

public agenda

Regular Meeting of the Board of Trustees

January 31, 2023
11:00 a.m.

Multipurpose Room,
Education Centre
1221 8 Street SW,
Calgary, AB

R-1: Mission |

Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

Conflict of Interest reminder: Trustees must disclose any potential pecuniary interest in any matter before the Board of Trustees, as set forth in the agenda as well as any pecuniary interest in any contract before the Board requiring the Board's approval and/or ratification.

Time	Topic	Who	Policy Ref	Attachment
11:00am	1 Call to Order, National Anthem and Welcome	Chair		
	2 Consideration/Approval of Agenda	Board	GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	4.1 Results 2: Academic Success – Annual Monitoring	C.Usih	R-2	Page 4-1 (Jan 17/22)
	5 Operational Expectations			
	6 Public Comment		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Information		GC-3	
	8 Matters Reserved for Board Decision	Board	GC-2	
	8.1 Proposed Amendments to the Board Meeting Procedures		GC-3	Page 8-1
	9 Consent Agenda	Board	GC-2.6	
	9.1 Items Provided for Board Decision			
	9.1.1 Board of Trustees' Committee Appointments – Engagement Planning Committee		GC-5,5E	Page 9-1



THAT the Board of Trustees approves the appointment of Trustee Charlene May to the Engagement Planning Committee, effective February 1, 2023 to June 13, 2023.

9.1.2 Revision to the Schedule of Regular Meetings

Page 9-3

THAT the Board of Trustees approves revisions to the Schedule of Regular Meetings to:

- 1) *remove the public meeting scheduled for Tuesday, May 9, 2023, commencing at 11:00a.m., in the Multipurpose Room at 1221 – 8 Street SW, Calgary, Alberta; and*
- 2) *add a public meeting to be held on Tuesday, May 30, 2023, commencing at 11:00a.m., in the Multipurpose Room at 1221 – 8 Street SW, Calgary, Alberta.*

9.1.3 Meeting Minutes

- Regular Meeting held December 13, 2022

Page 9-4

THAT the Board of Trustees approves the minutes of the Regular Meeting held December 13, 2022 as submitted.

9.2 Items Provided for Information

9.2.1 First Quarter Budget Variance Report

OE-5

Page 9-11

9.2.2 Construction Projects Status Update

OE-7,9

Page 9-24

9.2.3 Operational Impact Report – OE-5 and OE-8

GC-1,2

Page 9-35

BCSR 1,2

9.2.4 Correspondence

Page 9-41

Private Session

Termination of Meeting

Debrief

Board

GC-2.3

Notice |

This public Board meeting will be recorded & posted online.

Media may also attend these meetings.

You may appear in media coverage.

Information is collected under the authority of the Education Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public.

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

results monitoring report

Monitoring report for the
school year 2021-22

Report date:
Jan. 17, 2023

Results 2: Academic Success

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 2: Academic Success, the Chief Superintendent certifies that the information in this report is accurate and complete, and that the organization is:

- making reasonable progress toward achieving the desired results.
- making reasonable progress with exception(s) (as noted).

Exception(s): results for Students who Self-Identify as Indigenous

- not making reasonable progress.

Signed: Christopher Usih

Date: January 17, 2022

Christopher Usih, Chief Superintendent

BOARD OF TRUSTEES ACTION

With respect to Results 2: Academic Success, the Board of Trustees finds the organization:

- to be making reasonable progress.
- to be making reasonable progress with exception (as noted in motion).
- not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: _____

Date: _____

Chair, Board of Trustees

Executive Summary |

Analysis |

The data have indicated that across the four cohorts:

- the current year high school completion rates (3-year, 4-year, 5-year) as compared to the previous three-year average improved or improved significantly in nine of 12 cases. For the remaining three, the improvement was maintained;
- the four years of report card mean results saw upward trends in divisions 1, 2 and 3 for all nine subjects, with the exception of French Language Arts results for division 3 English Language Learners.
- in division 4, the four years of report card mean results saw upward trends as follows: English Language Arts for the All Students and English Language Learners cohorts, French Language Arts for the All Students, Students who Self-Identify as Indigenous and Students with Identified Special Education Needs cohorts, Languages for the Students with Identified Special Education Needs cohort, and Science and Social Studies for the All Students cohort.
- due to the pandemic and return to in-person learning there was an understandable decrease in report card results in 2021-22 as compared to 2020-21, which was most evident in divisions 3 and 4 across English Language Arts, Mathematics, Science and Social Studies.
- CBE's provincial assessment results at the acceptable standard were higher than the provincial results in 2021-22, in 80.6 per cent of the cases; and
- as compared to the previous results (2018-19), CBE's results decreased at the acceptable standard in 84.7 per cent of the cases.

Note | In 2020-21, Alberta Education discontinued reporting provincial and school authority results using the Accountability Pillar Results Report. These results are now reported in the Alberta Education Assurance Measures (AEAM) Results Report.

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.

While Alberta's Ministry of Education has reinstated provincial assessments, the ongoing COVID-19 pandemic and subsequent interruptions to continuity of learning experienced to date, means that the work to improve student learning may not be significantly reflected in the particular Results 2 indicators for the 2021-22 school year. We do expect to see incremental growth with respect to many of the measures on School Development Plans and are closely monitoring these measures at each school.

It is for these reasons no targets were set for 2021-22 in this report.

