold of 3% of the prior year's total expenditures, less external block expenditures” – per the previously approved Indicator. This Indicator was subsequently updated by the Board of Trustees and approved on June 24, 2025 to better align with Alberta Education guidelines.

With respect to decisions regarding Results 2 – Academic Success, Results 3 – Citizenship, Results 4 – Personal Development and Results 5 – Character, no exceptions were reported, as is also reflected in the evidence statement for Indicator 7.1.2 in this report.

7.4.2	100 percent of instances of actual (certain to occur) or anticipated non-compliance or lack of reasonable progress for an entire policy will be presented to the Board of Trustees in a timely manner.	Compliant
-------	--	-----------

The organization is compliant with this indicator.

Evidence statement

During the 2024-2025 school year, there were no instances of non-compliance or lack of reasonable progress for an entire policy identified by administration.

Evidence demonstrates all indicators in subsection 4 are in compliance.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

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

PROPERTY OF THE CALGARY BOARD OF EDUCATION

Proposed Amendments to Governance Culture Policies



Calgary Board
of Education

Report to Board of Trustees

Date	March 3, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Laura Hack Board Chair
Purpose	Decision
Governance Policy Reference	GC-5: Board Committees
Resource Person(s)	Patricia Minor, Corporate Secretary

1. Recommendation

It is recommended:

- THAT the Board of Trustees approves Governance Culture policy 5E: Advocacy and Community Relations Committee Terms of Reference, as provided in Attachment I to this report.
 - THAT the Board of Trustees approves the appointment of Trustee Nancy Close as Committee Chair of the Advocacy and Community Relations Committee.
-

2. Issue

The Board of Trustees (Board) wishes to consider the creation of a new committee to support the Board in its work as outline in sections 3.2, 3.3 and 3.4 of Governance Culture 3 policy: Board Job Description, which states:

- 3.2 Initiate and maintain constructive two-way dialogue with provincial and municipal elected officials.

- 3.3 Advocate for The Calgary Board of Education and the students it serves.
- 3.4 In accordance with GC 2.4(e), when appropriate, communicate with, inform and involve parents/guardians, students, employees and the citizens of Calgary as a means to engage all the different stakeholders in the work of the Board and the organization.

3. Background

Section 52(1)(b) of the *Education Act* states that a board may authorize a committee of the board or a committee established by the board to do any act or thing or exercise any power that the board may do or exercise or is required to do or exercise.

4. Analysis

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

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

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

As part of the ongoing work of the Board, and with the support of the Board Governance Committee, the Board has identified the need to create a new Board committee under Governance Culture 5: Board Committees, entitled Advocacy and Community Relations Committee. The purpose of the committee is to support the Board of Trustees with:

- Leading strategic advocacy efforts aligned with the Board of Trustees' policies and priorities, and the needs of The Calgary Board of Education (CBE) and the students it serves;
- Facilitating constructive two-way dialogue with provincial and municipal elected officials;
- Supporting stakeholder communication and engagement, as required, with parents/guardians, students, employees and the citizens of Calgary;
- Promoting the value of public education; and
- Promoting the role of publicly elected school board trustees.

The terms of reference for the Advocacy and Community Relations Committee are provided in Attachment I to this report.

Further, as represented in the Advocacy and Community Relations Committee Terms of Reference a Committee Chair will need to be appointed until the Board of Trustees' organizational meeting to be held in June 2026.

5. Conclusion

The Board of Trustees to consider the creation of the Advocacy and Community Relations Committee; Governance Culture policy 5E: Advocacy and Community Relations Committee Terms of Reference; and the appointment of a Committee Chair until the Board's organizational meeting in June 2026.

ATTACHMENTS

Attachment I: GC-5E: Advocacy and Community Relations Committee Terms of Reference

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.

Board of Trustees' Governance Policy

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

Monitoring Method: Board Self-assessment
Monitoring Frequency: Annual

Advocacy and Community Relations Committee

Purpose/Charge:

The purpose of the Advocacy and Community Relations Committee (the "Committee") is to support the Board of Trustees with:

- Leading strategic advocacy efforts aligned with the Board of Trustees' policies and priorities, and the needs of The Calgary Board of Education (CBE) and the students it serves;
- Facilitating constructive two-way dialogue with provincial and municipal elected officials;
- Supporting stakeholder communication and engagement, as required, with parents/guardians, students, employees and the citizens of Calgary;
- Promoting the value of public education; and
- Promoting the role of publicly elected school board trustees.

Membership:

1. All members of the Board of Trustees, one of whom will serve as the Chair of the Committee. The Committee Chair will be appointed annually at the Board of Trustees' Organizational meeting.

Meetings:

1. The Committee will meet monthly and may meet at such other times as required by the Committee Chair.
2. The Chair of the Committee shall establish the agendas for meetings, ensure that properly prepared agenda materials are circulated to the members with sufficient time for review prior to the meeting, and be responsible for reporting to the Board of Trustees.
3. A majority of the members of the Committee shall constitute a quorum.
4. The Chief Superintendent, members of Administration, as determined by the Chief Superintendent, and the Corporate Secretary shall attend all meetings of the Committee.

GOVERNANCE CULTURE
GC-5E: Board Committees Terms of Reference**Advocacy and Community Relations Committee** (Continued)**Reporting Schedule:**

1. The Committee Chair or their designate shall report to the Board on matters arising at Committee meetings. The Committee Chair shall report at least annually to the Board of Trustees on the Committee's responsibilities and how it has discharged them.
2. Minutes of all meetings of the Committee shall be provided to the Board of Trustees by the Chair and filed with the Board of Trustees for the corporate record.

Roles and Responsibilities:

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

Authority Over District Resources:

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

Approved:

Appendix I
Advocacy and Community Relations Committee
Roles and Responsibilities Calendar
√ When Performed

Roles and Responsibilities	Monthly	Annually	As Required
1. Oversee the development of the Board of Trustees' advocacy and communication plans that include: business objectives, communication objectives, communication strategy, key messages, risks and objectives, key audiences and communication materials and tactics, and recommend plans to the Board of Trustees (Board).		√	
2. Ensure advocacy and communications plans align with Board's policies, Board priorities, Three Year Capital Plan, Education Plan, and Annual Budget.	√		
3. Collaborate with CBE Administration in the identification of advocacy priorities for the Board of Trustees.	√		
4. Collaborate with CBE Administration in the implementation and continuation of the advocacy and communication plans.	√		
5. Monitor and assess policy and legislative developments affecting education and advise the Board on implications.	√		
6. Recommend updates to the Board's advocacy and/or communication plans in response to legislative changes, government announcements, and other initiatives.			√
7. Review and assess Board communications related to the advocacy and communication plans, Board reports, and community updates that increase public confidence in the CBE, and recommend messaging to the Board.			√
8. Develop opportunities for the Board and trustees to promote the benefits of public education and publicly elected school board trustees.	√		

**Board of Trustees'
Governance Policy**

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

<p>9. Develop opportunities for the Board to increase public awareness in the roles that provincial government and school boards/trustees play in educational governance, including but not limited to helping the public understand the differences between school board governance vs operations.</p>	<p>√</p>		
<p>10. Support the Board in expanding and/or partnering with various organizations, not-for-profit groups, and community groups to support public voice in public education within the structure of boards of trustees and beyond.</p>	<p>√</p>		
<p>11. Support organizing Board and/or trustees' meetings and engagements with provincial and municipal elected officials.</p>	<p>√</p>		
<p>12. Receive updates and debriefs on meetings and events the Board and/or trustees attended with elected officials, school councils and Calgarians.</p>	<p>√</p>		
<p>13. Plan community of school council meetings, communications and other engagement opportunities with CBE school councils.</p>			<p>√</p>
<p>14. Review the Advocacy and Community Engagement Committee Terms of Reference once every year to ensure its continued relevance and appropriateness, and make recommendation(s) to the Board.</p>		<p>√</p>	

PROPERTY OF THE CALGARY BOARD OF EDUCATION

Executive Summary

The Board of Trustees believes that providing high quality programming for all students is essential for student success, as defined in the Results. The Board believes that each student should have access to educational programming without financial barriers.

This Operational Expectation establishes the Board of Trustees' values and expectations for The Calgary Board of Education's work in providing an instructional program that supports student success.

The Chief Superintendent's reasonable interpretation and indicators for OE-3: Instructional Program were approved on November 10, 2020. The Board of Trustees was last presented with the annual monitoring report for OE-3 on February 11, 2025.

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

Policy Statement	Indicator	Finding
3.1	3.1.1	Compliant
3.1	3.1.2	Compliant
3.1	3.1.3	Compliant
3.1	3.1.4	Compliant
3.1	3.1.5	Compliant
3.2	3.2.1	Compliant
3.3	3.3.1	Compliant
3.3	3.3.2	Compliant
3.4	3.4.1	Compliant
3.4	3.4.2	Compliant
3.4	3.4.3	Compliant

Board-approved Interpretation |

Education programming at the CBE is flexible and responsive and is designed to support high levels of achievement consistent with the Board's Results policies.

The Chief Superintendent interprets:

- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, plan, progress and achieve Results outcomes.
- *educational programming* to mean an identified set of learning opportunities that relate to achieving the learning outcomes as identified in the Alberta Education authorized programs of study.
- *without financial barriers* to mean the cost does not deny access of an individual student to an instructional program and the activities contained therein.

The Chief Superintendent shall:

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

Board-approved Interpretation |

The Chief Superintendent shall ensure each student has access to flexible and responsive learning that is engaging and meaningful and that best meet their educational needs through a variety of instructional programs. When planning for programming, the Chief Superintendent will balance the provision of programs and the associated costs in a fiscally sound and responsible manner.

The Chief Superintendent interprets:

- *plan for* to mean intentional identification of learning strategies and supports to achieve specific student learning outcomes;
- *rigorous* to mean opportunities that are academically, intellectually and personally challenging within the context of the Three-Year Education Plan;
- *relevant* to mean curriculum-aligned learning opportunities that are meaningful to the student;
- *high quality programming* to mean intentionally planned learning opportunities that provide students the opportunity to participate, plan, progress and achieve Results outcomes;
- *educational needs* to mean those educational supports and services an individual student may require in order to progress in their learning;
- *fiscal capacity* to mean the use of resources for student programming and support within the budgetary constraints of the CBE; and
- *operational capacity* to mean the ability of the CBE to utilize available resources efficiently and effectively.

Board-approved Indicators and Evidence of Compliance |

3.1.1	Of the 10% random samples within divisions, 100% of School Development Plans will identify specific instructional strategies and/or actions to address student Results.	Compliant
-------	---	-----------

The organization is compliant with this indicator.

Evidence statement

For the 2024-25 school year, 100% of Principals confirmed that the School Development Plan (SDP) for their school was informed by the analysis of data and of the 10% random samples within divisions,

100% of SDPs identified specific instructional strategies and/or actions to address student results in each area of the Education Plan.

Examples of instructional strategies or actions identified by schools in their SDPs include:

Learning Excellence

- Explicit pre-teaching of vocabulary in all areas.
- Explicit instruction in high impact strategies to improve comprehension such as summarizing, annotating text, note-taking, spaced and repeated practice, modeling, feedback, concept mapping, questioning, and reciprocal teaching.
- Use rubrics to assess writing quality and cultural understanding.
- Provide students with specific and timely formative assessment to move learning forward.
- Learning and implementing numeracy tasks that promote reasoning and problem solving.

Well-Being

- Design tasks with multiple entry points and provide choice in expression of understanding.
- Explicit social-emotional learning (SEL) instruction.
- Engage with Collaborative for Social and Emotional Learning (CASEL) resources to help students identify strengths and areas for growth.
- Create classrooms that reflect and respect diversity, tailoring lessons to different learning styles and cultural backgrounds.
- Use scaffolded learning intentions to reflect different student learning goals.

Truth, Reconciliation, Diversity, and Inclusion

- Build a collection of dual language texts to support understanding of concepts.
- Access and use of the Mathematics Equity and Identity Guide.
- Use multiple modes of representation such as oral storytelling, visual journals, art, and music.
- Incorporate Indigenous pedagogical approaches, perspectives, languages, and cultures in learning tasks and assessment practices.
- Create opportunities for students and teachers to share personal or family stories focusing on diverse cultural traditions, holidays, or values.

Background

A review of school development plans from 25 randomly selected schools (16 elementary-junior, 6 middle-junior and 3 senior high), confirms that all 25 SDPs identify specific instructional strategies and/or actions to address student Results.

In the 2024–2025 school year, every school developed an SDP aligned with the 2024–2027 Education Plan and tailored to its unique context and areas for improvement. Using a redesigned template and Thinking Guide, schools analyzed their 2023–24 student results to highlight celebrations, identify areas for growth, and develop a data story that informed one or two overarching goals for the 2024–25 SDP.

The goals set by schools established the long-term direction for improvement. Each SDP then clearly identified specific outcomes for each goal to address the identified student results, demonstrating compliance with policy expectations. These results in turn guided the selection of targeted strategies and actions which included professional learning, structures, processes, and resources, and were supported by defined outcomes and monitoring data to demonstrate measurable progress. Strategies and actions, while targeted towards the identified outcomes, were organized according to the CBE 3-Year Education Plan.

3.1.2	School Development Plans provide evidence that local measures result in program changes at the school level such as changes in practice, changes in focus, or changes in measures of improvement.	Compliant
-------	---	-----------

The organization is compliant with this indicator.

Evidence statement

Principals were asked to report whether this year's School Development Plan goal was as new areas of focus, changes in practice or measures because of the instructional actions taken or strategies implemented. Thirteen per cent of schools identified a new way of measuring improvement, 55 per cent of school identified a new area of focus and 31 per cent of school identified a new practice for the 2024-25 school year.

Some of the themes associated with changes in practice, focus, or improvement measures of included:

Changes in Practice Themes

- Embedding teaching and assessment practices that are culturally responsive, fair, and inclusive.
- Strengthening teacher capacity in evidence-based instructional strategies, including SEL frameworks, targeted literacy instructional practices and numeracy interventions.
- Enhancing collaborative structures through regular PLC cycles, calibration sessions, and collaborative response processes to refine instructional practice.
- Deepening assessment literacy by using new rubrics, common assessments, and diagnostic tools to guide instruction and support responsive teaching.
- Prioritizing actionable feedback practices, including student self-assessment and reflection, to develop learner agency and improve achievement.

Changes in Focus Themes

- Prioritizing equity, diversity, and inclusion by embedding culturally responsive teaching and celebrating the cultures and languages represented in the school community.
- Increasing emphasis on student well-being and belonging through SEL-focused goals, book studies, and PLC work that responds directly to student feedback.
- Shifting literacy and numeracy goals toward targeted skill development, including writing, vocabulary, reading comprehension, and numeracy fluency.

- Expanding focus on task design and intellectual engagement, ensuring learning experiences are student-centered, relevant, and rigorous.

Changes in Measures of Improvement Themes

- Incorporating expanded data sources—such as student surveys, attendance patterns, diagnostic assessments, and school-generated perception data to build a fuller understanding of student needs.
- Implementing progress monitoring structures such as data dashboards, template-based reporting, and regular evaluation cycles to track incremental growth.
- Using screening tools and diagnostics to identify learning gaps and plan next steps.
- Using common assessments to support calibration, strengthen shared understanding of outcomes, and inform instructional adjustments.
- Tracking outcome-based indicators such as course completion, graduation readiness, and specific skill acquisition to measure long-term improvement.

Background

School improvement cycles start and end with data, measuring change to see if improvement occurred over a 3-year cycle. For the new 3-year cycle that began in 2024-25, the evidence was reflective of an evaluation of the goals set in year 3 of 3 for the 2023-24 school year. This then informed the goals set in the 2024-25 School Development Plan (SDP).

A specific process was followed by each school. Beginning by looking back, schools analyzed their 2023-24 data by comparing pre- and post- data associated with identified measures. In writing their School Improvement Results Report (SIRR), they highlighted areas of success and noted areas for further improvement.

Looking forward, schools contextualized the data to create a data story to support evidence-informed decisions specific to the school context and aligned with the new 2024-27 Education plan. From this data story, one or two specific areas of focus or goals were identified. The **Goal(s)** defined the long-term area for improvement based on the data story and set the direction for a three-year school development plan.

Each goal was supported by **Outcomes**, which identified a specific focus area or desired state to be achieved within one to three years. Measurement of progress toward these outcomes was set through **Outcome Measures** - summative indicators reported annually - and **Data for Monitoring Progress** - formative, in-year insights to guide adjustments.

Directly connected to the outcomes, inter-connected **Actions** or strategies according to each of the three areas of the Education Plan: Learning Excellence, Well-Being, and Truth & Reconciliation, Diversity and Inclusion were identified. To support actions, schools also identified **Professional Learning** for staff development, **Structures and Processes** to create conditions for success, and the **Resources** (human, physical, and technological) needed to build capacity and sustain improvement.

Once completed, the SIRR and SDP were shared with Education Directors to provide feedback, using an SDP feedback tool. This tool included success criteria that ensured:

- the SDP was anchored within the Education plan;
- instructional actions were identified in response to the data story;
- there was a clear alignment between the instructional actions, key outcomes/goals and local measures; and
- that change/improvement could be measured.

Once approved by Education Directions, SDPs were posted on the school website by November 30, 2024. For the 2024-25 school year, 100% of Education Directors confirmed that SDPs were reviewed with each principal under their supervision.

3.1.3	Student learning opportunities expand as the age and developmental ability of students increases.	Compliant
-------	---	-----------

The organization is compliant with this indicator.

Evidence statement

Student learning opportunities expand as students' age and developmental readiness increase, moving from foundational learning in elementary school to broader exploration and applied skill development in middle and junior high, and to increasingly specialized, discipline-specific programming in senior high school. This progression is evident across Complementary Curriculum and Pathways programs:

- Career and Technology Foundations and Studies
- Fine and Performing Arts
- Locally Developed Courses
- Unique Pathways

Through this programming, students access a growing range of provincial and locally developed courses, occupational pathways, and enhanced learning opportunities aligned to post-secondary and career pathways.

The following evidence is based on the number of distinct programs and courses offered across 54 CBE middle and junior high sites and 31 high school sites during the 2024–2025 school year, reflective of the expansion of student learning opportunities from K-12.

Complementary Curriculum & Pathways

The Alberta Program of Studies sets the foundation for student learning opportunities K-12. K-6 student learning opportunities are set in the context of the required curriculum foundations. Increased complementary program offerings are planned and available for students as they progress into higher grades.

Career and Technology Foundations (CTF) and Career and Technology Studies (CTS)

Student learning opportunities in Career and Technology programming increase in scope and depth as students' progress from elementary through junior high and senior high school. At the elementary level (Divisions I and II), students engage in core subject learning that develops foundational knowledge, understandings, skills, and procedures that underpin Career and Technology Foundations (CTF) programming offered in middle and junior high school (Division III).

In middle and junior high school, students may participate in Career and Technology Foundations courses across multiple occupational pathways, including Business, Communication, Human Services, Natural Resources, and Technology. Students also have access to Knowledge and Employability Occupational Pathway Programs, such as K & E Auto Mechanics, which emphasize applied learning and workplace readiness. In addition, Division III students may enroll in locally developed courses aligned with Career and Technology programming, such as Leadership and Service, supporting greater exploration and skill development within specific career sectors.

At the senior high school level, students engage in increasingly discipline-specific programming through provincial and locally developed curricula, enabling deeper study within the five Alberta Education Career and Technology Studies (CTS) clusters: Business, Administration, Finance and Information Technology (BIT); Media, Design and Communication Arts (MDC); Health, Recreation and Human Services (HRH); Natural Resources (NAT); and Trades, Manufacturing and Transportation (TMT). Course offerings continue to expand from introductory, or prerequisite, to advanced credits and become more specialized through participation in Unique Pathways and Off-Campus programming. This includes opportunities such as Dual Credit programs, the Registered Apprenticeship Program (RAP), Work Experience, and Career Internships.

In addition to curriculum-based offerings, the Calgary Board of Education provides enhanced career and technology-focused programming, including access to the Career and Technology Centre, the Digital Futures Pathway Collegiate, and the International Baccalaureate Career-related Programme.

To demonstrate how student learning opportunities expand as students' age and developmental readiness increase, Figure 1 provides an overview of learning opportunity expansion for Career and Technology experiences across K–12. Please note, CTF courses are not prerequisites for CTS courses.

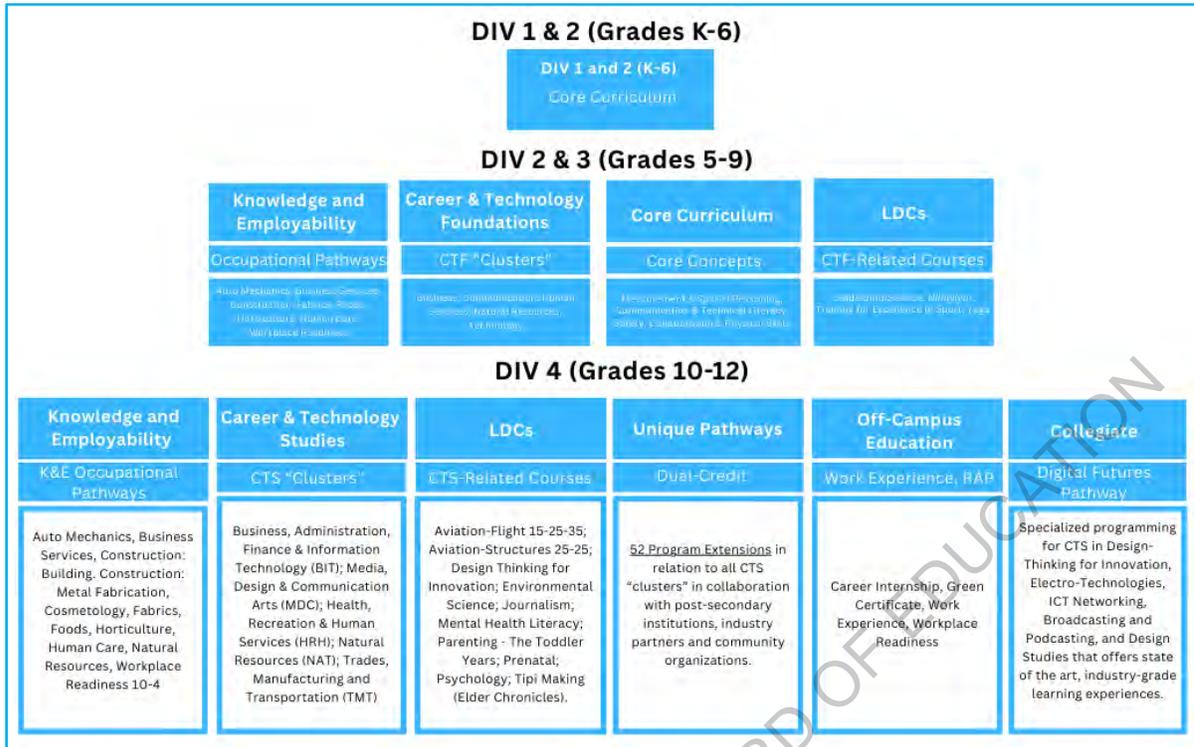


Figure 1 | Visual Representation Student Learning Opportunity Expansion as the Age and Developmental Ability of Students Increases.

Career and Technology Foundations (CTF)

Career and Technology Foundations (CTF) provides students in grades 5 to 9 the opportunity to explore their interests within various occupational areas and technologies. There are five clusters in CTF:

- Business
- Communication
- Human Services
- Resources
- Technology

These clusters are groupings of occupational areas with broad industry commonalities. The CTF clusters are aligned with Career and Technology Studies (CTS) and the National Occupational Classification (NOC). They function as an organizing tool for the CTF program.

Figure 2 outlines the 30 distinct exploratory Career and Technology Foundations (CTF) cluster programs and Knowledge & Employability Occupational programs offered across 54 Calgary Board of Education middle and junior high school sites during the 2024–2025 school year and the number of courses available within each cluster.

CTF Cluster	CTF Course Offerings Grades 5 - 9	# of CTF Courses Offered within Specific Occupational Clusters Across CBE Middle and Junior High Schools
Business	<ul style="list-style-type: none"> ▪ CTF Business ▪ CTF Enterprise and Innovation ▪ CTF Information Processing 	6

	<ul style="list-style-type: none"> ▪ CTF Marketing and Management ▪ CTF Financial Management Grades ▪ CTF Networking 	
Human Services	<ul style="list-style-type: none"> ▪ CTF Legal Studies ▪ CTF Human and Social Services ▪ CTF Health Care Services ▪ CTF Community Care Services ▪ CTF Tourism ▪ CTF Recreation Leadership ▪ CTF Foods ▪ CTF Esthetics ▪ CTF COS 	9
Communication	<ul style="list-style-type: none"> ▪ CTF Communication Technology ▪ CTF Fashion Studies ▪ CTF Design Studies 	3
Resources	<ul style="list-style-type: none"> ▪ CTF Primary Resources ▪ CTF Environmental Stewardship ▪ CTF Agriculture ▪ CTF Forestry ▪ CTF Wildlife 	5
Technology	<ul style="list-style-type: none"> ▪ CTF Construction ▪ CTF Fabrication ▪ CTF Logistics ▪ CTF Mechanics ▪ CTF Electro-Technologies 	5
K & E Occupational Pathways	<ul style="list-style-type: none"> ▪ Art/Design and Communication ▪ Auto Mechanics ▪ Business Services ▪ Construction ▪ Fabrics ▪ Foods ▪ Horticulture ▪ Human Care ▪ Workplace Readiness 	1
Total		29

Figure 2 | CTF and K & E Course Offerings for Middle and Junior High School Students

Career and Technology Studies (CTS)

CTS programs are categorized into five occupational clusters and a multi-cluster category:

- **BIT:** Business, Administration, Finance & Information Technology
- **HRH:** Health, Recreation & Human Services
- **MDC:** Media, Design & Communication Arts
- **NAT:** Natural Resources
- **TMT:** Trades, Manufacturing & Transportation

In 2024-2025, the CBE provided multiple opportunities for students to access courses in each occupational cluster. The chart below summarizes the CTS and Knowledge & Employability Occupational programs offered in senior high school and the number of CTS single credit courses offered to deepen specific knowledge and skills within these disciplines. There was a total of 1005 CTS courses offered to CBE students in 2024-2025 across 31 sites for senior high students. Importantly, the CBE offers *all* Alberta Education CTS curricula available for introductory to advanced programs.

Occupational Cluster	CTS Programs offered in 2024-2025	# of CTS single credit courses offered within the cluster across CBE

Business, Administration, Finance and Information Technology (BIT)	<ul style="list-style-type: none"> ▪ Computing Science (32 courses) ▪ Enterprise & Innovation (15) ▪ Financial Management (25) ▪ Information Processing (21) ▪ Management & Marketing (37) ▪ Networking (28) 	158
Health, Recreation and Human Services (HRH)	<ul style="list-style-type: none"> ▪ Community Care Services (26) ▪ Cosmetology (16) ▪ Esthetics (33) ▪ Foods (46) ▪ Health Care Aid (27) ▪ Health Care Services (28) ▪ Legal Studies (22) ▪ Recreation Leadership (40) ▪ Tourism (29) 	267
Media, Design and Communication Arts (MDC)	<ul style="list-style-type: none"> ▪ Communication Technology (58 courses) ▪ Design Studies (33) ▪ Fashion Studies (52) 	143
Natural Resources (NAT)	<ul style="list-style-type: none"> ▪ Agriculture (42 courses) ▪ Environmental Stewardship (29) courses ▪ Forestry (21) ▪ Primary Resources (21) courses ▪ Wildlife (32) 	145
Trades, Technology and Transportation (TMT)	<ul style="list-style-type: none"> ▪ Construction (54 courses) ▪ Electro-Technologies (42) ▪ Fabrication (51) ▪ Logistics (19) ▪ Mechanics (63) 	229
Knowledge & Employability Occupational Pathways	<ul style="list-style-type: none"> ▪ Agriculture ▪ Art, Media and Design ▪ Auto Mechanics ▪ Business Services ▪ Child Care ▪ Construction and woodworking ▪ Cosmetology ▪ Fabrics ▪ Foods ▪ Horticulture ▪ Logistics ▪ Metal Fabrication ▪ Workplace readiness 	63
Total		1005

Figure 3 | CTS and K & E Occupational Pathway Program Offerings for Senior High School Students

Fine and Performing Arts (FPA)

Student learning opportunities in the fine and performing arts expand in both breadth and specialization as students' progress from elementary through junior and senior high school. At the elementary level, students participate in Art, Music, and Drama, and have access to Creative Movement through a locally developed curriculum, introducing foundational dance experiences. In middle and junior high school, students access a wider range of fine arts courses, including Art, Instrumental and General Music, Drama, and locally developed courses in Ceramics, Dance, and Performing Arts, allowing for greater exploration and skill development. At the high school level, students engage in increasingly discipline-specific programming through provincial and locally developed curricula, enabling deeper study in areas such as Art, Drama, General and Choral Music, as well as 24 locally developed course sequences within the fine and performing arts.

In addition to curriculum-based offerings, the CBE provides enhanced arts-focused programming, including two Arts-Centred Learning middle school sites, as well as Performing and Visual Arts programs, International Baccalaureate programs, and Advanced Placement opportunities for senior high school fine arts students. Students may also earn a Fine Arts Certificate by achieving 30 or more

arts-related credits and completing Leadership in the Arts 35 and/or the Junior Achievement Entrepreneurial Artist program within their senior high schools.

Below is a visual example that demonstrates how Fine Arts opportunities are expanded within the CBE (using Music curriculum as an example) through provincial and locally developed curriculum as students' progress from elementary through junior and senior high school.

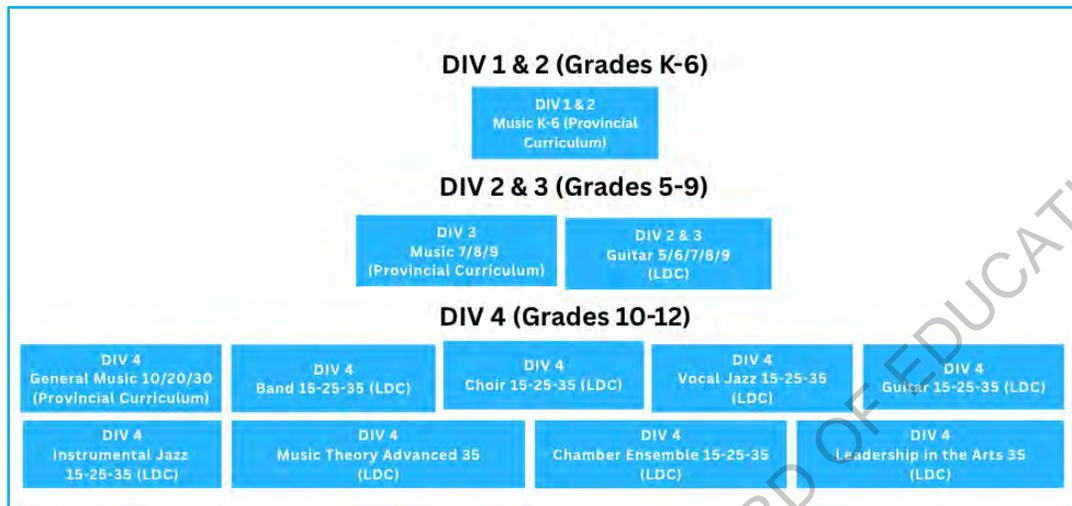


Figure 4 | Visual representation of music options progression across divisions

Unique Pathways

The CBE collaborates with post-secondary institutions, industry partners and community organizations to offer a wide range of unique opportunities for students. These range from practical, hands-on learning experiences in Exploratory programs to Dual Credit courses and programs that allow students to participate in post-secondary learning with the support of a supervising CBE teacher. These programs enable students to complete high school their own way and set students up for future success by easing the transition to post-secondary learning and/or the workplace. Programming includes:

- Dual Credit courses/programs,
- Off-campus Education (including Exploratory programs, Turning Points programs and Work Experience) that allow students to explore areas of study and career possibilities, and
- Apprenticeship (Registered Apprenticeship Program)

Type of Programming	2023-24		2024-25	
	Number of Cohorts	Number of Programs	Number of Cohorts	Number of Programs
Dual Credit	36	30	39	32
Exploratory	20	14	23	17

Figure 5 | Numbers of Dual Credit and Exploratory cohorts and programs

During the 2024-2025 school year, 609 students participated in centrally organized Dual Credit and Exploratory programs. This is an increase of 37 students from the 2023-2024 school year. Overall, Unique Pathways enrolment increased by 6.5% due to increased number of programs and opportunities.

Locally Developed Courses (LDC)

The CBE offers Locally Developed Curriculum to deepen students’ learning experiences across a range of subject matters including the Fine and Performing Arts, career and technology education, Languages, Core Curriculum, Wellness, Indigenous Studies, Inclusive Education and English as an Additional Language.

- In 2024-2025 the CBE offered 16 LDC course sequences and 61 LDC courses within K-9 schools.
- In 2024-25, the CBE offered 90 LDC course sequences and 202 LDC courses within grades 10-12.

Below is a visual that represents how locally developed curriculum expands learning opportunities for students (using Social Studies curriculum as an example) as students progress from elementary through junior and senior high school.

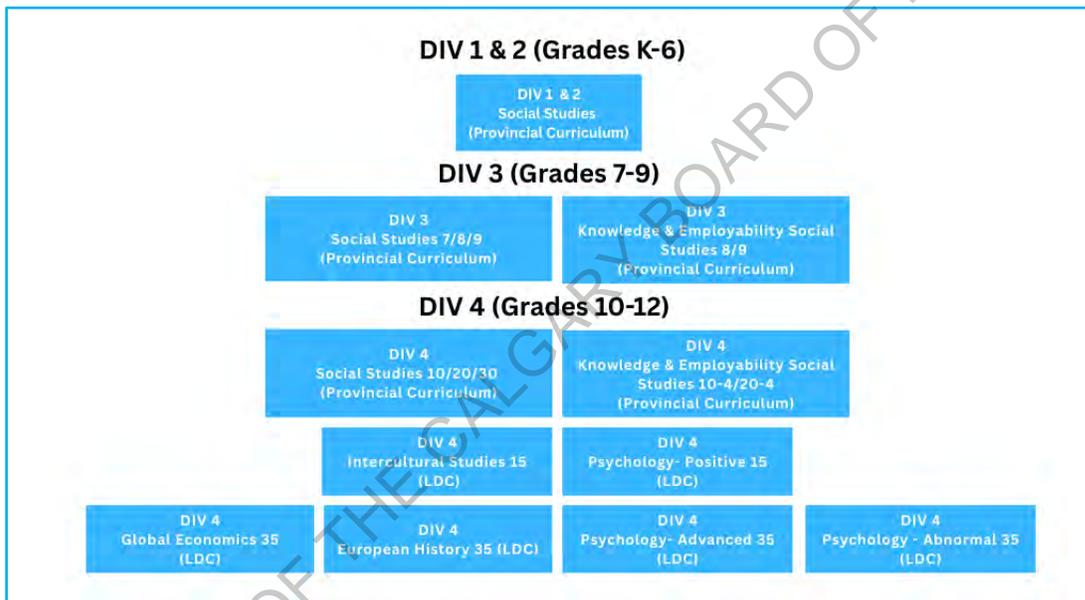


Figure 6 | Visual representation of Social Studies options progression across divisions

3.1.4	Area Learning Team referrals demonstrate principals access system wide supports and services to support student achievement and wellness.	Compliant
-------	---	-----------

The organization is compliant with this indicator.