Glossary of Terms |

- Alberta Education Assurance Measures (AEAM) Results Report (formerly Accountability Pillar Results Report): This is the system for school authorities to consistently measure success and progress using a broad spectrum of measures. Reporting results allows Albertans to see how their school authority is performing and ensures that the entire education system is open and accountable.
- All Students: the complete set of students included in the data set for a specific indicator.
- Board: Board of Trustees
- Division: group of grades
 - Division 1 is comprised of grades 1, 2, 3
 - Division 2 is comprised of grades 4, 5, 6
 - Division 3 is comprised of grades 7, 8, 9
 - Division 4 is comprised of grades 10, 11, 12
- English Language Learner: This group includes only those students who have been assessed as needing English language learning support and assigned the corresponding Alberta Education code.
- Mean: the sum of the values in a set of numbers divided by the number of values in the set.
- Measure Evaluations
 - Achievement Measure Evaluation – this is an Alberta Education Assurance Measures (AEAM) Results Report evaluation, which consists of comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school authorities and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation. The categories for achievement are *Very High*, *High*, *Intermediate*, *Low* and *Very Low*.
 - Improvement Measure Evaluation – this is an Alberta Education Assurance Measures (AEAM) Results Report evaluation which consists of comparing the Current Year result with the Previous 3-year Average. A Chi-Squared statistical test is used to determine the significance of the improvement. The categories for improvement and the Chi-Squared range for each category are as follows:
 - *Improved Significantly*, Chi-Squared result ≥ 3.84 (current result > previous 3-year average)
 - *Improved*, $1.00 \leq$ Chi-Squared result < 3.84 (current result > previous 3-year average)
 - *Maintained*, Chi-Squared result < 1.00
 - *Declined*, $1.00 \leq$ Chi-Squared result < 3.84 (current result < previous 3-year average)
 - *Declined Significantly*, Chi-Squared result ≥ 3.84 (current result < previous 3-year average)

- Overall Measure Evaluation – this is an Alberta Education Assurance Measures (AEAM) Results Report evaluation that combines the Achievement Evaluation and the Improvement Evaluation. The categories for overall evaluation are *Excellent, Good, Acceptable, Issue* and *Concern*.
- Prov: Province
- 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.
- Self-Identify as Indigenous: Legal guardians have the choice of identifying their child as Indigenous on the Student Registration Form (new students) or yearly Demographic Information Form (current students). Not every Indigenous student is identified as such by their legal guardian. In the following report, only students who have been identified are included in the data for “Students who Self-Identify as Indigenous”.
- Students with Identified Special Education Needs: This group includes only those students who have been assessed and identified with a special education need then assigned the corresponding Alberta Education special education code, with the exception of those identified as gifted and talented. There is one exception to the latter and that is, when a student is double coded where one of the codes is gifted and talented. In this case, the student is included.

Policy |

Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that all students in the Calgary Board of Education (CBE) will experience success with the subject matter of their learning program and will be able to use language, images, symbols and text in a variety of contexts.

The Chief Superintendent interprets *each student* to mean every individual learner registered in Calgary Board of Education schools, inclusive of the full spectrum of student strengths, needs, values, interests, backgrounds and circumstances.

As a specific term, the Chief Superintendent interprets *literate* to mean the ability to acquire, create, connect and communicate meaning through language, images and written text.

As a broad term, the Chief Superintendent interprets *literate* to mean the ability to use the vocabulary of a particular field of knowledge, to read and understand the texts of that field and to communicate within its ways of thinking.

The Chief Superintendent interprets *numerate* to mean the ability to acquire, create, connect and communicate meaning through mathematical terms, symbols and ways of thinking.

The Chief Superintendent interprets *integrate and apply* to mean that students can use their understandings within and across their studies to solve problems and achieve their goals.

The Chief Superintendent interprets *knowledge, skills and attitudes* to mean the learning outcomes within Alberta Education's authorized programs of study.

The Chief Superintendent interprets *competencies* to mean the attitudes, skills and knowledge that cross specific subject areas and are key to students' personal fulfilment, active citizenship and employability.

The Chief Superintendent interprets *academic disciplines* to mean the fields of knowledge authorized as subjects of study by Alberta Education and included in section 2.1 below.

The Chief Superintendent interprets *Fine and Performing Arts* to include Art, Dance, Drama and Music.

The Chief Superintendent interprets *Languages* to mean those programs of study taught in the Calgary Board of Education as both second language/language and culture courses and as immersion/bilingual alternative programs: French, Chinese (Mandarin), German and Spanish.

Students will:

2.1 Achieve at individually and appropriately challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity, based on the following disciplines:

- Career & Technology Foundations/Studies
- English Language Arts
- Fine and Performing Arts
- French Language Arts
- Languages
- Mathematics
- Physical Education
- Science
- Social Studies

Interpretation |

The Chief Superintendent interprets *achieve at individually and appropriately challenging levels of complexity* to mean that student learning is directed toward high standards and to the greatest level of achievement possible for each student.

The Chief Superintendent interprets *knowledge, comprehension, application, analysis, synthesis, evaluation and creativity* to mean the multiple forms of thought required for students to achieve their learning objectives.

The Chief Superintendent interprets *higher order thinking skills* to emphasize the most complex forms of thought within each subject area.

Indicators |

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured in the Alberta Education Assurance Measures.
 - 1.1 All Students
 - 1.2 English Language Learners
 - 1.3 Students who Self-Identify as Indigenous
 - 1.4 Students with Identified Special Education Needs
2. Student results within English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.
 - 2.1 All Students
 - 2.2 English Language Learners
 - 2.3 Students who Self-Identify as Indigenous
 - 2.4 Students with Identified Special Education Needs

3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.
 - 3.1 All Students
 - 3.2 English Language Learners
 - 3.3 Students who Self-Identify as Indigenous
 - 3.4 Students with Identified Special Education Needs

4. Student results within each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.
 - 4.1 All Students
 - 4.2 English Language Learners
 - 4.3 Students who Self-Identify as Indigenous
 - 4.4 Students with Identified Special Education Needs

5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.
 - 5.1 All Students
 - 5.2 English Language Learners
 - 5.3 Students who Self-Identify as Indigenous
 - 5.4 Students with Identified Special Education Needs

Monitoring Information |

Evidence of Progress |

Board-approved indicators and targets as well as 2021-22 results, analysis and capacity building |

1. Percentage of students completing high school within three, four or five years of starting grade 10; as measured in the Alberta Education Assurance Measures.