Evidence statement

A review of Area Learning Team (ALT) referrals confirms that in the 2024-2025 school year, 100 percent of CBE principals accessed support and services through the ALT process. This resulted in 6702 referrals across all seven areas.

- The most requested ALT support through the SLT process resulted in 1456 requests for psychoeducational consultations and assessments for students.
- The second most requested support in 2024-2025 was specialized class placement for students – 1289 requests
- Followed by requests for a school family liaison – 952 requests
- Requests for Cultural/Linguistic DLSA (571 requests), Early Learning Support (339 requests), and Behaviour Support Worker support (261 requests) were also common.

Requests for Strategist support for students is broken down into specific categories, including supporting students with:

- Identified Learning Disabilities - 589 requests;
- Complex Needs - 407 requests;
- Social/Emotional/behavioral needs - 343 requests; and
- English as an Additional Language needs - 88 requests.

It is important to note that system wide supports can also be accessed in other ways and are not all requested through ALT. Therefore, ALT requests do not account for all system service requests. Centrally requested supports include those such as School-Based Mental Health and OT/PT/SLP referrals, which were previously accounted for in the ALT process. With the centralization of these specific referrals, we received 935 referrals for School Based Mental Health and 5901 for OT/PT/SLP in the 2024-2025 school year.

3.1.5	No student is denied access to (whole class) off-site activities connected to the program of studies due to an inability to pay.	Compliant
-------	--	-----------

The organization is compliant with this indicator.

Evidence statement

The CBE has established guidelines regarding the charging of fees as related to curriculum designations for Off-Site Activities. Please see the chart below:

	Curriculum Dependent Trip	Curriculum Enhanced Trip
Determining Factors:	The entire class (grade) is expected to go.	Participation in this activity is optional and based on the decision of the student and/or their parent or guardian.
	Previous and subsequent classroom lessons will rely on the information presented and explored during the trip, and specific curricular outcomes will be addressed through learning activities connected to this experience.	Whole class lessons are not dependent on the curriculum connections made during this trip, any curricular connections established are supplementary to the curriculum delivered in the classroom setting.

Funds for any incurred substitute teacher costs:	Not included as part of the student fee.	May be included as part of the student fee with approval from the Education Director.
Student participation:	No eligible student may be denied participation based on the inability to pay.	Participation in this activity is dependent on the costs being paid by parents.

A variety of off-site activities are provided throughout the school year, including those designed for entire classes where participation is expected, as well as choice to participate in optional activities for smaller groups. During the 2024–2025 school year, 100% of principals confirmed that no student was denied access to whole-class, curriculum-dependent off-site activities due to financial constraints.

Evidence demonstrates all indicators in subsection 1 are in compliance.

PROPERTY OF THE CALGARY BOARD OF EDUCATION

3.2	Ensure that the instructional program is regularly evaluated for long-term effectiveness, efficiency and economy and modified as necessary or warranted.	Compliant
-----	--	-----------

Board-approved Interpretation |

Chief Superintendent ensures all instructional programs in the CBE are regularly monitored using research informed and evidence-based methods for evaluation.

The Chief Superintendent interprets:

- *instructional programming* to mean an identified set of learning opportunities that relate to achieving the learning outcomes as identified in the Alberta Education authorized programs of study;
- *evaluated for long-term effectiveness* to mean the regular use of data to determine whether the supports and services produce the intended Results priorities over time;
- *evaluated for long-term efficiency* to mean the resources dedicated to programs, over time, generate the maximum outcome possible;
- *evaluated for long-term economy* to mean programs will achieve the desired outcomes, over time at the least costly alternatives that support realization of the intended Results priorities; and
- *modified as necessary or warranted* to mean where evidence indicates change or modification is warranted that changes may be made.

Board-approved Indicators and Evidence of Compliance |

3.2.1	An annual report of the evaluations undertaken shows that programming changes or modifications are being made when the evaluation process indicates the need to do so.	Compliant
-------	--	-----------

The organization is compliant with this indicator.

Evidence statement

The 2024–2025 Annual Report was presented in camera to the Board of Trustees on January 27, 2025. During the 2024–2025 school year, three coordinated program evaluations were underway. Collectively, these evaluations provided a rigorous, system-wide evidence base to inform future decision-making and to support the responsible use of resources by strengthening economy, efficiency, and effectiveness in service of student outcomes.

Evidence demonstrates that all indicators in subsection 2 are in compliance.

3.3	Ensure that no program emphasizes a particular religion, notwithstanding the <i>Education Act</i> definition of alternative programs.	Compliant
-----	---	-----------

Board-approved Interpretation |

As a public education system, The Calgary Board of Education will not promote the views of specific religions.

The Chief Superintendent interprets:

- *program* to mean an instructional program based on the outcomes identified in the Alberta Education authorized programs of study.

Board-approved Indicators and Evidence of Compliance |

3.3.1	An internal review confirms that no CBE program emphasizes a particular religion.	Compliant
-------	---	-----------

The organization is compliant with this indicator.

Evidence statement

For the 2024-2025 school year, 100% of principals confirmed that they were aware of, had read, and that practices in the school were compliant with *AR 3067: Religion in Education*, ensuring no programs in the schools emphasize a particular religion.

3.3.2	No proven allegation of non-compliance with AR 3067: Religion in Education.	Compliant
-------	---	-----------

The organization is compliant with this indicator.

Evidence statement

For the 2024-2025 school year, 100% of principals confirmed the practices in their schools complied with *AR 3067: Religion in Education*.

Evidence demonstrates all indicators in subsection 3 are in compliance.

3.4	Provide safe and reliable transportation services that consider the learning needs of students, the choices of families, and the long-term fiscal and operational capacity of the organization.	Compliant
-----	---	-----------

Board-approved Interpretation |

The Chief Superintendent is responsible for providing safe and reliable transportation services that meet the CBE's legal obligations and that balances the services required to support education programming choices with the associated costs in a fiscally sound and responsible manner.

The Chief Superintendent interprets:

- *transportation services* to mean companies contracted by the CBE to provide transportation to and from school for students including public transit;
- *safe* to mean precautions are taken to protect students from harm while travelling to and from school in vehicles provided by the contracted transportation services;
- *reliable* to mean routes are completed timely and consistently unless prohibited by circumstances beyond the carrier control;
- *long-term fiscal and operational capacity* to mean the development of a sustainable plan affordable over a period of time within the allocated resources considering the bounds of legislation and generally accepted accounting principles; and
- *operational capacity* to mean the ability of the CBE to provide programs and services within the funding provided and revenue collected.

Board-approved Indicators and Evidence of Compliance |

3.4.1	100 per cent of school bus stops and zones follow the Alberta Education Route Assessment criteria.	Compliant
-------	--	-----------

The organization is compliant with this indicator.

Evidence statement

CBE Transportation received an Alberta Education Route Assessment for each route, and all concerns were addressed by October 31, 2024. 801 runs, or 74% were found to be compliant. 288 runs, or 26% required follow-up. After follow-up, 100% of school bus stops and zones were found to be in compliance.

3.4.2	Mechanisms are in place to administer penalties to contracted carriers for instances of unreliability such as tardiness or absence.	Compliant
-------	---	-----------

The organization is compliant with this indicator.

Evidence statement

Contracts with service providers include performance measures that allow CBE to administer penalties for instances of service concerns. Penalties were administered to address non-compliance with the Master Transportation agreement.

3.4.3	Transportation services provided by the CBE balance the cost of providing the service with the grants received from the province and revenue generated through fees.	Compliant
-------	--	-----------

The organization is compliant with this indicator.

Evidence statement

Transportation services provided by CBE balance the cost of providing transportation services with the provincial grants. \$4.6 million of revenue was deferred to the 2025-2026 school year due to a timing delay between the receipt of funds and the implementation date for new, shorter travel distances. As these funds were received specifically to support the new, shorter travel distances the funds could not be deployed to other transportation purposes.

Evidence demonstrates all indicators in subsection 4 are in compliance.

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

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

PROPERTY OF THE CALGARY BOARD OF EDUCATION

Chief Superintendent's Update

Report to Board of Trustees



Calgary Board
of Education

Date March 3, 2026

Meeting Type Regular Meeting, Public Agenda

To Board of Trustees

From Joanne Pitman
Chief Superintendent of Schools

Purpose Information

Governance Policy Operational Expectations
Reference 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

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.

3. Background

OE 2: Learning Environment/Treatment of Students | OE 3: Instructional Program | OE 4: Treatment of Employees | System Professional Learning – Friday, January 30, 2026

CBE Languages Symposium: Languages for Every Learner

The Diversity and Inclusion team contributed professional learning entitled “Teaching and Learning: Cultural Responsiveness” at the January 30, 2026, CBE Languages Symposium hosted at Crescent Heights High School. This professional learning was developed for grades 4-12 teachers as well as school administrators, and focused on strengthening instructional approaches that honoured linguistic diversity, deepened culturally responsive pedagogy, and built collective capacity to support multilingual learners in every classroom. Through shared dialogue, practical strategies, and reflective discussion, the session highlighted asset-based perspectives and inclusive practices that affirmed student identity, language, and belonging while equipping educators with tools to enhance professional practice across the system.

Key Learning Intentions:

- Cultural Responsiveness in Teaching & Learning
- Building Capacity with Inclusive Practices
- Strengths and Assets in Diversity & Learning
- Inclusive Instructional Strategies

Well-Being, Health and Physical Education Forum

On January 30, more than 2,000 educators participated in a successful system-wide professional learning day at Central Memorial High School. The event featured over 30 in-person and online sessions and opened with remarks from Education Director David Dyck. Sessions focused on key areas including Social-

Emotional Learning, Mental Health Literacy, Indigenous Wellness, Physical Education, Health and Life Skills, CALM, and Wellness curriculum resources.

Teachers and administrators engaged in professional and personal wellness sessions facilitated by CBE educators and external partners. The day supported meaningful learning, collaboration, and inspiration, further strengthening a culture of well-being across CBE.

From the feedback collected, it was clear that the participants valued the clear, well-facilitated sessions that introduced practical, time-saving tools and supported collaboration with colleagues. With respect to the Human Sexuality sessions, the feedback indicated that participants are looking for ready-to-use, grade-specific materials. These materials are provided by our partner Primary Care (teachingsexualhealth.ca) and updates are happening regularly as resources are approved by Alberta Education. Overall, the learning increased their clarity and confidence in using approved resources to plan and deliver SEL and Health programming.

Fine and Performing Arts Sessions

Over 47 professional learning sessions were developed for Fine and Performing Arts educators on January 30, 2026. Many sessions were aligned with the CBE Three-Year Education Plan, positioning the arts as a powerful entry point to literacy, numeracy, Truth and Reconciliation and Equity, Diversity and Inclusion. Examples include *Language Acquisition Through Orff*, which highlighted music-based approaches to literacy, and *Hear There Be Dragons*, which explored numeracy concepts through creative and artistic thinking. Sessions such as *From Struggle to Story: Transforming Student Experience through Performance*, *Creating Connection from the Inside Out*, *Circle Practices for Connection*, and *Arts for All Learners: Creating Spaces for Belonging, Access, and Expression* support educators in creating learning environments that honour student voice, identity, and lived experience.

Teachers were also engaged in cross-division Professional Learning Network sessions designed to strengthen instructional practice. These collaborative sessions provided opportunities for educators to share resources, discuss common problems of practice, and build collective capacity across grade levels and disciplines. The day was enriched through partnerships with a wide range of community organizations, including Calgary Opera, the Calgary Philharmonic Orchestra, the Werklund Centre, Ceramics Canada, Swinton's Art Supplies, and the Calgary Youth Singers. These partnerships strengthen connections between schools and the broader arts community, enhancing both teacher learning and student experiences.

AI-Powered Learning: Engaging Students through Codingville

Participants experienced how Codingville's new AI-powered features were transforming coding education for grades 4–8. In this hands-on session, 300 educators explored how AI could personalize learning, provide instant feedback, and guide students through creative problem-solving challenges through journeys, missions, and adventures. The session highlighted classroom-ready strategies that integrated coding, science, and math while inspiring students to think critically and design their own intelligent solutions.

Assessments in Brightspace + Securing Assessments with Respondus

This session focused on designing and delivering both formative and summative assessments using Brightspace. With 270 teacher registrants, educators explored tools for creating quizzes, tests, and other assessments, along with strategies for using assessment data to support student learning. The session also introduced Respondus and how it could be used, when appropriate, to help secure summative

assessments. Practical considerations, setup tips, and time to explore the tools and ask questions were included to support confident and effective assessment practices.

Creating Learning Artifacts with iPads

This pre-recorded, self-paced session received 60 views by the end of day Friday and explored how iPads can support the creation of meaningful learning artifacts across grade levels and subject areas. Teachers were introduced to Apple's Foundations professional learning resources and guided through a series of engaging, classroom-ready projects. Participants learned by doing as they followed along with demonstrations such as creating animated explanations in Keynote, producing podcasts using GarageBand, and exploring other creative workflows that supported student voice and choice. Designed for flexibility, the session allowed teachers to pause, explore, and return at their own pace.

Early Learning Offerings

On January 30, 2026, the Early Learning team facilitated two system wide professional learning sessions.

There were 376 teachers who participated in the online session entitled *Inclusive Beginnings – Supporting Neurodiverse Children in Kindergarten*. The session focused on building teacher capacity to create welcoming, responsive, and developmentally appropriate learning environments.

An additional 489 teachers attended the online session entitled *Supporting Social Emotional Literacy in Early Years Classrooms*. This session emphasized practical strategies for nurturing emotional awareness, self-regulation, and social-emotional development in young learners.

These sessions are part of the ongoing professional learning offered by the Early Learning team to enhance early learning pedagogy, strengthen instructional practices and ensure classrooms are equipped to meet the diverse developmental needs of early learners in CBE.

Engage Every Learner: Hands-On Strategies with Read&Write and OrbitNote

With 381 registrants, participants in this session learned new ways to engage students, build confidence, and support diverse learning needs. This interactive and hands-on session explored how Read&Write and OrbitNote can transform reading, writing, and organization for students of all abilities. Participants experienced interactive, hands-on activities to help integrate Read&Write into the learning environment, whether in Google Docs, PDFs, or other digital and classroom settings.

Getting Started with Esports

Esports presented a new opportunity to engage students, foster a sense of belonging, and develop valuable skills like teamwork, communication, and strategic thinking. This session introduced 57 teachers to the fundamentals of esports, including what esports is, how it supports student engagement and inclusion, and the resources available to get started. The sessions focused on how to launch a school-based esports club, ways to organize in-school tournaments, and prepare for interschool competition. This session was open to those who are new to esports as well as those wanting to grow their esports program.

Introduction to AI for Learning and CBE AI Guidelines

This self-paced, flexible access session attended by 528 participants on January 30, presented by CBE's Teaching & Learning with Technology Team offered teachers a quick introduction to artificial intelligence in education as well as CBE guidelines for AI use.

Leveraging AI for Task Design and Personalized Learning

With 872 registrants, educators attended this professional learning session led by CBE's Teaching & Learning Technology Team, which introduced teachers to the use of artificial intelligence in designing engaging tasks and assessment rubrics, personalizing learning, and writing effective prompts. Educators explored how AI can support differentiated instruction, enhance student engagement, and streamline planning. The session provided practical tools and examples for integrating AI into the classroom, empowering teachers to create more tailored and impactful learning experiences.

Teaching Digital Citizenship and Social Media in Middle School

There were 23 educators who attended this in-person session at Central Memorial High School, presented by CBE's Teaching & Learning with Technology team. The session equipped teachers with practical resources and strategies to support middle school students' understanding of digital citizenship, with a focus on social media and artificial intelligence.

Educators explored age-appropriate ways to discuss online behavior, digital footprints, privacy, artificial intelligence, and responsible social media use. Participants also learned how to foster critical thinking about digital interactions and promote positive, respectful online communities. Resources included lesson plans, discussion prompts, and activities to engage students in meaningful conversations about their digital responsibilities.

Teaching & Learning with Technology Sessions

On January 30, over 1900 CBE staff attended professional learning sessions facilitated by the Teaching & Learning with Technology team that supported innovative, inclusive, and responsive classroom practice. Sessions addressed digital citizenship and social media, the use of artificial intelligence (AI) for task design and assessment, design thinking and empathy, assessment practices in Brightspace and Respondus, esports across CBE schools, and hands-on strategies with Read&Write, OrbitNote, and iPads. Educators also explored SMART Boards and Lumio for elementary and secondary classrooms, coding education through Codingville, teaching global issues through *Your Voice is Power*.

Teach Globalization, Nationalism and Ideology with Your Voice is Power

On January 30, 44 participants discovered how to integrate digital literacy and social justice into the high school Social Studies curriculum through the *Your Voice is Power* program, which challenged students to create music using coding while investigating social issues, particularly those relevant to Indigenous histories. This workshop provided hands-on exploration of the *Your Voice is Power* curriculum and coding platform, along with clear, practical alignment strategies for grade 10, 11, and 12 Social Studies educators. Participants left with resources and confidence to implement the project and empower students to use their voices through technology to become informed and engaged global citizens.

OE-2 Learning Environment | Be an Upstander

The Be an Upstander Program reflects the Calgary Board of Education's (CBE) commitment to fostering welcoming, caring, respectful, and safe learning environments by strengthening student agency, ethical decision-making, and collective responsibility. The program supports students in recognizing harm, responding constructively, and contributing to school cultures grounded in dignity, belonging, and care. Ten elementary, middle, and junior high schools are participating in the Be an Upstander program and will have their work showcased and highlighted at the end of this school year. Teachers are working alongside the Canadian Museum for Human Rights and the Diversity and Inclusion specialist in alignment to the new Social Studies K-6 curriculum.

Through guided dialogue, reflection, and shared language, students explore:

- What it means to belong in a school community
- How power, silence, and bystander behaviour affect safety and inclusion
- The role students play in shaping respectful and caring environments

OE-2 Learning Environment/Treatment of Students | Community Partners Support Student Learning During Labor Action

During the ATA Labour action in the fall, many high school students remained committed to their fine and performing arts programs and independently organized student-led rehearsals to continue preparing for winter performances. In response, several community organizations, including Pulse Dance Studios and the Werklund Centre, generously opened their spaces to students at no cost, enabling student led rehearsals to continue. As a result of both student dedication and community support, many winter performances proceeded as scheduled once teachers returned. This collaboration highlights the strong partnerships between CBE schools and the broader community, the leadership and resilience demonstrated by students, and the powerful role of the arts in fostering connection and belonging.

OE-2 Learning Environment/Treatment of Students | OE-3 Instructional Program | Additions to the CBE Artist Roster

Since September, the CBE Artist Roster has expanded to better reflect the CBE Three-Year Education Plan and to increase access to diverse, culturally responsive arts learning opportunities for students. Recent additions strengthen the roster's alignment with equity, inclusion, and decolonizing practices across fine and performing arts programming.

Newly added artists and organizations include Ajay Musodi, a trilingual dance artist specializing in dances of the African diaspora who offers residencies in French, Lingala, and English; Blank Page, an organization dedicated to re-Indigenizing spaces and decolonizing artistic practices; and Blue Bird Moving Arts, which provides workshops and residencies for children and youth with complex needs, including autism and sensory considerations.

Additional roster additions include IndigeSTEAM, which integrates Indigenous knowledge and ways of being with STEAM learning; Sparq Productions (Bollywood dance instruction); Young Bhangra (Bhangra dance instruction); Wakefield Brewster (spoken word poetry with a focus on literacy through the arts); Walter MacDonald White Bear, Indigenous composer and musician; and Wildmint Arts, offering Indigenous dance performances and music curriculum grounded in Indigenous perspectives.

These additions expand opportunities for schools to engage students in inclusive, culturally grounded, and meaningful arts experiences that reflect the diversity of CBE communities.

OE-2 Learning Environment/Treatment of Students and OE-3 Instructional Program | Oscar In the Neighborhood

Presented with Honens, *Oscar in the Neighbourhood* was originally developed as a live performance experience for CBE and CSSD elementary students, with plans to premiere the production for approximately 1,600 students during a teacher supported field trip. Due to Labour action in October, plans changed, and Honens chose to expand the opportunity by offering performance free of charge to CBE students and their families on October 23, ensuring continued access to high-quality arts experiences. Presented as the world premiere at the Jack Singer Concert Hall in partnership with the Werklund Centre, the production celebrated the 100 anniversary of Oscar Peterson's birth. Based on the children's book *Oscar Lives Next Door* by Bonnie Farmer, the performance explored Peterson's early life through a blend of music, movement, and storytelling. The production featured Canadian narrators, pianists, and dancers, combining original jazz and classical piano compositions with choreography and spoken word. *Oscar in the Neighbourhood* exemplifies how community partnerships can respond creatively to challenging circumstances, expanding access to the arts and supporting student and family engagement.

OE-3 Instructional Program | CBE Junior High Honour Bands

The CBE Junior Honour Bands provide an enriching, no-cost opportunity for outstanding young musicians from across Calgary Board of Education Junior High and Middle Schools to come together in a focused, supportive learning environment. Each school was asked to submit five students who demonstrate strong musical skills, commitment, and leadership within their school music programs. Throughout the experience, students rehearse with experienced conductors, explore challenging repertoire, and develop essential ensemble skills. The Honour Bands celebrate student growth and passion while supporting the development of advanced musicianship, collaboration, and artistic excellence.

The program will conclude with a public performance on Thursday, May 14, 2026, at 7:00 p.m. at Bow Valley Christian Church, welcoming families, friends, and community members to celebrate student achievement and musical excellence. This opportunity is led by CBE teachers, Sara Therrien and Lurene Bates.

OE-3 Instructional Program | Dance at Noon- Collaboration with SCPA at U of C

On December 1, select CBE high school dance programs attended the University of Calgary's Dance at Noon performance, featuring work by undergraduate dance students. In addition to attending the performance, students toured the School of Creative and Performing Arts and learned about post-secondary fine arts programming and the university application process. This partnership supports successful high school transitions by building student familiarity with post-secondary spaces, programs, and pathways in the arts, while strengthening relationships between CBE schools and the University of Calgary.

OE-3 Instructional Program | PVA and ACL Learning Updates

Sir John Franklin and Willow Park students have experienced a range of in-depth arts experiences and opportunities including attending live performances (*Where have the Buffalo Gone* with Axis Theatre, performances from Ghost River Theatre and Theatre Calgary's *A Christmas Carol*) and in school residencies with a variety of prominent Calgary artists, including: spoken word poetry with Wakefield Brewster, arts integrated numeracy with Simone Steinhower, and cultural and land based teaching with Elder Shirley Hill and Tlith' Kawi. Students have also had numerous opportunities to share and celebrate their learning excellence through public performances including drama, dance, and band performances throughout the first semester.

Central Memorial High School's Performing and Visual Arts (PVA) program continues to offer students a rich, immersive arts education through performance, travel, professional partnerships, and authentic learning experiences. This year, students have participated in local and national learning opportunities including senior arts and band trips to Toronto and Niagara Falls, while engaging in professional collaborations with organizations such as String Theory and the Calgary Philharmonic Orchestra.

Students regularly showcase their learning through large-scale performances and exhibitions, including concerts at major venues (the Jubilee Auditorium), fully staged theatrical productions ("Clue" and "Alice by Heart"), student-curated visual art events (RAM Collective Winter Art Market), and student-choreographed dance performances (Dance Fusion). Opportunities such as the "Girls in Jazz" workshops, interdisciplinary collaborations, and music retreats (Camp Kindle) further support students' artistic growth, leadership, and community building.

Looking ahead, PVA students will continue to engage with professional arts organizations, galleries, and visiting artists, participate in public exhibitions and performances, and explore post-secondary and professional pathways through field trips and partnerships.

OE-3 Instructional Program | Young Masters - Free Field Trip Opportunity for CBE Schools

Masters Gallery Ltd. offers CBE teachers and students free monthly visual arts learning opportunities through the *Young Masters* program. Covering bussing costs for school groups, the program allows students to explore historical and contemporary Canadian art in a professional gallery setting. This experience enriches the art curriculum, fosters creative expression, and builds students' confidence in accessing arts spaces, helping to support long-term engagement with the visual arts.

OE-3 Instructional Program | CBE Celebrates 25 Years of Spanish Bilingual Programming

This year, CBE proudly celebrates 25 years of Spanish bilingual programming which has enriched student learning by strengthening language and literacy skills, fostering cultural understanding, and preparing students for success in an increasingly global community.

CBE extends a sincere thank you to the educators, families, and community partners who have contributed to this success, and congratulations to the students, both past and present, who bring Spanish bilingual learning to life.

OE- 4 Treatment of Employees | ESDF Teacher Training Conference

Select CBE dance teachers participated January 22 - 23, in the East Side Dance Festival Teacher Training Conference, joining educators from the Calgary Separate School Division, University of Calgary staff, and industry professionals. The conference focused on exploring Calgary's Black history and examining how dance and the arts can serve as entry points for student learning in history, equity, and social justice education.

A central component of the conference was a keynote address focused on the Charles Daniels story, Alberta's first human rights case, which documents the Grand Theatre's refusal to admit Charles into the Theatre in 1914. The keynote featured the films *Kickin' Up a Fuss* and *We Call Him Sir Charles*, created by historian and filmmaker Cheryl Foggo. The address was delivered by Cheryl Foggo, Calgary's Poet Laureate Wakefield Brewster, and New York-based dance artist Lisa La Touche. As a result of this professional learning, participating teachers are extending the experience to students by planning attendance at a student film screening and talk at the Grand Theatre on February 17, in recognition of Black History Month. This work reflects a commitment to equity, culturally responsive pedagogy, and the use of the arts to deepen student understanding of local history and human rights.

OE 8 Communicating and Engaging with the Public | 2025-26 School Planning Engagement

The annual school planning engagement asks schools to gather input from parents and school councils on the school development plan, school budget, and school fees. Gathering this input is a key part of improving and supporting student learning.

For this school year, the engagement has been modified. Between February 2 and March 31, schools will be holding a holding a school council/parent meeting. An online survey is not required this year. To support schools, templates and other materials are provided in the system toolkit to gather perspectives from their communities. Schools are responsible for inviting parents to participate in this engagement.

OE 8 Communicating and Engaging with the Public | New School Community Information Nights | Preliminary Design Milestone

The Calgary Board of Education (CBE), in partnership with Alberta Infrastructure, recently reached an important milestone in the development of 10 new schools that received initial design funding from the Government of Alberta in March 2025. Between January 27 and February 4, drop-in style information nights were held across the city to share preliminary design concepts with families, students, and community members. Attendees were invited to view the building designs and speak directly with the project teams.

These events generated strong interest and optimism. After several years of significant enrolment growth and sustained pressure on school capacity, the opportunity to see how new schools are beginning to take shape is very welcomed. The sessions also helped families better understand the complexities involved in building and opening new schools and provided an opportunity to share how the CBE is working to manage enrolment pressures until these facilities are complete. Current target completion dates for these 10 schools fall between 2029 and 2030.

Feedback gathered during the sessions, along with responses submitted through an online survey, supported the development of an updated Frequently Asked Questions page for New School Projects. This input helps ensure that the information provided reflects what families and students want and need to know as new school builds progress in their communities.

While these projects are funded by the Government of Alberta and managed by Alberta Infrastructure, the CBE remains committed to transparent and timely communication. We continue to work closely with Alberta Infrastructure to share updates as they become available and to support public understanding of the planning, design, and construction stages. The CBE website under [Building and Modernizing Schools](#) contains more information about these new projects and is updated regularly.

OE-9 Facilities | CBE Sustainability Framework 2030 and Waste Reduction

The CBE has a considerable legacy of leadership and success in environmental education and energy management. The CBE's commitment to environmental sustainability is laid out within Operational Expectation 9 - Facilities (OE-9) and Results 3 Citizenship.

In keeping with the direction provided by the Board of Trustees, the CBE Sustainability Framework was created in 2014. It was subsequently reviewed in 2018, with targets established out to 2020. The CBE made good progress in achieving the 2020 targets. In 2021, the CBE revised the Sustainability Framework and published updated targets for 2030.

The CBE's [Sustainability Framework 2030](#) (the Framework) was presented to the Board of Trustees in April 2022. It was created with input from staff, students, parents and the public and is aligned with the Results policies and the Education Plan. The Framework establishes targets centered around energy and

sustainability education, energy consumption, greenhouse gas emissions, water consumption, waste reduction and the establishment of energy governance and policies.

Over the course of the next several months, a series of updates will be presented on the various themes of the Framework. This month's update focuses on progress towards the waste reduction target.

OE-9 Facilities | CBE Waste Reduction Update

The CBE has set the following target for waste reduction for the year 2030:

- The CBE reduces waste going to landfill by 90 per cent (from 2007-08 levels) with a goal of zero waste by 2050. This is in line with the municipal target for zero waste.

The CBE is making significant progress toward its waste reduction goal achieving a 78% reduction (by weight) in waste sent to landfill. Reducing waste to landfill not only saves landfill space and supports more mindful use of resources, but it also reduces our carbon footprint by reducing fuel and energy use related to transporting and processing our waste. Through system wide initiatives and school-based programs, the CBE continues to demonstrate leadership in waste management and environmental stewardship.

OE-9 Facilities | Progress and Updates on Waste Reduction Initiatives

The CBE has reduced waste to landfill by implementing the following initiatives:

- providing consistent equipment and signage to schools to manage waste in 4 streams (recyclable, refundable, organics, landfill);
- continuously monitoring and exploring new and emerging waste and recycling equipment and technology that enhance ergonomics, efficiency, and performance;
- leveraging third party applications for improved data analysis, tracking, and reporting;
- semi-annual reporting to schools on waste generation targets and performance;
- working directly with schools struggling to achieve their targets;
- identifying opportunities to divert specialized and non-standard waste from landfill;
- conducting detailed waste audits to measure diversion performance;
- supporting schools to implement the organics collection program; and
- providing education through best practice documents to help school communities increase knowledge and participation.

OE-9 Facilities | Waste Reduction Results

The CBE has achieved measurable reductions in waste generation over time.

At the beginning of this journey, CBE produced close to 4kg of waste per student per month. By the 2019 – 2020 reporting period, this was reduced to 1.04 kg/student/month and by 2024–2025, it was reduced further still to just 0.86 kg/student/month, representing a 17% reduction over the last five years and keeping CBE on pace to meet our 2030 target!

Waste generation metrics include material destined for landfill only. The graph below illustrates the continued downward trend in landfill waste by weight. As you can see from the graph, waste reduction has largely levelled off the last couple years as the “easy wins” have largely been exhausted. CBE plans to continue encouraging waste reduction by expanding innovative programs like the Boomerang Lunch Program, updating communication tools through the release of a new [Waste and Recycling Video](#), and supporting [EcoSchools certification](#) that has resources in environmental learning and action on the importance of reducing waste to landfill.



The CBE has made great strides in reducing waste to landfill, reducing its carbon footprint and maintaining compliance with the City of Calgary Waste and Recycling By-law.

OE-9 Facilities | Chinook High School Upgrading Relocation

As of February 2, 2026, all in-person Chinook Learning High School Upgrading courses have been relocated to downtown Calgary in leased space at Bow Valley College. This move supports the growing enrolment in CBE high schools and helps create space for students across the city. The new location consolidates programs that were previously offered at Forest Lawn High School, Lord Shaughnessy High School, and James Fowler High School into one central location. Students will benefit from modern post-secondary facilities, easy access to Calgary Transit, and a supportive environment that connects high school upgrading with future post-secondary opportunities.

Chinook Learning Services has long supported thousands of Calgary students in completing high school requirements, upgrading academic streams, and boosting competitive averages. With this downtown relocation, Chinook strengthens its mission to provide accessible, high-quality education and pathways to graduation and beyond.

JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

PROPERTY OF THE CALGARY BOARD OF EDUCATION

Construction Project Status Update

Report to Board of Trustees



Calgary Board
of Education

Date	March 3, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Trevor Fenton, Director, Facility Projects David Jaimes, Manager, Capital Construction

1. Recommendation

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

2. Issue

The Chief Superintendent is required to provide the Board of Trustees with an update regarding the status of major capital projects including new schools, modernizations, additions and Modular Classroom Program (MCP) projects currently under development or construction.

3. Background

The Calgary Board of Education (CBE) has received construction approval for four new schools, design approval for ten new schools, one modernization, and one replacement school, and planning approval for one new school.

On March 4, 2022, the Government of Alberta (GoA) announced “Design and Construction” approval of a middle school in the community of Evanston. On December 14, 2022, Alberta Infrastructure (AI) advised that the school will be delivered via a design-build delivery method. The design-build contract was awarded in November 2023 and construction commenced on April 25, 2024. On August 29, 2025,

the CBE announced that the name of the new middle school will be Evanston Heights School. The new school is scheduled for handover from AI within the first quarter of 2026 and will welcome students for the start of the 2026-2027 school year.

On March 1, 2023, the GoA announced the approval of “Design and Construction” funding for the modernization of John G. Diefenbaker High School. On July 16, 2025, following a request by CBE stemming from pre-design analysis, Alberta Education & Childcare (AE&C) granted approval to change the project’s scope of work from modernization to full replacement. The replacement school will have an opening capacity of 1,910 students, representing a capacity increase of 505 students compared to the current building. Moreover, the school will be designed to be able to accommodate an additional 195 students through the installation of modular classrooms in the future, if required. After considering the unique circumstances of the project, AI advised that full Treasury Board approval of the scope change is required prior to being able to advance the design. AE&C is currently in the process of securing this approval.

On March 1, 2024, the GoA announced approval of “Design and Construction” funding for a new elementary school in the community of Evanston, and “Design” funding for a new elementary school in the community of Redstone and a new high school in the community of Cornerstone. On August 8, 2024, the GoA approved a capacity increase of the Cornerstone high school from 1,800 to 2,410 students and on December 3, 2024, approval was received for a capacity increase of Redstone elementary from 600 to 890 students. All three schools will be delivered as Public-Private Partnership (P3) projects. AI commenced pre-design work on August 6, 2024, for Evanston elementary, October 7, 2024, for Redstone elementary and December 13, 2024, for Cornerstone high school. On February 15, 2025, the GoA announced construction approval for both Redstone elementary and Cornerstone high school. AI is in the final stages of securing a P3 partner for Evanston elementary, while the other two projects are in the tendering phase.

On March 1, 2024, the GoA announced approval of “Design” funding for the modernization of Annie Gale School starting in 2026. On September 18, 2024, AE&C provided early approval of the design funding to accelerate the delivery timeline. CBE is managing the project, with design activities starting on April 1, 2025, and expected to be finished and ready for construction tendering in Spring 2026, pending construction approval from the province.

On March 1, 2024, the GoA announced that “Planning” funding for a new middle school located in the community of Saddle Ridge would be provided in 2026. On September 26, 2024, AE&C announced that “Planning” funding was being provided immediately to accelerate the delivery timeline. Site investigation is currently underway and schematic design commenced the week of February 9, 2026.

On March 14, 2025, the GoA announced approval of “Design” funding for ten new CBE elementary and middle schools located throughout various communities in Calgary. On April 25, 2025, AE&C and AI representatives advised that all ten schools will be bundled and delivered under a single P3 contract. Bridging design commenced on September 26, 2025, and will continue until Spring 2026, at which point the project will enter the procurement phase for a P3 partner.