This indicator is based on an Alberta Education determined Grade 10 Cohort who complete high school within three, four or five years. High school completion rates include students who receive a credential (e.g., a High School Diploma, Certificate of Achievement) and students who do not receive a credential but who transition to a post-secondary institution, an apprenticeship program or who have achieved “academic standing”¹.

Notes |

- 1 | The 2021-22 results Alberta Education Assurance Measures for high school completion are based on 2020-21.
- 2 | The 4-year rate includes the numbers from the 3-year rate and the 5-year rate includes the numbers from both the 3-year and 4-year rates.

Legend |

Achievement	Improvement	Overall
Very High	Improved Significantly	Excellent
High	Improved	Good
Intermediate	Maintained	Acceptable
Low	Declined	Issue
Very Low	Declined Significantly	Concern

¹ Refer to Attachment I for the criteria of the categories for High School Completion.

1.1 All Students

Rate	Group	2018-19	2019-20	2020-21	2021-22
3-year	CBE	78.0	78.9	82.4	83.0
	Prov	79.7	80.3	83.4	83.2
4-year	CBE	81.6	83.3	84.0	86.5
	Prov	83.3	84.0	85.0	87.1
5-year	CBE	84.8	84.3	86.0	86.6
	Prov	85.2	85.3	86.2	87.1

3-year	Measure Evaluation	2018-19	2019-20	2020-21	2021-22
CBE	Achievement				
	Improvement				
	Overall				
Prov	Achievement				
	Improvement				
	Overall				

Analysis of Cohort

Over the course of the past three years, CBE's All Students cohort showed continuous increases for all high school completion rate categories (3-year, 4-year and 5-year) and at a higher rate than the provincial results. When compared to the previous three-year average high school completion rates, CBE's 3-year rate improved significantly. The greatest growth (2.5 percentage points) as compared to the previous year occurred in CBE's 4-year completion rate. CBE's 4-year and 5-year completion rates saw statistically significant improvement relative to its previous three-year average.

When 2021-22 provincial and CBE results are compared, all of the province's rates were higher than the corresponding CBE rates. The 3-year high school completion rate gap between CBE and the province has closed to 0.2 percentage points in 2021-22 from 1.7 percentage points in 2018-19. Given that CBE's high school completion rates continue to trend as lower than the province's overall, it is encouraging to see narrowing of these gaps over time as evidence of incremental steps towards continuous improvement within this indicator.

1.2 English Language Learners

Rate	Group	2018-19	2019-20	2020-21	2021-22
3-year	CBE	66.5	66.3	68.6	67.3
	Prov	75.1	74.1	78.7	78.5
4-year	CBE	72.0	79.4	75.5	80.4
	Prov	82.8	83.0	83.0	86.4
5-year	CBE	79.7	75.3	85.0	79.9
	Prov	86.0	85.0	86.9	86.1

3-year	Measure Evaluation	2018-19	2019-20	2020-21	2021-22
CBE	Achievement	Orange	Orange	Orange	Orange
	Improvement	Green	Green	Yellow	Yellow
	Overall	Yellow	Yellow	Orange	Orange
Prov	Achievement	Yellow	Yellow	Yellow	Yellow
	Improvement	Blue	Blue	Orange	Blue
	Overall	Green	Green	Orange	Green

Analysis of Cohort

The number of students included in this cohort ranges from 546 to 691. Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

More fluctuations over time were evident for both the provincial and CBE high school completion rates for the English Language Learners cohort. Although 3-year and 5-year rates increased from 2019-20 to 2020-21, both the province and CBE showed decreased results from 2020-21 to 2021-22, with CBE's seeing a greater decrease than the province. The 4-year rate increased significantly in 2021-22 from 2020-21 across Alberta and in CBE. While CBE results showed a 5.1 percentage point decrease for the 5-year high school completion, though this was not found to be statistically significant when compared to the previous three-year average.

The gap between provincial and CBE high school completion rates was smallest for the 4-year rate. The 3-year completion rate gap between CBE and the province was 2.6 percentage points wider in 2021-22 compared to 2018-19. CBE's results for 2021-22 as compared to the provincial results range from 6.0 percentage points to 11.2 percentage points lower and across all years, CBE's results are lower than the provincial results.

1.3 Students who Self-Identify as Indigenous

Rate	Group	2018-19	2019-20	2020-21	2021-22
3-year	CBE	40.4	38.9	48.0	48.8
	Prov	57.1	55.9	62.0	59.5
4-year	CBE	45.6	46.9	45.4	56.8
	Prov	60.8	64.2	63.6	68.6
5-year	CBE	51.6	50.5	53.1	50.7
	Prov	64.5	65.0	68.1	68.0

3-year	Measure Evaluation	2018-19	2019-20	2020-21	2021-22
CBE	Achievement	Red	Red	Red	Red
	Improvement	Green	Yellow	Blue	Green
	Overall	Orange	Red	Yellow	Orange
Prov	Achievement	Red	Red	Red	Red
	Improvement	Blue	Yellow	Blue	Green
	Overall	Yellow	Red	Yellow	Orange

Analysis of Cohort

The number of students included in this cohort ranges from 342 to 386. Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

For the Students who Self-Identify as Indigenous cohort, CBE achieved continuous increases in the 3-year completion rate for two years while the province experienced a 2.5 percentage point decline in 2021-22. Following the decreases in 4-year rate in 2020-21, both the province and CBE showed notable increases in 2021-22 and they were both statistically significant when compared to previous three-year averages. In contrast to the 4-year rate, both the province and CBE showed decreased results in 2021-22 in the 5-year rate, although the decrease from CBE was not found to be significant compared to previous three-year average.

Provincial high school completion rates were higher than corresponding CBE rates for all four years. The gaps between province's and CBE rates narrowed over time in 3-year and 4-year rates. CBE's improvement of 0.8 percentage points in the 3-year completion rate is noteworthy, as the province showed a decline in of 2.5 percentage points. When high school completion rates are considered over time, CBE's results remain consistently lower than the province's results across completion rate categories with the gaps in 2021-22 ranging from 10.7 percentage points to 17.3 percentage points.

1.4 Students with Identified Special Education Needs

Rate	Group	2018-19	2019-20	2020-21	2021-22
3-year	CBE	60.1	61.0	66.9	69.4
	Prov	62.1	61.9	69.1	68.9
4-year	CBE	65.8	69.9	71.0	74.1
	Prov	68.1	69.9	70.7	76.3
5-year	CBE	67.9	70.3	74.3	75.5
	Prov	70.6	71.5	73.5	75.1

3-year	Measure Evaluation	2018-19	2019-20	2020-21	2021-22
CBE	Achievement				
	Improvement				
	Overall				
Prov	Achievement				
	Improvement				
	Overall				

■ Analysis of Cohort

The number of students included in this cohort ranges from 1683 to 2076.

For the Students with Identified Special Education Needs cohort, year-over-year improvements were observed in CBE and, with the exception of the 3-year rates in 2019-20 and 2021-22, in the provincial results. As compared to the previous three-year averages, CBE achieved statistically improved results for all three rate categories.

When 2021-22 provincial and CBE high school completion rates were compared, CBE students showed stronger completion rates than the province in both the 3-year and 5-year rates with approximately 0.5 percentage point differences. Whereas, the provincial rate was 2.2 percentage points higher than CBE's for the 4-year high school completion rate. Moreover, the difference between the province and CBE in the 5-year high school completion rate decreased over time, bringing these into closest alignment in 2021-22 school year.

1.5 Summary

Rate	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE SpEd	Prov SpEd
3-Year	83.0	83.2	67.3	78.5	48.8	59.5	69.4	68.9
4-Year	86.5	87.1	80.4	86.4	56.8	68.6	74.1	76.3
5-Year	86.6	87.1	79.9	86.1	50.7	68.0	75.5	75.1

3-Year	Measure Evaluation	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE SpEd	Prov SpEd
	Achievement	Yellow	Yellow	Orange	Yellow	Red	Red	Orange	Orange
	Improvement	Blue	Blue	Yellow	Blue	Green	Green	Blue	Blue
	Overall	Green	Green	Orange	Green	Orange	Orange	Green	Green

Note | for additional information, refer to [Appendix II | Summary Tables Indicators 1 to 5](#), [Appendix III | Additional Data Sets by Indicator](#), [Appendix IV | Distribution of Codes and Attachment I | Alberta's Criteria for High School Completion Categories](#).

Targets for 2021-22

No targets were set for 2021-22 school year.

Interpretation

The percentage of students completing high school within three, four or five years of starting grade 10, as measured in the Alberta Education Assurance Measures, continues to increase in CBE. It is encouraging to see that as an organization, we continue to move in the right direction relative to our established mission. The interpretation below highlights bright spots in these high school completion rate data while offering considerations for next steps to build capacity.

When considering all four cohorts and all four years, while CBE results are generally lower than provincial high school completion rates, the gap between CBE and the Province has decreased in seven of the 12 measures. CBE's 2021-22 3-year results showed improvements for three of the four cohorts. We are moving in the right direction.

Celebrate

- As compared to the previous year, CBE's results improved or improved significantly in nine of the 12 measures.
- Continued close alignment between CBE and provincial high school completion rates for the All Students cohort.
- CBE's Students who Self-Identify as Indigenous cohort completed high school in 3 years more often in 2021-22 than in 2020-21, whereas their provincial counterparts showed a decline in the 3-year high school completion rate.
- In 2021-22, CBE's Students with Identified Special Education Needs cohort completed high school in 3 and 5 years, at rates higher than the province's cohort.

- **Areas for Growth**

- The 2021-22 English Language Learners' results decreased in two of the three rates as compared to the previous year.
- The gap between CBE's and provincial results for each of the English Language Learners and Students who Self-Identify as Indigenous cohorts.

- **Building Capacity**

The following is the list of next steps based on the analysis and interpretation.

Professional Learning

- School leaders will engage in building their capacity to use the diverse Data Analytic tools in PowerSchool in order to make equitable and evidence-informed decisions in support of student achievement and well-being.
- Principals and assistant principals will expand their understanding of analysing provincial assessment results to determine adjustments to task design.
- Principals and assistant principals will enhance their ability to leverage and triangulate the data in the data dashboard to understand student achievement celebrations and areas for growth.
- School-based and service unit leaders will engage in further professional learning opportunities aimed at enhancing their understanding of anti-racist strategies, diversity and inclusion.
- School and service unit staff will be invited to participate in multiple professional learning sessions throughout the school year to build their capacity in implementing the *Indigenous Education Holistic Lifelong Learning Framework* (including Indigenous land-based learning, working with Elders and Knowledge Keepers, and acknowledging the land) in their work on behalf of students.
- All school and service unit staff will participate in Maatoomsii'Pookaiks (Children First), the system-wide Indigenous Education Professional Day of Learning, focused on building and applying foundational knowledge of First Nations, Métis, and Inuit ways of being, belonging, doing and knowing. The theme for the 2022-23 school year is Truth and Reconciliation.
- School leaders will engage in collaborative and culturally responsive conversations (Attendance Improvement Plan) regarding attendance with students and parent(s), in alignment with the *Indigenous Education Holistic Lifelong Learning Framework*.
- School leaders will be invited to participate in professional learning sessions focused on sharing wise practices and planning for school-based action to increase Indigenous student attendance.
- School staff will learn wise practices to establish and nurture meaningful relationships with Indigenous families.
- School administrators and teachers will enhance their understanding of English Language Learners' (ELLs) culture and cultural identity, language proficiency, learner profile and interest and readiness levels within a welcoming, caring, respectful, safe and inclusive learning environment.