The MCP provides school jurisdictions with new modular classrooms, modular/portable unit relocations, replacements and demolitions to assist school jurisdictions with the accommodation of students on an urgent basis. On March 14, 2024, as part of the 2024-25 MCP, AE&C approved 12 new modular classrooms and the relocation of six other units. On April 9, 2024, the CBE Board of Trustees approved the use of Capital Reserves to relocate six modular classrooms. On August 2, 2024, as a part of the 2024-25 MCP, AE&C provided in-year approval of an additional 35 new and the relocation of five modular classrooms. All projects from the 2024-25 program are now considered substantially complete and into the warranty phase, and this will be the last update on these projects. On April 17, 2025, under the 2025-26 MCP, AE&C provided approval for eight new modular classrooms and one demolition. On July 9, 2025, AE&C provided in-year approval for up to 13 additional new modular classrooms. Two

projects are in construction, two are in the construction tendering phase, and one is currently in the permitting process.

4. Analysis

Information on the status of the abovementioned projects is provided in **Attachment I**.

The locations of the various new schools, existing schools and MCP capital projects are shown in **Attachment II**.

Attachment III provides onsite photographs to visually convey the progress at Evanston Heights.

There are Project Steering Committees set up for the following projects:

- Livingston & Cornerstone elementary schools;
- Sage Hill & Nolan Hill elementary schools;
- Aspen Woods & Sherwood/Nolan Hill middle schools;
- Cornerstone & Cityscape/Redstone middle schools;
- Mahogany & Sage Hill/Kincora middle schools;
- Redstone & Evanston elementary schools;
- Cornerstone high school; and
- Annie Gale School Modernization

5. Conclusion

This report provides the current update on the status of all approved new and existing school capital projects as well as all approved projects under the MCP. It is provided to the Board of Trustees for informational purposes in compliance with Operational Expectation 7: Communication With and Support for the Board.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: New/Modernized Facility Construction Status
- Attachment II: Project Location Map
- Attachment III: Construction Photos

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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

PROPERTY OF THE CALGARY BOARD OF EDUCATION

**CALGARY BOARD OF EDUCATION
NEW & EXISTING SCHOOL CONSTRUCTION STATUS
As of February 4, 2026**

Building	Opening Date	Notes/Comments	
41. Evanston Heights School Grades 4-9 New School, Capacity 925 students Construction approval	Aug 2026	Design Build – RFP Package (includes drawing package to 30% development and Performance Specifications)	100%
		Design-Build Contract Award	100%
		Design and Specifications	100%
		Construction Progress	93%
		Note: Project managed by Alberta Infrastructure (AI), Design-build contractor mobilized to site in late April 2024. Building commissioning ongoing.	
43. John G. Diefenbaker School Grades 10-12 Replacement, Capacity 1,910 Design approval	TBD	Planning Phase	100%
		Design and Specifications	0%
		Note: Project managed by AI. On July 16, 2025, Alberta Education and Childcare (AE&C) approved the change of scope from 'modernization' to 'replacement' and is in the process of securing Treasury Board approval.	
44. Annie Gale School Grades 6-9 Modernization Design approval	TBD	Design and Specifications	90%
		Note: Project being managed by Calgary Board of Education (CBE). Design approval received on September 18, 2024. Detailed design is in progress and permit applications ready for submission.	
45. Cornerstone High School Grades 10-12* New School, Capacity 2,410 students Construction approval	TBD	Design and Specifications	25%
		Construction Award	25%
		Construction Progress	0%
		Note: Project managed by AI. Design approval was announced on March 1, 2024. Construction approval announced on February 15, 2025. Design development is complete. P3 procurement is underway.	
48. Saddle Ridge Middle School Grades 5-9* New School, Capacity 925 students Planning approval	TBD	Planning Phase	97%
		Design and Specifications	2%
		Note: Planning approved on March 1, 2024. CBE led 'Planning' activities are complete. AI has commenced site investigation work and schematic design.	
49. Evanston Elementary School Grades K-4* New School, Capacity 650 students Construction approval	TBD	Design and Specifications	60%
		Construction Award	90%
		Construction Progress	0%
		Note: Project managed by AI. Project announced for design and construction on March 1, 2024. P3 consortium has been awarded and 60% design package was submitted for review.	

*Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.

**CALGARY BOARD OF EDUCATION
NEW & EXISTING SCHOOL CONSTRUCTION STATUS
As of February 4, 2026**

Building	Opening Date	Notes/Comments	
50. Redstone Elementary School Grades K-4* New School, Capacity 890 students Construction approval	TBD	Design and Specifications	25%
		Construction Award	50%
		Construction Progress	0%
		Note: Project managed by AI. Project received design approval on March 1, 2024 and construction approval on February 15, 2025. Design development is complete. P3 procurement is underway.	
51. Aspen Woods Middle School Grades 5-9* New School, Capacity 925 students + 6 modulars Design approval	TBD	Design and Specifications	15%
		Note: Project managed by AI. Project received design approval on March 14, 2025. Community engagement completed on January 28, 2026. Design development underway.	
52. Cityscape/Redstone Middle School Grades 6-9* New School, Capacity 1,225 students Design approval	TBD	Design and Specifications	15%
		Note: Project managed by AI. Project announced as design-only on March 14, 2025. Community engagement completed on February 4, 2026. Design development underway.	
53. Cornerstone Elementary School Grades K-5* New School, Capacity 890 students Design approval	TBD	Design and Specifications	15%
		Note: Project managed by AI. Project received design approval on March 14, 2025. Community engagement completed on February 4, 2026. Design development underway.	
54. Livingston Elementary School Grades K-6* New School, Capacity 890 students Design approval	TBD	Design and Specifications	15%
		Note: Project managed by AI. Project received design approval on March 14, 2025. Community engagement completed on February 3, 2026. Design development underway.	
55. Mahogany Middle School Grades 7-9* New School, Capacity 1,215 students Design approval	TBD	Design and Specifications	15%
		Note: Project managed by AI. Project received design approval on March 14, 2025. Community engagement completed on January 27, 2026. Design development underway.	
56. Nolan Hill Elementary School Grades K-4* New School, Capacity 590 students + 6 modulars Design approval	TBD	Design and Specifications	15%
		Note: Project managed by AI. Project received design approval on March 14, 2025. Community engagement completed on February 3, 2026. Design development underway.	

*Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.

**CALGARY BOARD OF EDUCATION
NEW & EXISTING SCHOOL CONSTRUCTION STATUS
As of February 4, 2026**

Building	Opening Date	Notes/Comments	
57. Sage Hill Elementary School Grades K-5* New School, Capacity 590 students + 6 modulars Design approval	TBD	Design and Specifications	15%
		Note: Project managed by AI. Project received design approval on March 14, 2025. Community engagement completed on February 3, 2026. Design development underway.	
58. Sage Hill/Kincora Middle School Grades 6-9* New School, Capacity 1,035 students Design approval	TBD	Design and Specifications	15%
		Note: Project managed by AI. Project received design approval on March 14, 2025. Community engagement completed on February 3, 2026. Design development underway.	
59. Sherwood/Nolan Hill Middle School Grades 5-9* New School, Capacity 925 students + 6 modulars Design approval	TBD	Design and Specifications	15%
		Note: Project managed by AI. Project received design approval on March 14, 2025. Community engagement completed on February 3, 2026. Design development underway.	
60. Cornerstone Middle School Grades 6-9* New School, Capacity 1,225 students Design approval	TBD	Design and Specifications	15%
		Note: Project managed by AI. Project received design approval on March 14, 2025. Community engagement completed on February 4, 2026. Design development underway.	

**Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.*

**CALGARY BOARD OF EDUCATION
MODULAR CLASSROOM PROGRAM STATUS
As of February 4, 2026**

Building	Number of Units	Type	Opening Date	Notes/Comments	
M9. Prairie Sky School Grades K-9 Added Capacity: 175	3+1	New	Oct 31, 2025	Design and Specifications	100%
	4	Relocation		Construction Award	100%
				Construction Progress	99%
	Note: Classrooms are in use. Project substantially complete. Work ongoing to address deficiencies. This will be the last update for this project.				
M12. Joane Cardinal-Schubert HS Grades 10-12 Added Capacity: 150	5	Relocation	Winter 2026	Design and Specifications	100%
	1	New		Construction Award	100%
				Construction Progress	95%
	Note: Classrooms are in use. Work ongoing to address deficiencies.				
M13. Mahogany School Grades K-5 Added Capacity: 100	4	New	Oct 13, 2025	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	99%
	Note: Classrooms are in use. Project substantially complete. Work ongoing to address deficiencies. This will be the last update for this project.				
M14. North Trail HS Grades 10-12 Added Capacity: 150	6	New	Nov 19, 2025	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	99%
	Note: Classrooms are in use. Project substantially complete. Work ongoing to address deficiencies. This will be the last update for this project.				
M15. Hugh A. Bennett School Grades K-4 Added Capacity: 100	4	New	Nov 26, 2025	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	98%
	Note: Classrooms are in use. Project substantially complete. Work ongoing to address deficiencies. This will be the last update for this project.				

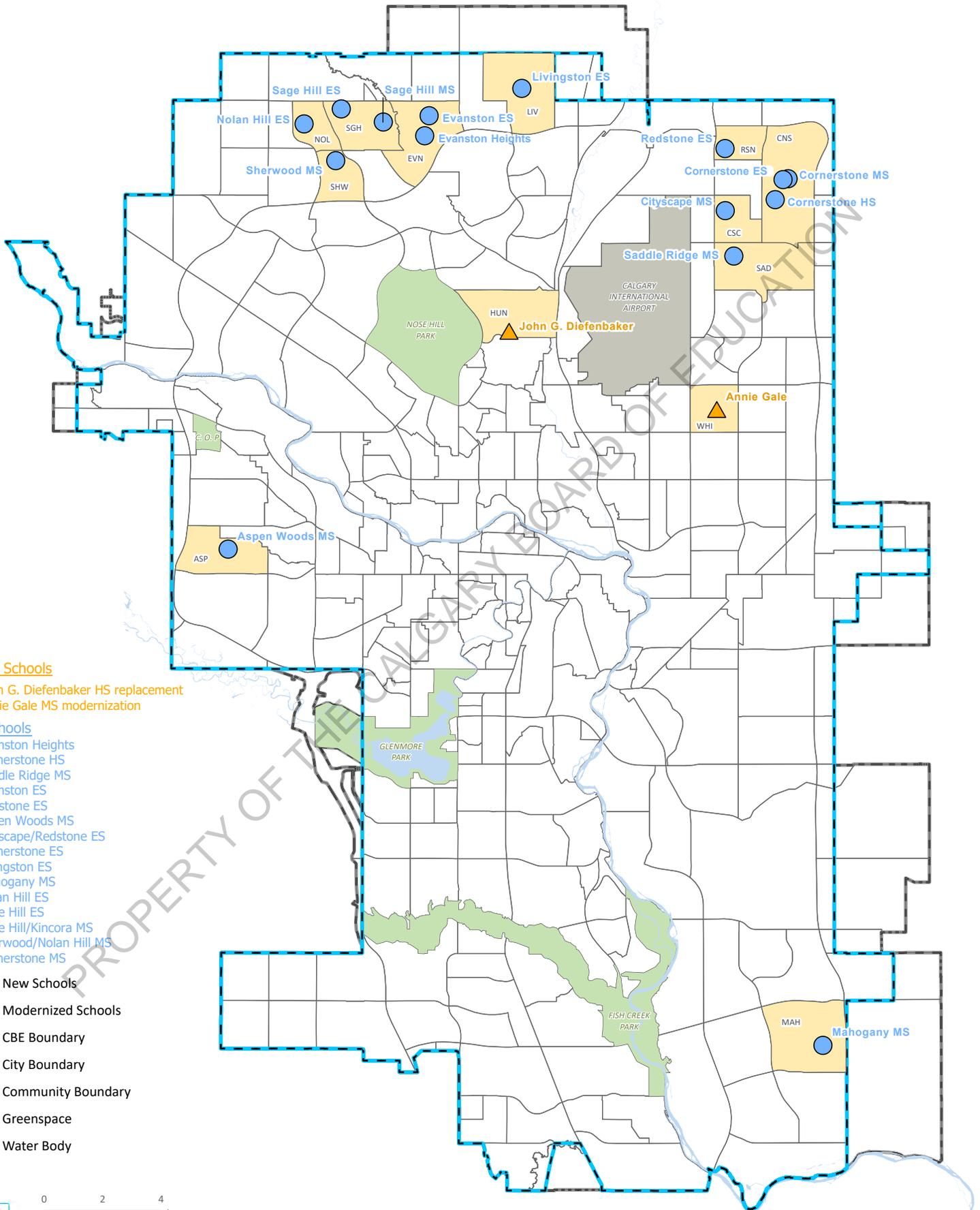
*Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.

**CALGARY BOARD OF EDUCATION
MODULAR CLASSROOM PROGRAM STATUS
As of February 4, 2026**

Building	Number of Units	Type	Opening Date	Notes/Comments	
M20. John G. Diefenbaker HS Grades 10-12 Added Capacity: 150	6	New	TBD	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	15%
				Note: Approved on April 17, 2025. Construction underway.	
M21. Dr. E.P. Scarlett HS Grades 10-12 Added Capacity: 150	6	New	TBD	Design and Specifications	100%
				Construction Award	100%
				Construction Progress	15%
				Note: Two units approved on April 17, 2025, and four units approved on July 9, 2025. Construction underway.	
M22. Mount Royal School Grades 7-9 Added Capacity: 75	3	New	TBD	Design and Specifications	100%
				Construction Award	20%
				Construction Progress	0%
				Note: Approved on July 9, 2025. Design complete. Construction tender package being finalized. Development permit appealed by members of the public. Hearing scheduled for March 23, 2026. Project on hold until appeal is resolved.	
M23. Centennial HS Grades 10-12 Added Capacity: 150	6	New	TBD	Design and Specifications	100%
				Construction Award	50%
				Construction Progress	0%
				Note: Approved on July 9, 2025. Design complete. Construction tender underway.	

*Grade configurations reflect those approved through the Three-Year School Capital Plan. Actual opening day grade configurations will be confirmed prior to school opening.

New and Modernized Schools As of February 2026



Existing Schools

- #43 John G. Diefenbaker HS replacement
- #44 Annie Gale MS modernization

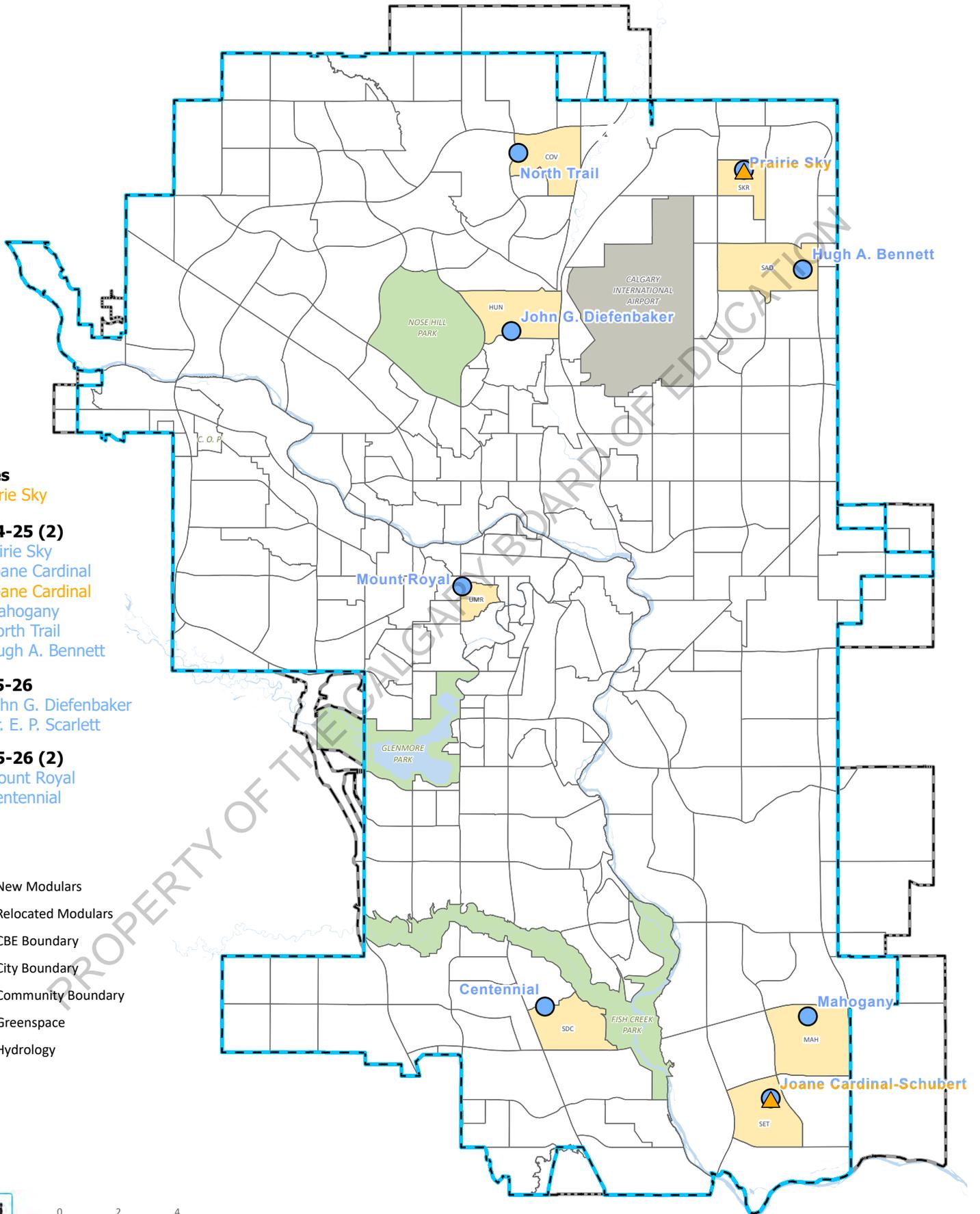
New Schools

- #41 Evanston Heights
- #45 Cornerstone HS
- #48 Saddle Ridge MS
- #49 Evanston ES
- #50 Redstone ES
- #51 Aspen Woods MS
- #52 Cityscape/Redstone ES
- #53 Cornerstone ES
- #54 Livingston ES
- #55 Mahogany MS
- #56 Nolan Hill ES
- #57 Sage Hill ES
- #58 Sage Hill/Kincora MS
- #59 Sherwood/Nolan Hill MS
- #60 Cornerstone MS