- Teachers will engage in a continued focus on implementation of School Learning Team (SLT) and Area Learning Team (ALT) processes to ensure appropriate strategies, supports and services are provided for students.
- Staff will engage in learning on topics including partnership database, media/key message development, Dialogue Framework, how to effectively use existing digital tools, as well as engaging and communicating successfully with various stakeholders to foster stronger relationships with families and the community.

Structures & Processes

- Expand post-secondary partnerships in order to provide more dual credit programming for students.
- Expand programming with our existing partners to include a minimum of four more dual credit program cohorts and two more exploratory program cohorts, as well as building out industry connections for potential internships.
- Provide multiple modes of on-line and in-person professional learning to support teaching focusing on the following areas: vocabulary development, supporting language proficiency level 1 (LP1) and LP2 students, culturally responsive and trauma-informed classrooms and supporting beginner English language learners.
- Initiate Collaborative Response Team meetings aimed at leveraging the expertise of staff to support student Programming.
- Implement Collaborative Response protocols focused on providing each student with the required supports to be successful in learning.
- Create a Continuum of Supports in order to support teacher practice with high-impact strategies.
- Expand on implementation and support of CBE's Land Acknowledgement to action commitment to Education for Truth and Reconciliation across schools and service units.
- Action school-based Truth and Reconciliation (TRC) Commitments to acknowledge and support the implementation of the *Truth and Reconciliation Commission of Canada: Calls to Action*.
- Work with Indigenous Elder Advisory Council focused on learning and working together to implement the *Indigenous Education Holistic Lifelong Learning Framework*.
- Design and implement a system plan to hold space for Indigenous student voice in our planning and implementation of actions to support their success.
- Provide a third and final year of targeted support to 17 schools (one school is in year two) through the deployment of an Indigenous education strategist focused on building the capacity of each school to ensure that students who self-identify as Indigenous are supported to experience improved achievement and well-being. A detailed transition plan will be designed with each school to ensure that the structures and processes continue to be lived out without the support of the strategist.
- Design and implement a system level structure to track and monitor Indigenous student attendance focused on increasing Indigenous student attendance. This work will begin with a focus on Grade 10 students to support their success in high school in alignment with their *Grade 9 Holistic Transition Plan*.

- Complete a *Grade 9 Holistic Transition Plan* for students who self-identify as Indigenous to support their individual transition to high school.
- Host annual Indigenous Student Graduation event to celebrate Indigenous students completing Grade 12.
- Establish an Indigenous Education Committee with representation from the Indigenous and CBE communities, aimed at working together to support improved achievement and well-being for Indigenous students.
- Implement and engage in Collaborative Team Meeting (CTM) structure for education directors to work with all schools to achieve key outcome: students who self-identify as Indigenous are supported to experience improved achievement and well-being.
- Continue to intentionally draft Indigenous education teacher postings and recruit from post-secondary schools with programs that focus on Indigenous teaching methodologies and practices to attract applicants with training, life experience and understanding of Indigenous ways of knowing, with a goal to increase these skillsets at CBE.
- Continue to support all schools through the Attendance Team with the implementation of the Whole School Approach to Attendance and day-to-day supports and strategies.
- Create and populate diploma examination and provincial achievement test templates centrally to support the school's analysis of the results of these provincial assessments in service of improving student learning.

Resources

- Collaborate with and support High School Administrators and High School ELL Designates through targeted resources aligned with *CBE's Assessment and Reporting* and the *Revised Alberta K-12 ESL Proficiency Benchmarks* to improve high school completion.
- Create a Diversity and Inclusion Newsletter four times a year that highlights diverse texts and resources in order to support teachers when planning.
- Design a toolkit to support schools in planning tasks that are culturally appreciative so that students see their cultures represented within the texts and resources selected.
- Develop new partnerships with Indigenous community agencies focused on providing cultural resources and supports to students, families and staff.
- Design and share new resources and tools to support gaps in areas of high demand, including the *Indigenous Education Holistic Lifelong Learning Framework*, Indigenous land-based learning, working with Elders and Knowledge Keepers, and acknowledging the land.
- Design and share Indigenous Education newsletters (internal and external) to highlight good news stories and resources with staff, families and community.
- Update of the Attendance Improvement Plan document to align with *CBE's Indigenous Education Holistic Collaborative Lifelong Learning Framework*.
- Collaborate with and support LEAD (Literacy, English and Academic Development) staff through targeted resources focusing on high school completion with explicit instructional programming concentrating on English language proficiency.
- Collaborate with EducationMatters on initiatives that will remove barriers and ensure students have equitable access to learning opportunities.

- Develop an Indigenous Elders, Knowledge Keepers and Community Supports Roster to support schools and service units with accessing, learning and working with the Indigenous community.
- Update and share *Indigenous Education Holistic Collaborative Response* to support schools and service units prior to and following submission of a request for support to the Indigenous Education Team.
- Design a resource and tools focused on supporting schools to gather and action Indigenous student voice.
- Update, design and share resources and tools to support schools to increase Indigenous student attendance.
- Update and renew the Education Services Agreement (ESA) between CBE and the Tsuut'ina Nation in support of Tsuut'ina Nation students attending CBE schools.

COVID-19 Context | Indicators 2 & 4 – Report Card Results

Trust and validity in any body of evidence increases with the frequency in which this evidence consistently tells the same story. Student achievement data collected by teachers are most reliable and valid when a robust body of assessment evidence is available to triangulate and confirm the evaluation of student learning as recorded on report cards.

For many years, CBE teachers have been purposeful in gathering a body of student assessment evidence through observations, conversations and products. This year, schools had less instructional time with the extended winter break. Frequent teacher and student absences due to COVID-19 limited the collection of a rounded body of evidence for some students, in conflict with our standard.

Since teachers were frequently called upon to cover for absent teachers or to supervise, meaning they had less time to concentrate on lesson planning and assessment. They may have used assessment evidence gathered by a substitute teacher on their behalf or had students absent for large chunks of learning, and therefore, were not able to assess learning against all outcomes in the programs of study. Interestingly, when asked about the quality of education with respect to opportunities for students to access a broad category of studies, overall results are 1.1 per cent higher than the previous year, with parent and student results having a 1.6 per cent improvement and teachers a 0.1 per cent improvement.

While we use caution when considering trends over time considering the impact that the pandemic had on the ability of teachers to collect a robust body of evidence, report card data are still used to identify needs and gaps. Just like in all schools, as they dig and inquire into the data, there are always areas that emerge requiring improvement. This is also true of our work with the system data.

For more information, refer to [Appendix I | Responding to COVID-19 | Monitoring and Addressing Learning Gaps](#)

2. Student results in English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.

Legend |

- Division 1 – Grades 1 to 3 (Indicators 1-4)
- Division 2 – Grades 4 to 6 (Indicators 1-4)
- Division 3 – Grades 7 to 9 (Indicators 1-4)
- Division 4 – Grades 10 to 12 (Percentage)

2.1 All Students

- A. Student report card results as a mean within English Language Arts

Division	2018-19	2019-20	2020-21	2021-22
1	2.70	2.84	2.94	2.96
2	2.80	2.90	2.96	2.95
3	2.86	2.91	2.95	2.92
4	69.7	71.2	71.5	70.9

- B. Student report card results as a mean within Mathematics

Division	2018-19	2019-20	2020-21	2021-22
1	2.78	2.97	3.07	3.10
2	2.82	2.96	2.99	3.00
3	2.83	2.88	2.88	2.87
4	72.1	74.9	73.7	72.4

■ Analysis of Cohort

Overall, report card mean increases over time are more pronounced in divisions 1 and 2 for both Mathematics and English Language Arts courses for the All Students cohort in CBE. Student report grades are consistently higher in Mathematics for division 1, 2 and 4 students whereas English Language Arts report card grades are consistently higher than Mathematics grades over time for students in division 3.

In general, report card means have consistently increased over the past four years across divisions 1 and 2 for Mathematics and in division 1 for English Language Arts. Division 3 report card means for Mathematics increased for one year, remained consistent for one year and then declined in 2021-22. Mathematics report card means for division 4 have been declining since 2019-20. Across divisions 2, 3 and 4 report card means for English Language Arts had increased consistently over three year's time until the 2021-22 school year when the means for these three divisions declined for the first time since 2018-19.

Division 4 report card means over time show the least amount of variance with English Language Arts mean remaining within a range of 1.8 over four years and Mathematics report card means in a range within 2.8 over 4

years. The widest range in means over time are found in division 1 for both Mathematics and English Language Arts report card means. With the exception of the 2018-19 school year, Mathematics report card means consistently decrease as division level increases suggesting that average CBE student achievement in Mathematics decreases as students move through the grade levels. Although this same division trend held true for English Language Arts report card means in 2021-22, this has not been a consistent trend over time for ELA report card grades.

2.2 English Language Learners

A. Student report card results as a mean within English Language Arts

Division	2018-19	2019-20	2020-21	2021-22
1	2.61	2.75	2.84	2.82
2	2.68	2.79	2.82	2.82
3	2.66	2.73	2.77	2.76
4	65.2	67.5	67.5	66.9

B. Student report card results as a mean within Mathematics

Division	2018-19	2019-20	2020-21	2021-22
1	2.67	2.87	2.95	2.93
2	2.79	2.91	2.91	2.92
3	2.74	2.78	2.78	2.76
4	70.9	73.8	70.3	69.7

■ Analysis of Cohort

The English Language Learners cohort achieved report card grades that were marginally declined compared to 2020-21 report card means with the exception of division 2 Mathematics report card means which increased and division 2 English Language Arts report card means which remained the same since 2020-21. Over time, report card means for Mathematics and English Language Arts have consistently increased or remained the same up until the 2021-22 school year with the only exception in division 4 Mathematics.

When English Language Learner achievement in Mathematics and English Language Arts are compared, report card means continue to be higher across all divisions and across the past four years in Mathematics with the exception of division 3 students in 2021-22 who achieved the same report card means in Mathematics and English Language Arts for the first time since 2018-2019. Division 3 students achieving higher Mathematics report card means over time is a trend specific to the English Language Learner cohort.

Division 4 report card means over time in CBE show the least amount of variance with the English Language Arts mean remaining within a range of 2.3 over four years and Mathematics report card means within a 4.1 range over 4 years. The Mathematics range is widest. Over time, fluctuations have occurred across a wider report card grade range.

2.3 Students who Self-Identify as Indigenous

A. Student report card results as a mean within English Language Arts

Division	2018-19	2019-20	2020-21	2021-22
1	2.09	2.23	2.29	2.37
2	2.27	2.42	2.46	2.45
3	2.33	2.42	2.44	2.37
4	62.7	62.9	60.6	58.8

B. Student report card results as a mean within Mathematics

Division	2018-19	2019-20	2020-21	2021-22
1	2.16	2.35	2.36	2.51
2	2.16	2.39	2.37	2.37
3	2.14	2.28	2.23	2.19
4	64.0	65.1	60.9	60.6

■ Analysis of Cohort

For the Students who Self-Identify as Indigenous cohort, division 3 achieved the highest English Language Arts results in 2018-19 and 2019-20 and division 2 results were the highest for the last two years. For Mathematics, division 1 students got the highest mean among divisions in 2018-19 and in 2021-22 while division 2 students achieved the highest average report card grades from 2020 to 2021.