- New Schools
- ▲ Modernized Schools
- CBE Boundary
- City Boundary
- Community Boundary
- Greenspace
- Water Body

Modular Classroom Program

As of February 2026



BoT Res

m9 Prairie Sky

MCP 24-25 (2)

- m9. Prairie Sky
- m12. Joane Cardinal
- m12. Joane Cardinal
- m13. Mahogany
- m14. North Trail
- m15. Hugh A. Bennett

MCP 25-26

- m20. John G. Diefenbaker
- m21. Dr. E. P. Scarlett

MCP 25-26 (2)

- m22. Mount Royal
- m23. Centennial

-  New Moduls
-  Relocated Moduls
-  CBE Boundary
-  City Boundary
-  Community Boundary
-  Greenspace
-  Hydrology



Evanston Heights School



Aerial view



Main Entrance



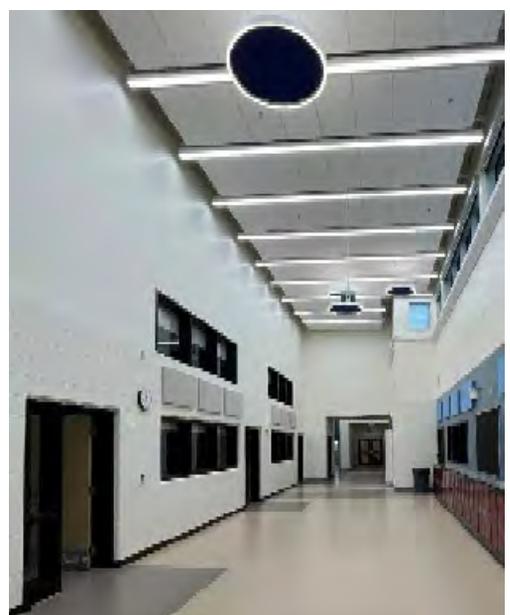
Classroom



Woodshop



Classroom



10-24 **Hallway**

Modulars – Various Sites



Hugh A. Bennett School



Dr. EP Scarlett HS – piles and craning



10-25 **Prairie Sky School**



Date	March 3, 2026
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board
Resource Person(s)	Melaina Graham, Lead, Office of the Corporate Secretary

1. Recommendation

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

2. Background

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

- Letter dated June 25, 2025 to the Hon. Martin Long, Minister of Infrastructure, re: *Real Property Governance Act* (Page 9-28).
- Letter dated September 23, 2025 to the Hon. Martin Long, Minister of Infrastructure, re: *Real Property Governance Act* (Page 9-32).
- Letter dated December 1, 2025 from the Hon. Martin Long, Minister of Infrastructure, re: *Real Property Governance Act* (Page 9-34).
- Letter dated September 23, 2025 to the Hon. D. Nicolaidis, Minister of Education and Childcare, re: Modular Move Notification (Page 9-36).
- Letter dated September 23, 2025 to the Hon. D. Nicolaidis, Minister of Education and Childcare, re: Future School Modular Capacity Changes (Page 9-37).

- Letter dated October 1, 2025 to the Hon. D. Nicolaides, Minister of Education and Childcare, re: 2026-2029 Three-Year Capital Plan Amendment (Page 9-39).
- Letter dated October 28, 2025 from the Hon. D. Nicolaides, Minister of Education and Childcare, re: 2026-2029 Three-Year Capital Plan Amendment (Page 9-40).
- Letter dated October 14, 2025 to the Hon D. Nicolaides, Minister of Education and Childcare, re: New Generations Charter School Application (Page 9-41).
- Letter dated November 4, 2025 to the Hon. D. Nicolaides, Minister of Education and Childcare, re: The Academy of Business Literacy and Entrepreneurship Charter School Application (Page 9-44).
- Letter dated November 4, 2025 to the Hon. D. Nicolaides, Minister of Education and Childcare, re: The Forge Charter Academy Application (Page 9-46).
- Letter dated November 4, 2025 to the Hon. D. Nicolaides, Minister of Education and Childcare, re: The Busy School Calgary Charter School Application (Page 9-49).
- Letter dated November 18, 2025 from the Hon. D. Nicolaides, Minister of Education and Childcare, re: New Generations Charter School Application (Page 9-53).
- Letter dated December 12, 2025 from the Hon. D. Nicolaides, Minister of Education and Childcare, re: Charter School Applications (Page 9-54).
- Letter dated November 15, 2025 to the Hon. D. Smith, Premier, and the Hon. D. Nicolaides, Minister of Education and Childcare, re: Invitation to Tour CBE Schools Offering Specialized Programming (Page 9-55).

ATTACHMENTS

Relevant Correspondence

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

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

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

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

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



Board Chair

Patricia Bolger Wards 6 & 7

Vice-Chair

Nancy Close Wards 11 & 13

Trustees

Board of Trustees Wards 1 & 2

Laura Hack Wards 3 & 4

Marilyn Dennis Wards 5 & 10

Susan Vukadinovic Wards 8 & 9

Charlene May Wards 12 & 14

June 25, 2025

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

Dear Minister Long,

As a Board, we wanted to draw your attention to concerns we have about Bills 50 and 51, particularly the accelerated timelines for implementation with few details confirmed to date. Our concerns were further elevated following recent stakeholder sessions held jointly by Alberta Infrastructure and Alberta Education and Childcare where different and sometimes contradictory messaging was provided.

Accordingly, we are reaching out to gain further clarity and document our concerns. We would be happy to meet with you to share key areas where we believe additional details are required to support a smooth implementation of these legislated changes.

We still have many questions and concerns related to various aspects of Bill 51. These concerns are rooted in our desire to ensure Calgary Board of Education (CBE) students can continue to receive a world class K-12 education. We strongly believe this is enabled by school boards continuing to have local autonomy to be responsive to the communities we know and serve.

Some key aspects of Bill 51 that require additional definition and clarity include:

Ownership of lands and the impact on long-term planning by school boards.

The absence of Alberta Infrastructure as a party to the Joint Use and Planning Agreement (JUPA), coupled with the removal of the reserve designation from school sites upon transfer, and the uncertainty around lease length and renewals will significantly impede long-term planning.

Therefore, we are seeking clarity for how Alberta Infrastructure will own the land and how improvements upon these lands will impact the ability for

municipalities and school boards to make long-term plans. Under the JUPA, municipalities and school boards undertake long-term planning of municipal and school reserve (MSR) sites. Therefore, it will be important for members of the JUPA to meet with Alberta Infrastructure to hear, understand, and advance government's agenda related to this legislation. Without that, successful implementation will be impeded.

For example, this situation might lead to instances where more than one school board submits a new school request in their Three-Year School Capital Plan (Capital Plan) for the same school site. Without the ability to confirm that the vacant school site in question is designated to the CBE, the CBE will be unable to confirm the grade configurations or school capacity required on other nearby vacant school sites on its Capital Plan.

The removal of reserve designations from MSR sites and the lack of certainty regarding how municipalities will be compensated may reduce a municipality's willingness to establish MSR sites or reduce the amount of land allocated for MSR sites. In either case, school boards will need to plan for larger schools on smaller and fewer MSR sites. These decisions will have an impact on the availability of fields for physical education. Commercial developers may also hesitate to provide reserve land for schools, particularly if the reserve designation will later be removed, thereby opening the possibility that the land might be repurposed for a different use or sold by the owner for fair market value.

Moreover, the remote decision making suggested by the proposed model means that the decision makers (Alberta Infrastructure) are removed from the situation and local context. This is further compounded by the addition of more parties to this new ownership model, significantly increasing the risk of miscommunication and poor decision making.

Finally, it is important for Alberta Infrastructure and Alberta Education and Childcare to hear from the impacted parties, municipalities and school boards, together in a single forum. Such an approach would ensure a more holistic discussion versus the more compartmentalized ones held thus far. Such an approach would foster common awareness and understanding of the legislation and could contribute positively to making the implementation proceed more smoothly.

Clarity around proposed lease lengths and terms.

Over the past three years, the CBE has experienced record enrolment growth, welcoming over 17,000 students or the equivalent of approximately 30 schools into our existing schools. This has driven utilization rates to record highs. With 250 schools, our system-wide utilization rate is 95% and the utilization rate across our 23 high schools is 108%.

To accommodate this massive influx of students, the CBE has had to make numerous changes to schools. This has included relocating or closing smaller

alternative programs through our school closure procedures and later re-opening these schools in a better configured fashion to relieve enrolment pressures faced in other schools and programs. In a lease situation, we are concerned that low enrolment schools may face a lease termination rather than considering the broader system needs and how these schools provide the only available space until such time as new schools are opened in three to four years.

Additionally, the engagement sessions held indicated lease lengths would be in the 20-30 year timeframe. This is troubling given more than 56% of CBE schools are 50 years or older; in fact, we have several schools that are 100+ years old. We recommend the lease length to be at least a 99-year duration, or as a minimum reflect the life expectancy of the school building (i.e. 50 years).

Shorter lease lengths will also discourage partnerships with school boards during school construction. For a partner to invest capital into a school, they will require certainty on the long-term nature of the agreement. A 20-30 year lease with termination clauses will not inspire confidence from these partners, thereby reducing the likelihood of partner contributions to new school builds.

Impact on school board ability to plan and undertake recapitalization and maintenance and renewal (M&R) undertakings.

The lack of school board ownership will disincentivize school board capital reserve investment in schools given the uncertainty around the risk of a lease being terminated by Alberta Infrastructure under parameters that have not yet been defined, or simply not renewed upon expiry. This would create added pressure on already stretched M&R funding.

Currently, there is a process to secure approvals from Alberta Education and Childcare for M&R projects. Going forward, Alberta Infrastructure, in your role as building owner, may gradually seek to increase both visibility on modifications made to your schools and ultimately seek to exercise approval authority. This risks increasing red tape. It also reduces a school board's agility to address student accommodation issues and rapidly rectify learning hindrances in the learning environment or convert spaces to increase school capacity.

The importance of school naming and the connection to community.

During the May 29 engagement session, we were also surprised to hear that a school board's role in naming schools in their district was a subject of ongoing discussion by the province and that no definitive answer could be provided. The naming of a school creates a special bond between the school board and the receiving community. This bond starts with the school board working with and hearing from that community when exploring school names. We believe strongly that losing this authority and autonomy will weaken the school board's connection with its community.

We look forward to continuing this conversation.

We trust this letter punctuates the importance for additional dialogue regarding the implementation of the real property governance changes. We will be reaching out to your office to schedule a meeting. If you are visiting Calgary in the near future, we could meet in person with the mutual goal of increasing clarity, confidence and ultimately trust to support a smooth roll out and implementation.

Yours sincerely,



Nancy Close, Vice-Chair
Board of Trustees

c.c. Minister of Education and Childcare
President, Alberta School Boards Association
Joanne Pitman, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities and Environmental Services

PROPERTY OF THE CALGARY BOARD OF EDUCATION





Board Chair
Patricia Bolger Wards 6 & 7

Vice-Chair
Nancy Close Wards 11 & 13

Trustees
Board of Trustees Wards 1 & 2
Laura Hack Wards 3 & 4
Marilyn Dennis Wards 5 & 10
Susan Vukadinovic Wards 8 & 9
Charlene May Wards 12 & 14

September 23, 2025

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

Dear Minister Long,

Thank you for the meeting on August 12, 2025. We appreciated the opportunity to convey our concerns and engage in an open dialogue with you. We recognize there are still many details to be confirmed and we look forward to seeing the regulations and other supporting documentation that will capture and clarify the direction moving forward.

As shared in the meeting, we do have concerns in the following areas:

Lease term should be longer to align with the life expectancy of the building. During the meeting, it was explained that the lease length would likely be for a 30-year timeframe. We feel a more appropriate lease term would be one that aligns more closely to the life expectancy of the school (ie. 50 years). A longer lease term may also encourage partnerships, such as a municipal recreation centre associated with a new school.

Longer lease terms would also help alleviate concerns around the length of the subsequent lease renewal. It is our understanding that subsequent lease lengths would be influenced by the facility condition and a “maintenance threshold” that has yet to be defined. In light of continued and limited maintenance & renewal (M&R) funding, this is concerning as it could lead to instances where the Calgary Board of Education (CBE) is required to invest large amounts of M&R funding in these schools to protect our ability to renew the lease. This would mean an imbalance of M&R investments in leased schools up for renewal versus the remaining aging portfolio of CBE schools.

Renewal and termination conditions of a lease continue to create unease. Namely, the ability for Alberta Education & Childcare to terminate a lease without any predetermined parameters creates uncertainty. This is further impacted by the introduction of the aforementioned “maintenance threshold”. School boards will now have to estimate the minimum M&R investment required for these schools to maximize the likelihood that the lease will be

renewed or hold funds and preserve space in other neighbouring schools in case a lease termination is unexpectedly triggered.

We welcome full transparency between the CBE and Alberta Infrastructure regarding the condition of Alberta Infrastructure-owned schools. In the meeting we raised concerns about potential reporting and approval requirements for school boards related to facility condition and planned M&R investments. Our goal remains to invest every dollar possible directly to classrooms to support student success rather than administrative work and reporting requirements. We appreciated seeing in the FAQ document released by Alberta Infrastructure on August 28, 2025, indicated that no new reporting requirements will be required. We look forward to further clarity on this matter.

Collaboration between Ministries, municipalities and school boards is critical for success. We hope that you might further consider the possibility of scheduling a meeting that would bring all the primary entities involved together. Such a forum would allow both Alberta Infrastructure and Alberta Education & Childcare to provide the latest clarifications and details on the real property governance model, thereby helping alleviate some concerns by shedding light on some of the unknown that currently exists, while concurrently allowing for a comprehensive discussion that considers all aspects the changes are impacting.

Thank you again for your time. We look forward to continuing this important conversation that impacts the learning environment of the 144,000 students we serve today and the accommodation planning of the many additional thousands we will serve tomorrow.

Yours sincerely,



Patricia Bolger, Chair
Board of Trustees

c.c. Honourable Demetrios Nicolaidis, Minister of Education and Childcare
Marilyn Dennis, President, Alberta School Boards Association
Joanne Pitman, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities and Environmental Services



ALBERTA
INFRASTRUCTURE

Office of the Minister

AR 59336

December 1, 2025

Patricia Bolger
Chair, Board of Trustees
Calgary Board of Education
1221 - 8 Street SW
Calgary, AB T2R 0L4

Dear Patricia,

Thank you for the August 12, 2025, meeting and September 23, 2025, follow-up letter on behalf of the Calgary Board of Education (CBE). I appreciate the CBE taking the time to outline the Board's concerns with lease terms and conditions for new schools under the *Real Property Governance Act*. As Minister of Infrastructure, your thoughtful approach and your continued engagement on this important initiative is valuable to me.

I recognize the significance of longer-term leases in fostering stable partnerships and supporting school jurisdictions' long-range planning efforts. With that in mind, our team is actively reviewing the lease length issue. The intent is to ensure new school leases reflect program-use terms that offer the same level of continuity and clarity as ownership, aligning with our shared goal of supporting educational programming across Alberta. I will be able to confirm our lease lengths and renewal terms with you and other school boards shortly.

I also understand the concerns raised around lease renewals and termination provisions. Renewals will follow Infrastructure's standard leasing processes, and for schools, this will include input from Education and Childcare through its program reviews. This collaborative approach is designed to ensure long-term planning needs are met, and that educational excellence remains sustainable.

.../2

Patricia Bolger
Page Two

Regarding lease termination, I agree decisions of this nature should be made with care and mutual understanding. Any consideration of a termination would involve collaboration between Education and Childcare and the respective school jurisdiction. For example, a mutual understanding is required for instances where a facility is no longer needed or no longer serves an educational purpose.

To support clarity throughout the lease term, the leases will outline expectations related to maintenance and capital renewal. Importantly, these leases will not introduce additional maintenance or reporting requirements beyond what is already in place between Infrastructure, Education and Childcare, and school jurisdictions.

My department remains committed to working closely with you and our partners in Education and Childcare to determine the best timing and approach for addressing concerns raised by school jurisdictions and are available to meet at your convenience. If you have any questions, please contact Yvonne Edo-Olotu, Manager, Receivable Leasing at 587-385-7148.

Thank you again for your engagement and support. Your continued collaboration is invaluable, and we look forward to finding solutions that support Alberta's students and communities.

Sincerely,

A handwritten signature in black ink, appearing to read 'M. Long', followed by a horizontal line extending to the right.

Martin Long
Minister

cc: Honourable Demetrios Nicolaidis
Minister of Education and Childcare



Board Chair
Patricia Bolger Wards 6 & 7

Vice-Chair
Nancy Close Wards 11 & 13

Trustees
Board of Trustees Wards 1 & 2
Laura Hack Wards 3 & 4
Marilyn Dennis Wards 5 & 10
Susan Vukadinovic Wards 8 & 9
Charlene May Wards 12 & 14

September 23, 2025

The Honourable Demetrios Nicolaides
Minister of Education and Childcare
228 Legislature Building
10800 - 97 Avenue
Edmonton, AB T5K 2B6

Minister Nicolaides:

In accordance with Section 195 of the *Education Act*, the Calgary Board of Education (CBE) hereby provides notification of the move of six (6) modular units between CBE schools. These modular relocations were funded by a CBE Capital Reserve Fund allocation to address projected enrolment growth.