In English Language Arts, division 1 and division 2 students generally showed continued year-over-year increases while division 3 and division 4 students showed decreased results in 2021-22 school year. Moreover, division 4 students had a mean of 58.8, which was significantly lower than the previous three-year average.

Similar to the English Language Arts results, division 1 students showed continuous growth over time in Mathematics. At the same time, division 3 and division 4 students showed decreases over the last two years. Moreover, division 4 also showed a significantly lower Mathematics result in 2021-22 when compared to the previous three-year average.

2.4 Students with Identified Special Education Needs

A. Student report card results as a mean within English Language Arts

Division	2018-19	2019-20	2020-21	2021-22
1	2.24	2.40	2.47	2.45
2	2.41	2.57	2.61	2.61
3	2.48	2.55	2.59	2.57
4	65.2	66.3	65.4	65.1

B. Student report card results as a mean within Mathematics

Division	2018-19	2019-20	2020-21	2021-22
1	2.29	2.51	2.60	2.58
2	2.39	2.61	2.64	2.64
3	2.37	2.47	2.47	2.46
4	66.1	68.9	66.5	65.4

■ Analysis of Cohort

In 2021-22, English Language Arts report card means started to decline for the Students with Identified Special Education Needs cohort across divisions 1 and 3 after three continuous years of gradual increases, while division 2 means remained constant. Report card means for division 4 declined in 2021-22 compared to the previous year and over time these means have remained generally within a narrow range and have fluctuated less than division 4 Mathematics report card means.

Mathematics report card means declined across divisions in 2021-22 compared to the previous year, with the exception of division 2, which remained the same. Students in divisions 1, 2 and 4 achieved stronger results in Mathematics compared to English Language Arts, whereas division 3 students achieved stronger report card results in English Language Arts.

2.5 Summary

A. Student report card results as a mean within English Language Arts

Division	All Students	ELL	Indigenous	Special Ed
1	2.96	2.82	2.37	2.45
2	2.95	2.82	2.45	2.61
3	2.92	2.76	2.37	2.57
4	70.9	66.9	58.8	65.1

B. Student report card results as a mean within Mathematics

Division	All Students	ELL	Indigenous	Special Ed
1	3.10	2.93	2.51	2.58
2	3.00	2.92	2.37	2.64
3	2.87	2.76	2.19	2.46
4	72.4	69.7	60.6	65.4

Note | for additional information, refer to [Appendix II | Summary Tables Indicators 1 to 5](#) and [Appendix III | Additional Data Sets by Indicator](#).

- **Targets for 2021-22**

No targets were set for 2021-22 school year.

- **Interpretation**

Across two subjects, division 1 and division 4 showed consistently higher Mathematics results while division 3 had higher English Language Arts performance among all cohorts of students. Except for the Students who Self-Identify as Indigenous cohort, division 2 students reported higher Mathematics means than English Language Arts in 2021-22 for different cohorts of students.

To provide a different view of the data in support of next steps, Appendix III results were examined. The percentage of the All Students cohort receiving an indicator 3 or 4 or achieving a mark that was at or above 65 was used for analysis purposes.

Among all the English Language Arts stems, “Writes to develop, organize and express information and ideas” continued to show the lowest averaged percentage of 3s and 4s across all grades in 2021-22 while “Constructs meaning and makes connections through listening” stem maintained the highest 3s or 4s percentage over time.

With regards to the English Language Arts division four courses, 10-level courses had the lowest percentage of students reaching 65 per cent or above while 30-level courses showed the highest result with approximately 60 per cent of students achieving at least 65 per cent. In addition, dash 1 courses saw at least 80 per cent of students achieving a 65 per cent or

higher final mark, whereas dash 2 and dash 4 courses ranged from 39.9 percent to 58.6 per cent.

Among different stems in Mathematics, students showed the strongest results in 2021-22 in the stem “Uses data to make predictions and answer questions”. The weakest results were in “Develops number sense and applies strategies for computation and estimation”. Unlike English Language Arts where the percentage of students with an indicator of 3 or 4 remained constant within a stem over the grades, in Mathematics, the percentage generally decreased as the grade increased, regardless of the stem.

For high school Mathematics courses, 30-level courses presented the highest results with 69.8 per cent achieving a 65 % or higher final mark, while 10-level courses mostly showed the lowest results over time. Similar to English Language Arts, students enrolled in dash 1 Mathematics courses achieved the highest number of report card marks above 65 per cent compared to dash 2, dash 3 and dash 4 courses. For dash 1 the range was 71.8 per cent to 92 per cent (Mathematics 31) and for dash 2, dash 3 and dash 4 courses the range was 46.8 per cent to 60.3 per cent.

■ **Celebrate**

- The mean report card results for divisions 1-3 in English Language Arts was at least 2.9.
- The mean report card results for divisions 1 and 2 in Mathematics was at least 3.0.
- The average number of division 1 students with an indicator of 3 or 4 on the Mathematics stems was at least 70.3 per cent.
- Over 80 per cent of division 4 students in dash 1 English Language Arts courses achieve a mark of 65 per cent or higher.

■ **Areas for Growth**

- Students’ results on the “Reads to explore, construct and extend understanding” and “Writes to develop, organize and express information and ideas” are noticeably lower than the results for the other English Language Arts stems
- The number of students achieving a final mark of 65 per cent or higher in dash 2, dash 3 and dash 4 English Language Arts and Mathematics courses is well below those of dash 1.