The modular relocations completed by CBE are as follows:

- Relocation of four (4) modulars from Somerset School to Prairie Sky School
- Relocation of two (2) modulars from Banting & Best School to Connaught School

The relocation of existing modulars to Connaught School and Prairie Sky School was included in the CBE 2024-25 Modular Classroom Program submission but did not receive approval. As the need was deemed a high priority, the Board of Trustees opted to approve the use of capital reserve funds to proceed with their relocations. The modular moves were completed in August 2025.

Regards,

Patricia Bolger, Board Chair
CBE Board of Trustees

c.c. Joanne Pitman, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities and Environmental Services



Board Chair
Patricia Bolger Wards 6 & 7

Vice-Chair
Nancy Close Wards 11 & 13

Trustees

Board of Trustees	Wards 1 & 2
Laura Hack	Wards 3 & 4
Marilyn Dennis	Wards 5 & 10
Susan Vukadinovic	Wards 8 & 9
Charlene May	Wards 12 & 14

September 23, 2025

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

Dear Minister Nicolaides,

The Calgary Board of Education (CBE) is seeking Ministerial approval to increase the school capacities of four (4) schools that were approved for Design Funding on March 14, 2025. These are Sage Hill elementary school (ES), Nolan Hill ES, Sherwood/Nolan Hill middle school (MS), and Aspen Woods MS.

As per the March 14, 2025 provincial announcement, the schools referenced above were approved with the following capacities and grade configurations, based on the CBE’s Three-Year School Capital Plan 2025-2028:

- **Sage Hill ES** – Grade Configuration: K-4, Capacity: 590 students
- **Nolan Hill ES** - Grade Configuration: K-4, Capacity: 590 students
- **Sherwood/Nolan Hill MS** - Grade Configuration: 5-9, Capacity: 885 students
- **Aspen Woods MS** - Grade Configuration: 5-9, Capacity: 885 students

The CBE is continuing to experience record enrolment growth that has led to an internal review of both future school capacities and the ability to add future modular classrooms to ensure a flexible and resilient school portfolio.

As part of the analysis conducted in support of the CBE’s 2026-2029 Three-Year School Capital Plan, additional information was provided to allow future modular capacity to be added to a core facility to account for ongoing City densification and unanticipated enrolment spikes. This practice was adopted based on key learnings from the submission of previous Modular Classroom Programs (MCP) where the addition of modulars to existing schools has caused stresses upon common areas such as corridors, washrooms and learning commons.

Moreover, the adoption of the Public Private Partnership (P3) procurement model places additional constraints on modular additions. Specifically, section 14.1.1 of the [School Capital Manual for the 2024/25 school year](#) states that modular classrooms cannot be requested as part of the MCP for P3 schools that have achieved their full build-out capacity. As a result, this highlights the importance of incorporating future modular capacity at the design and construction stage of a new school.

The CBE has carefully reviewed projections for the communities of Sage Hill, Nolan Hill, Sherwood and Aspen Woods and determined that while projections show that in the near-to-short term (i.e. within 10 years of opening) standard school capacity sizes should be able to accommodate future students, there is very little flexibility to accommodate additional students. Based on an opening date of 2029 and a 2034 enrolment projection, Sage Hill ES would be utilized at approximately 95-100%, Nolan

Hill ES at approximately 98-100%, Sherwood/Nolan Hill MS at 95%, and Aspen Woods MS at 88%. These utilization rates are all above the targeted 85% utilization rate and leave no flexibility to accommodate future students if the CBE continues to experience record enrolment growth, if the City of Calgary grows its jurisdictional boundary and the CBE is required to accommodate students from new and developing communities, or if future densification continues to occur within communities in close proximity to the four schools.

Therefore, in alignment with the 2026-2029 Three-Year School Capital Plan - New School Capital Project Request procedure and table format, and for the reasons outlined above, the CBE is requesting the revised school capacities and grade configurations for the four schools:

Table 1: New School Capacities Including Request for Future Modular Capacity

School	Grades	Opening Permanent Capacity	Opening Modular Capacity	Total Opening Capacity	Future Modular Capacity	Total Future School Capacity
Sage Hill ES	K-5	590		590	150	740
Nolan Hill ES	K-4	590		590	150	740
Sherwood/Nolan Hill MS	5-9	885		885	150	1035
Aspen Woods MS	6-9	885		885	150	1035

On September 23, 2025, the CBE Board of Trustees passed the following motions:

- THAT the Board of Trustees approves a request for “future modular capacity” of four schools approved for design funding on March 14, 2025, in the communities of Sage Hill, Nolan Hill, Sherwood and Aspen Woods; and
- THAT the Board authorizes the Chair to correspond with the Minister of Education and Childcare pertaining to this change request, as provided in Attachment I to this report.

In alignment with the above, the CBE hereby requests Ministerial approval to increase the capacity of the future elementary and middle schools as outlined in Table 1 of this letter.

Thank you for your consideration of this matter.

Yours sincerely,



Patricia Bolger, Chair
Board of Trustees

c.c. Joanne Pitman, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities and Environmental Services



Board Chair
Patricia Bolger Wards 6 & 7

October 01, 2025

Vice-Chair
Nancy Close Wards 11 & 13

Trustees
Board of Trustees Wards 1 & 2
Laura Hack Wards 3 & 4
Marilyn Dennis Wards 5 & 10
Susan Vukadinovic Wards 8 & 9
Charlene May Wards 12 & 14

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

Dear Minister Nicolaides,

The Calgary Board of Education (CBE) is seeking Ministerial approval to amend Year 1 of the CBE’s 2026-2029 Three-Year School Capital Plan to add a Replacement School project on the site of the former Kensington School. This purpose-built school will support students with neurodiverse learning needs.

As of June 2025, there were over 7000 elementary students identified with a Specific Learning Disability (SLD) or an Attention Deficit Hyperactivity Disorder (ADHD) in CBE classrooms. CBE’s share of students with neurodiverse learning needs has increased at a faster rate than the provincial average. The goal of this replacement school is to house a unique setting program. It would provide students with neurodiverse learning needs access to targeted instruction and supports within a smaller, structured environment. Currently, there are no CBE facilities with spaces designed and equipped to serve this urgent need.

It is important to note that an additional \$5M in annual operating funds would be necessary for CBE to offer this program. This additional funding is required to provide the necessary supports for students including staffing, operations and maintenance, and transportation.

Moreover, if the additional annual funding is secured for the 2027-28 school year, the CBE could temporarily accommodate a reduced-capacity program within an existing facility while the replacement school is being constructed.

Thank you for your consideration of this matter.

Yours sincerely,

Patricia Bolger, Chair
Board of Trustees
t | 403-817-7927
pjbolger@cbe.ab.ca

c.c. Joanne Pitman, Chief Superintendent of Schools
Dany Breton, Superintendent, Facilities and Environmental Services



ALBERTA

Education
and Childcare

Office of the Minister
MLA, Calgary Bow

AR 134808

October 28, 2025

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

Dear Ms. Bolger:

Thank you for your letter regarding the recent amendment to the Calgary Board of Education's 2026–29 capital plan to include a replacement school project designed to support students with neurodiverse learning needs. I appreciate the opportunity to respond.

I recognize the importance of addressing the needs of neurodivergent students, and I commend the Calgary Board of Education on its efforts to provide a specialized learning environment for the growing number of students identified as having specific learning disabilities or attention deficit hyperactivity disorder.

Thank you for providing additional information regarding annual operating fund requirements for this proposed school to cover necessary staffing, maintenance, and transportation costs. I appreciate the school authority's commitment to inclusive education and its proactive approach to addressing the growing need for specialized learning supports.

I am pleased to accept the amendment to your division's capital plan to include a replacement school project on the site of the former Kensington School. This project will be reviewed and considered as part of capital plan preparations for Budget 2026.

If you have questions, please contact Allison Matichuk, Stakeholder Relations Manager, at allison.matichuk@gov.ab.ca or 780-690-2317 (toll free by first dialing 310-0000).

Best,

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

Demetrios Nicolaides ECA PhD
Minister of Education and Childcare



Board Chair
Patricia Bolger Wards 6 & 7

Vice-Chair
Nancy Close Wards 11 & 13

Trustees
Board of Trustees Wards 1 & 2
Laura Hack Wards 3 & 4
Marilyn Dennis Wards 5 & 10
Susan Vukadinovic Wards 8 & 9
Charlene May Wards 12 & 14

October 14, 2025

Honourable Demetrios Nicolaides
Minister of Education and Childcare
10800 – 97 Avenue
Edmonton, AB
T5K 2B6

Dear Minister Nicolaides,

**Re: Charter School Application
New Generations Charter School**

The Calgary Board of Education (CBE) received notification from Alberta Education and Childcare regarding a charter school application in Calgary, namely the New Generations Charter School.

Our Board of Trustees is concerned with the potential duplication of existing programming provided by CBE and the implications for funding as a result of this redundancy. Given the current fiscal strain across the province, the creation of a new charter school focused on areas already well-covered by the CBE represents a significant duplication of resources. At a time when every education dollar is crucial to maintain and improve the quality of education for all students, redirecting resources to a redundant initiative would not only stretch the province’s limited resources but also detract from the effectiveness of proven, existing programs. This approach risks undermining the broader educational system in favor of inefficient duplication.

Section 3(1) of the Charter Schools Regulation states that the Minister of Education will “consider any information received from any board of a public or separate school division, Francophone regional authority or charter school that receives notice under section 24 of the Act, including information about any alternative programs that currently exist in the geographic area”.

The notification of application by the New Generations Charter School proposed that the school would open in the 2027– 2028 school year and would be located in Calgary, Alberta. As described in the notice, the New Generations Charter School aims to offer

Kindergarten to Grade 12 programming with a focus on pluralism. The proposed charter school would promote academic excellence through the consideration of diverse perspectives and cultures with a focus on problem solving, conflict resolution, and navigating differences.

Pluralism, defined as the social tolerance and inclusion of individuals and groups with differing backgrounds, beliefs, and perspectives, is already deeply embedded within the CBE's foundational philosophy and daily practice. It is not a new or emerging concept within the system—it is a defining characteristic of how the CBE operates.

In the 2025–2026 school year, the CBE serves more than 142,000 students, reflecting one of the most diverse learning populations in Canada. Over 44,000 students—nearly one-third of the total population—are identified as English as an Additional Language (EAL) learners, which is 17.6 percentage points higher than the provincial average. An additional 27,000 students are identified with special education needs, and more than 3,400 new students have arrived in the past year alone. Furthermore, more than 6,200 students self-identify as Indigenous, and thousands more come from multilingual, multicultural, and multi-faith backgrounds.

This scale and breadth of diversity demonstrate that the CBE already embodies pluralism in action. The district's policies, curriculum design, instructional practices, and inclusive learning environments are all grounded in respect for human rights, cultural diversity, and individual identity. Pluralism is not an aspirational goal within the CBE—it is an operational reality.

The system's existing structures and programs—such as inclusive education supports, multicultural celebrations, Indigenous education strategies, EAL programming, equity and diversity frameworks, and faith accommodations—collectively ensure that students can learn, express, and belong without fear of discrimination or reprisal. These initiatives are not peripheral; they are embedded in every school and reflect pluralistic principles in both philosophy and practice.

The Alberta Education Ministerial Order on Student Learning establishes that *critical thinking, global awareness, and learner agency* are foundational to all schooling in the province. These priorities are embedded in the Alberta Program of Studies, which every publicly funded school—including those within the CBE—is required to implement. As a result, all students in Alberta already engage in reflective learning, goal setting, and dialogue-based instruction as part of their regular classroom experience.

Within the CBE, these priorities are not aspirational—they are operational. CBE teachers consistently employ collaborative, inquiry-based, and problem-solving approaches that foster critical thinking, intercultural understanding, and conflict resolution. These are hallmarks of CBE's existing pedagogy and align directly with the principles the proposed charter claims to advance. Creating a separate institution to deliver what is already standard practice across CBE schools is unnecessary duplication.

The argument for school choice must also be viewed in context. Alberta families already benefit from a broad spectrum of publicly funded options, including public, separate, francophone, alternative, and independent schools—each offering diverse educational philosophies and environments.

The proposed charter's emphasis on pluralism and multicultural engagement does not constitute a distinct or unmet need; rather, it reflects values already central to public education. The CBE's student body—over 142,000 learners representing more than 140 languages and cultural backgrounds—is itself a living model of pluralism in action.

In sum, the proposed New Generations Charter School offers no meaningful innovation beyond what is already available in the public system. Establishing another publicly funded entity with overlapping goals would divert scarce resources, create administrative inefficiencies, and risk fragmenting a system that already delivers excellence in inclusive, pluralistic education.

Should you have further questions regarding details of CBE's commitment to diversity and inclusion in our programming, we are happy to provide additional information. We look forward to receiving information regarding your decision regarding the preliminary applications as stated in the notice, on or before December 15, 2025.

Sincerely,



Patricia Bolger, Chair
Board of Trustees

cc: Tania Brudler, Executive Director, System Support and Student Records Sector
Joanne Pitman, Chief Superintendent
Jennifer Turner, Superintendent, School Improvement
Michael Nelson, Superintendent, School Improvement
Marilyn Dennis, President, Alberta School Boards Association



Board Chair
Laura Hack Wards 3 & 4

Vice-Chair
Nancy Close Wards 11 & 13

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

November 4, 2025

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

Dear Minister Nicolaides,

Re: **Charter School Applications**
The Academy of Business Literacy and Entrepreneurship Charter School

The Calgary Board of Education (CBE) received notification from Alberta Education of a charter school application in Calgary, namely The Academy of Business Literacy and Entrepreneurship Charter School. The CBE Board of Trustees would like to provide information regarding the current Business Literacy and Entrepreneurship programming in CBE schools, as we are concerned with the duplication of existing programming provided by CBE and the implications for funding as a result of this redundancy.

Section 3(1) of *Charter Schools Regulation* states that the Minister of Education will “consider any information received from any board of a public or separate school division, Francophone regional authority or charter school that receives notice under section 24 of the Act, including information about any alternative programs that currently exist in the geographic area.”

The notification of application by the Academy of Business Literacy and Entrepreneurship Charter School, proposed the school would open in the 2026 – 2027 school year and would be located in Calgary, Alberta. As described in the notice, the proposed public charter school intends to offer grades 7 to 12 programming with a focus Human Centred Design. The public charter school:

would promote academic excellence with a focus on the development of business acumen, psychographic research skills, and financial literacy.

The Calgary Board of Education already provides academic excellence across its schools with a strong focus on these very competencies. The CBE’s Career and Technology Foundations (CTS) courses in the Business, Administration, Finance & Information Technology (BIT) cluster of CTS, focus on management, marketing and use of electronic technologies to access, use and manipulate information within family, workplace, community and global contexts.

Enterprise and Innovation supports students’ entrepreneurial spirit and assists them to create, analyse, finance, market and manage a business venture. Financial Management explores small businesses and venture planning, and informs about financial literacy and general accounting principles. Management and Marketing explores e-commerce, marketing and communication strategies.

In the area of psychographic research, CBE students are introduced to the fundamentals of consumer behaviour and market segmentation through marketing and digital design courses. They explore basic management concepts and describe retail merchandising strategies of value to the retail employee, manager and/or owner.

Financial literacy is also embedded throughout the CBE curriculum, starting from junior high and expanding into high school. Programs include personal finance units, and general accounting principles, budgeting, saving, investing, and financial decision-making. These experiences not only fulfill curricular objectives but also equip students with lifelong skills for financial independence and responsible citizenship.

The Learning Excellence Goal of the CBE Education Plan includes three distinct learning objectives:

1. Students achieve excellence in literacy and mathematics,
2. Students' learning improves through fair and equitable assessment practices, and
3. Learning opportunities prepare students for future learning and success.

The third learning objective requires all CBE schools to ensure that students develop the competencies, confidence, and adaptability needed to thrive in post-secondary education, the workforce, and as active, contributing citizens. Through this framework, CBE schools intentionally design learning that connects academic content to real-world applications, including business innovation, financial responsibility, and entrepreneurial thinking.

It is our position that the charter school application identified is, in fact, duplicative of programming and opportunities already available within the CBE. To maximize the impact of education funding across the province, avoiding the approval of duplicate charter school programs allows Alberta to maintain what is already accessible to all. We encourage focused funding in a manner that leverages our existing partnerships, infrastructure, and programming in the areas identified, and we look forward to continued collaboration in strengthening student learning outcomes across Alberta.

Should you have further questions regarding details of CBE programming, we are happy to provide additional information. We look forward to receiving information regarding your decision on the preliminary applications as stated in the notice, on or before December 15, 2025.

Sincerely,



Laura Hack, Chair
Board of Trustees

cc: Tania Brudler, Executive Director, System Support and Student Records Sector
Joanne Pitman, Chief Superintendent
Jennifer Turner, Superintendent, School Improvement
Michael Nelson, Superintendent, School Improvement
Marilyn Dennis, President, Alberta School Boards Association



Board Chair
 Laura Hack Wards 3 & 4

Vice-Chair
 Nancy Close Wards 11 & 13

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

November 4, 2025

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

Dear Minister Nicolaides,

Re: **Charter School Application**
The Forge Charter Academy

The Calgary Board of Education (CBE) received notification from Alberta Education of a charter school application in Calgary, namely The Forge Charter Academy. The CBE Board of Trustees is concerned with the potential duplication of existing programming provided by CBE and the implications for funding as a result of this redundancy. Given the current fiscal strain across the province, the creation of a new Charter School focused on areas already well-covered by the Calgary Board of Education (CBE) represents a significant duplication of resources. At a time when every education dollar is crucial to maintain and improve the quality of education for all students, redirecting resources to a redundant initiative would not only stretch the province’s limited resources but also detract from the effectiveness of proven, existing programs. This approach risks undermining the broader educational system in favor of inefficient duplication.

Section 3(1) of Charter Schools Regulation states that the Minister of Education will “*consider any information received from any board of a public or separate school division, Francophone regional authority or charter school that receives notice under section 24 of the Act, including information about any alternative programs that currently exist in the geographic area*”.

The notification of application by The Forge Charter Academy proposed that the school would open in the 2026 – 2027 school year and would be located in Calgary, Alberta. As described in the notice, The Forge Charter Academy intends to offer

Grades 7 to 12 programming that combines rigorous academics with vocation-based training.

The Calgary Board of Education (CBE) already delivers comprehensive academic and vocational programming, rendering the proposed charter school unnecessary. Rigorous academics, career-focused learning, and student-centered inquiry are core priorities within all Alberta schools and are firmly embedded in the Alberta Program of Studies. This provincial framework

ensures that every student engages in goal setting, reflective dialogue, and critical discourse as part of their learning experience. These practices are not novel—they are foundational elements already implemented across CBE schools and other public institutions. Indeed, CBE’s longstanding commitment to academic excellence, student agency, and reflective learning is evident throughout its daily instructional practices.

Career and Technology Foundations

In junior high / middle school (Grades 7-9), the CBE and the province of Alberta ensure that students are exposed to vocational and career-oriented programming through the provincially-authorized Career and Technology Foundations (CTF) curriculum. Under the CTF program, students are provided opportunities to explore occupational areas and technologies—such as:

- business/administration,
- human services, natural resources,
- communication/design and
- technology

At the CBE, a recent report to the Board of Trustees highlighted hundreds of CTF-type courses (175 different options across 68 junior/middle school sites) were offered during the 2023-24 school year, with an enrolment of over 34,800 students. Additionally, the province’s “Career Education” overview confirms that CTF programming prepares students in Grades 5-9 to transition into the high-school level Career and Technology Studies (CTS) pathways. In practice, this means that by the end of Grade 9 students in CBE schools are not only engaging in academic work but also acquiring foundational vocational skills, occupational awareness and the ability to apply learning in practical-context situations — thereby supporting the argument that the proposed charter school’s vocational focus is duplicative of established public-school practice.

Career and Technology Studies: Foundational, Flexible, and Credentialed Pathways

CTS is Alberta’s provincially mandated framework for career-based education in high school. It offers students practical, hands-on learning experiences in occupational areas aligned with Alberta’s labor-market needs. Within the CBE, CTS courses are offered across all senior high schools and many outreach programs, and are organized into occupational clusters that include:

- Trades, Manufacturing, and Transportation (e.g., construction, welding, automotive service, and fabrication);
- Business, Administration, Finance, and Information Technology;
- Health, Recreation, and Human Services;
- Media, Design, and Communication Arts; and
- Natural Resources, Agriculture, and Environmental Stewardship.

Each CTS pathway is structured through progressive modules—Introductory, Intermediate, and Advanced—culminating in practicums or capstone projects that reflect real-world employment contexts. Students earn high-school credits while developing occupational competencies aligned with Alberta Apprenticeship and Industry Training (AIT) standards and, where available, may acquire recognized industry certifications.

Off-Campus Education: Work Experience, Career Internships, Registered Apprenticeships, and Dual Credit

Off-Campus Education allows students to earn credits through supervised, authentic workplace experiences while developing essential employability and life skills. All CBE senior high schools have Off-Campus Coordinators who facilitate placements, ensure alignment with learning outcomes, and monitor student safety and progress. Off-campus programs operationalize the principle of “learning anywhere, anytime,” allowing students to achieve curricular outcomes through authentic contexts and transition smoothly into post-secondary education or the workforce.

In conclusion, the proposed Forge Charter Academy does not offer programming that is distinct from what is already available through the Calgary Board of Education and the broader public system. Establishing a new school would require substantial resources, introduce additional administrative and operational overhead, and fragment funding that could otherwise be used to strengthen and expand proven programs serving tens of thousands of students. In a time of fiscal constraint, every education dollar must be used efficiently to maximize benefit for all students. The Forge Charter Academy’s focus on rigorous academics and vocation-based training mirrors existing CBE offerings, including Career and Technology Foundations, Career and Technology Studies, Off-Campus Education, and Dual Credit opportunities—programs that already provide students with high-quality academic instruction, practical skills, and pathways to post-secondary success. Approving this application would therefore create unnecessary duplication, dilute resources, and undermine system-wide consistency without offering any meaningful educational advantage. The Calgary Board of Education respectfully urges the Ministry to reject this proposal and instead prioritize the enhancement and expansion of existing programs, ensuring that public education continues to deliver equitable, comprehensive, and high-quality opportunities for all students.

Should you have further questions regarding details of CBE programming, we are happy to provide additional information. We look forward to receiving information regarding your decision regarding the preliminary applications as stated in the notice, on or before December 5, 2025.

Sincerely,



Laura Hack, Chair
Board of Trustees

cc: Tania Brudler, Executive Director, System Support and Student Records Sector
Joanne Pitman, Chief Superintendent
Jennifer Turner, Superintendent, School Improvement
Michael Nelson, Superintendent, School Improvement
Marilyn Dennis, President, Alberta School Boards Association



Board Chair
 Laura Hack Wards 3 & 4

Vice-Chair
 Nancy Close Wards 11 & 13

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

November 4, 2025

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

Dear Minister Nicolaides,

Re: **Charter School Application
 The Busy School Calgary**

The Calgary Board of Education (CBE) received notification from Alberta Education of a charter school application in Calgary, namely The Busy School Calgary. The CBE Board of Trustees is concerned with the potential duplication of existing programming provided by CBE and the implications for funding as a result of this redundancy. Given the current fiscal strain across the province, the creation of a new Charter School focused on areas already well-covered by the Calgary Board of Education (CBE) represents a significant duplication of resources. At a time when every education dollar is crucial to maintain and improve the quality of education for all students, redirecting resources to a redundant initiative would not only stretch the province’s limited resources but also detract from the effectiveness of proven, existing programs. This approach risks undermining the broader educational system in favor of inefficient duplication.

Section 3(1) of Charter Schools Regulation states that the Minister of Education will “*consider any information received from any board of a public or separate school division, Francophone regional authority or charter school that receives notice under section 24 of the Act, including information about any alternative programs that currently exist in the geographic area*”.

The notification of application by The Busy School Calgary proposed that the school would open in the 2026 – 2027 school year and would be located in Calgary, Alberta. As described in the notice, The Busy School Calgary intends to provide

A vocation-focused program for grades 10-12 students who are at risk of not completing high school or those not currently employed or attending an educational program. The Busy School Calgary will focus on creating opportunities for trauma informed vocation-based education and career pathways for at-risk or hard-to-reach students.

The Calgary Board of Education (CBE) is committed to ensuring that every student, regardless of circumstance, has access to meaningful learning pathways leading to high-school completion, further education, and sustained employment. In alignment with Alberta Education's goals for student success and inclusive learning, the CBE provides a comprehensive suite of vocational, technical, and alternative programs designed to re-engage students in Grades 10–12 who are at risk of not graduating or who are not currently employed or attending an educational program. These programs are accompanied by robust mental-health and wellness supports that address the social, emotional, and behavioural barriers to learning.

Career and Technology Studies: Foundational, Flexible, and Credentialed Pathways

CTS is Alberta's provincially mandated framework for career-based education in high school. It offers students practical, hands-on learning experiences in occupational areas aligned with Alberta's labour-market needs. Within the CBE, CTS courses are offered across all senior high schools and many outreach programs, and are organized into occupational clusters that include:

- **Trades, Manufacturing, and Transportation** (e.g., construction, welding, automotive service, and fabrication);
- **Business, Administration, Finance, and Information Technology;**
- **Health, Recreation, and Human Services;**
- **Media, Design, and Communication Arts;** and
- **Natural Resources, Agriculture, and Environmental Stewardship.**

Each CTS pathway is structured through progressive modules—Introductory, Intermediate, and Advanced—culminating in practicums or capstone projects that reflect real-world employment contexts. Students earn high-school credits while developing occupational competencies aligned with Alberta Apprenticeship and Industry Training (AIT) standards and, where available, may acquire recognized industry certifications. The curriculum's emphasis on experiential, project-based instruction fosters relevance and self-efficacy, key motivators for youth at risk of leaving school early.

Off-Campus Education: Work Experience, Career Internships, Registered Apprenticeships, and Dual Credit

Off-Campus Education allows students to earn credits through supervised, authentic workplace experiences while developing essential employability and life skills. All CBE senior high schools have Off-Campus Coordinators who facilitate placements, ensure alignment with learning outcomes, and monitor student safety and progress. Off-campus programs operationalize the principle of "learning anywhere, anytime," allowing students to achieve curricular outcomes through authentic contexts and transition smoothly into post-secondary education or the workforce.

Unique Pathways and Alternative Programs for Complex Learning Needs

Recognizing that a proportion of youth face barriers beyond academic difficulty, the CBE has developed alternative and outreach programs that combine individualized instruction with intensive social-emotional and mental-health supports.

- **Discovering Choices:** CBE's outreach high school offers flexible, personalized programming for students aged 15–19 who have become disengaged from traditional schools. Learners work at their own pace toward a high-school diploma or certificate of achievement while accessing counselling, community partnerships, and career-readiness support.
- **Nexus:** This specialized program serves Grades 10–12 students experiencing complex social, emotional, or behavioural challenges that significantly interfere with learning. Nexus combines small class environments, targeted therapeutic intervention, and individualized academic planning. Vocational readiness is embedded through CTS modules, life-skills programming, and coordinated off-campus experiences.
- **Other alternative sites**—including CBe-Learn, Louise Dean School (supporting young parents), and Indigenous Education programs—also integrate vocational and CTS-based options to ensure equitable access for diverse learners.

These settings function as re-engagement hubs, reconnecting students to educational pathways while addressing the broader social and emotional determinants of learning.

Mental Health and Trauma-Informed Supports

CBE recognizes that re-engaging at-risk students in learning requires more than curricular innovation; it demands a coordinated, system-wide commitment to mental health and wellness. Academic success, employability, and long-term stability depend on addressing the personal, social, and emotional factors that influence a student's ability to participate fully in education and community life.

a) Student Well-Being Framework

CBE's *Student Well-Being Framework* establishes a comprehensive, whole-school approach to positive mental health. It integrates universal prevention, targeted intervention, and coordinated community partnerships. Each school embeds this framework within its *School Development Plan*, ensuring consistent attention to safe, caring, and inclusive learning environments.

b) School-Based Counselling

CBE senior high schools provide access to *Student Services* teams that include guidance counsellors and access to centrally deployed psychologists, and specialized mental-health professionals.

c) Partnerships and Referral Pathways

CBE sustains formal partnerships with Alberta Health Services, community mental-health organizations, and family-support agencies.

d) Professional Learning and Staff Capacity

CBE invests in continuous professional learning for teachers, administrators, and support staff, aligned with Alberta Education's *Working Together to Support Mental Health and Mental Health in*

Schools frameworks. This training builds capacity for early identification, trauma-informed practice, and coordinated response.

e) Individualized Planning and Wraparound Support

For students with complex social, emotional, or behavioural needs, schools develop *Individual Program Plans (IPPs)* that integrate academic, vocational, and wellness goals. Planning meetings often include counsellors, family members, and community agencies, aligning interventions to sustain student engagement.

Given this comprehensive suite of existing programming and supports, The Busy School Calgary does not offer a distinctive or necessary addition to Alberta’s educational landscape. Instead, it risks fragmenting resources, duplicating services, and diluting public accountability. Each dollar directed toward creating and operating a new, parallel institution is a dollar diverted from proven programs already delivering results for Calgary students. Rather than investing in a redundant model, the Ministry should prioritize strengthening and expanding current vocational and alternative education pathways within the CBE, where oversight, community partnerships, and equitable access are already well established.

In conclusion, while we support the goal of ensuring that all students—particularly those at risk of disengagement—have access to meaningful, career-focused learning, this goal is already being achieved within the CBE. The introduction of The Busy School Calgary would not enhance educational outcomes but would instead duplicate existing efforts and strain limited provincial resources. We strongly urge the Ministry of Education to reconsider the establishment of this new institution and, instead, continue to invest in and build upon the proven, comprehensive programming already available through the Calgary Board of Education.

Should you have further questions regarding details of CBE programming, we are happy to provide additional information. We look forward to receiving information regarding your decision regarding the preliminary applications as stated in the notice, on or before December 15, 2025.

Sincerely,



Laura Hack, Chair
Board of Trustees

cc: Tania Brudler, Executive Director, System Support and Student Records Sector
Joanne Pitman, Chief Superintendent
Jennifer Turner, Superintendent, School Improvement
Michael Nelson, Superintendent, School Improvement
Marilyn Dennis, President, Alberta School Boards Association



ALBERTA

Education
and Childcare

*Office of the Minister
MLA, Calgary Bow*

AR 135155

November 18, 2025

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

Dear Ms. Hack:

I am responding to the letter from the previous Calgary Board of Education Chair, Patricia Bolger, regarding the public charter school application from New Generations Charter School.

I appreciate the detailed response outlining your board's concerns that the proposed focus of this charter school may duplicate program offerings currently available through the Calgary Board of Education. In addition to the materials submitted by the applicant, the department will consider the information you have provided, along with responses from all stakeholders, as outlined in Section 3.2(2) of the Charter Schools Regulation.

I thank the Calgary Board of Education Trustees for their feedback. Alberta's government remains committed to working alongside our education partners to ensure the highest quality education for Alberta's students.

Best,

A handwritten signature in black ink, appearing to read 'Demetrios Nicolaidis', written over a large, light grey watermark that says 'PROPER TO BE USED BY CALGARY BOARD OF EDUCATION'.

Demetrios Nicolaides ECA PhD
Minister of Education and Childcare



ALBERTA

Education
and Childcare

*Office of the Minister
MLA, Calgary Bow*

AR 135887

December 12, 2025

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

Dear Ms. Hack:

Thank you for your letters regarding recent public charter school applications from The Busy School, The Academy of Business Literacy and Entrepreneurship, and The Forge Charter Academy. I am pleased to respond.

I appreciate the detailed submission outlining your board's concerns about each application and the potential for these programs to duplicate offerings currently available through the Calgary Board of Education. In addition to the materials submitted by the applicant, the department will consider the information you have provided, along with responses from all stakeholders, as outlined in Section 3.2(2) of the Charter Schools Regulation.

I thank the Calgary Board of Education Board of Trustees for its feedback. Alberta's government remains committed to working alongside our education partners to ensure the highest quality education for Alberta's students.

Best,

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

Demetrios Nicolaides ECA PhD
Minister of Education and Childcare

Board of Trustees

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

www.cbe.ab.ca

Board Chair

Laura Hack Wards 3 & 4

Vice-Chair

Nancy Close Wards 11 & 13

Trustees

Jenny Regal Wards 1 & 2

Cynthia Cordova Wards 5 & 10

Patricia Bolger Wards 6 & 7

Susan Vukadinovic Wards 8 & 9

Charlene May Wards 12 & 14

November 15, 2025

The Honourable Danielle Smith
Office of the Premier
Legislature Building
Unit 307, 10800 – 97 Ave.
Edmonton, Alberta
T5K 2B6

The Honourable Demetrios Nicolaides
Minister of Education and Childcare
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Premier Smith and Minister Nicolaides,

Re: Invitation to Tour CBE Schools Offering Specialized Programming

On behalf of the Calgary Board of Education, we support the government's commitment to addressing class size and classroom complexity. The creation of a Cabinet Committee is an important first step to make a meaningful difference for students by working collaboratively across important and connected ministries.

We want to work with you as a locally elected school board to assist the committee in identifying solutions and allocate resources quickly and effectively based on student needs. We share the common goal of creating the conditions that lead to the ultimate success of every student. We are here to support the work of the Cabinet Committee in offering sustainable and impactful solutions.

To that end, the Board of Trustees invites you and other cabinet Ministers of the Class Size and Complexity Cabinet Committee to visit a number of CBE specialized programs and schools that support students with a wide range of complexities.

These visits will allow you to witness learning in action. Seeing the range of supports students require will provide you with valuable insights to help you make informed, meaningful decisions that ultimately will improve classroom conditions and student outcomes. Your presence in these environments will equip the Committee with a clear understanding of the realities faced by students, staff, and families.

learning | **as unique** | as every student

Key settings we have identified include:

Emily Follensbee School

- a unique setting school specializing in providing educational programs for 88 students attending K-9 who have complex medical profiles with multiple and severe learning needs. This includes cognitive disabilities, physical disabilities, sensory impairments, and augmentative/alternative communication needs.

Christine Miekle School

- a unique setting schools that provides educational programming for 118 students in Grades 7-12 who are diagnosed with moderate to severe developmental disabilities. Students at Christine Meikle School have complex learning, communication, physical and social-emotional needs and may require medical support from a licensed practical nurse (LPN) or health care aide (HCA).

A K-6 School with Specialized Classes and Regular program (Location to be Determined)

- The CBE provides a continuum of supports and services for students with diverse learning needs in regular community schools. Depending on the level of complexity, students may attend a specialized class that offers targeted classroom supports and/or be supported by multi-disciplinary team members (such as occupational therapists, speech-language pathologists, physiotherapists, etc)

We look forward to working with your office to identify a date in the near future that works for you and the other Ministers named to the Cabinet Committee.

With appreciation,



Laura Hack
Chair, Board of Trustees
Calgary Board of Education

cc: James Johnson, Chief of Staff for the Alberta Minister of Education and Children
Joanne Pitman, Chief Superintendent of Schools