■ **Building Capacity**

The following is the list of next steps based on the analysis.

Professional Learning

Professional Learning in service of improving all students’ learning will be developed intended to support:

- All teachers new to kindergarten will be trained in the purpose and use of the Right to Read program and the Reading Readiness Screening Tool.
- Kindergarten teachers will enhance their understanding of the foundational literacy skills children need to master to become confident and competent readers through participation in system-led literacy focused professional development.



- Grades one to six literacy teachers will engage in multiple professional learning sessions (both from the system and within their schools) aimed at improving teacher understanding of literacy instruction in relation to the new English Language Arts and Literature (ELAL) curriculum, and appropriate application of learning technologies to support student literacy outcomes.
- Select grade 4 to 12 teachers will pilot the Improving Reading for Older Students (IROS) course including Learning and Literacy (L&L) teachers, teachers from CBe-learn and teachers from Dr. Oakley School, in order to adapt a course to be used with a larger audience to build knowledge of research-based practice in reading.
- Grade 4-12 teachers will be invited to participate in the IROS course to build knowledge of research-based practice in reading.

Structures & Processes

- Refine and then enact an implementation plan for the new English Language Arts and Literature (ELAL) curriculum.
- Refine and then enact an implementation plan for the new K-6 Mathematics curriculum.
- Ensure all kindergarten teachers administer the Reading Readiness Screening Tool in February and collect the data, using CBE's student information system, to identify the literacy/pre-literacy needs of all CBE kindergarten children.
- Refine and then implement the intervention plan in response to results of provincial literacy screening tools (i.e., Castles and Coltheart 3, English Letter Name-Sound) for grades one to three.

Resources

- Continue implementation of the *K-12 Literacy Framework* and *K-12 Mathematics Framework* to support teachers' understanding and application of teaching and assessment practices and to foster positive literacy and mathematical learning environments, effective instruction and achievement across all CBE schools.
- Update and implement the new English Language Arts and Literature curriculum Scope and Sequence documents to support teacher teams in collaborative planning for instruction.
- Support teachers in using the *Curriculum Comparison* documents for the new K-6 English Language Arts and Literature curriculum to leverage their understanding of similarities and points of intersection between the new curriculum and the former program of studies.
- Implement the new K-6 *Mathematics Scope and Sequence* documents to support teacher teams in collaborative planning for instruction.
- Support teachers in using the *Curriculum Comparison* documents for the new K-6 Mathematics curriculum to leverage their understanding of similarities and points of intersection between the new curriculum and the former program of studies.
- Update classroom resources for responsive intervention, informed by diagnostic data results.

3. The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.

Legend |

Acc – Acceptable Standard
Ex – Standard of Excellence

Note | Province-wide security breaches occurred over the last few days of the 2021-22 PAT administration window. This would have affected CBE's English Language Arts 9 Part B results. To maintain the validity and comparability of provincial results, students most likely impacted by these security breaches have been excluded from the provincial cohort by Alberta Education. However, all students have been included in school and school authority reporting. Caution should be used when interpreting these results.

The remainder of this page is intentionally blank.

3.1 All Students

A. Percentage of students who achieved the standards on Provincial Achievement Tests (PATs)

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 6	CBE	87.8	19.7	n/a	n/a	n/a	n/a	80.7	21.1
	Prov	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9
Math 6	CBE	78.8	18.6	n/a	n/a	n/a	n/a	67.4	14.3
	Prov	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6
ELA 9	CBE	76.7	15.6	n/a	n/a	n/a	n/a	72.5	15.7
	Prov	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9
ELA 9 K&E	CBE	53.4	6.8	n/a	n/a	n/a	n/a	57.3	4.3
	Prov	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0
Math 9	CBE	64.0	23.6	n/a	n/a	n/a	n/a	59.0	21.4
	Prov	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7
Math 9 K&E	CBE	54.7	12.0	n/a	n/a	n/a	n/a	55.1	13.8
	Prov	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1

B. Percentage of students who achieved the standards on Diploma Examinations

Diploma Examination		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 30-1	CBE	86.9	15.4	n/a	n/a	n/a	n/a	81.6	13.9
	Prov	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4
ELA 30-2	CBE	86.9	14.7	n/a	n/a	n/a	n/a	81.9	15.8
	Prov	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3
Math 30-1	CBE	83.4	45.5	n/a	n/a	n/a	n/a	66.5	24.4
	Prov	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0
Math 30-2	CBE	77.7	19.6	n/a	n/a	n/a	n/a	68.1	15.1
	Prov	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8

▪ Analysis of Cohort

The range students in this cohort who wrote English Language Arts and Mathematics provincial assessments were as follows:

- K&E PATs: 117 to 167
- Non-K&E PATs: 9221 to 9570
- Diploma Examinations: 1080 to 3180

Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

When CBE and provincial PAT results are compared for the All Students cohort, CBE students generally outperformed the province on most English Language Arts and Mathematics courses with the exception of PAT results for K&E courses. In ELA 9 K&E, 5 per cent of the students in the province achieved the standard of excellence, which was 0.7 percentage points higher than CBE results. At the same time, CBE had a smaller percentage of students achieving the acceptable standard in Math 9 K&E as compared to the provincial results.

When comparing these two subjects, Grade 6 CBE students achieved stronger results in English Language Arts as compared to Mathematics for both standards. Moreover, Grade 9 students showed better results in the acceptable standard in English Language Arts while having a higher percentage of students achieving the standard of excellence in Mathematics when compared to English Language Arts achievement.

As compared to the last results (2018-19), the results in 2021-22 are significantly lower for most of the PATs. At the acceptable standard, for the four PATs that saw decreases, the results were 4.2 to 11.4 percentage points lower than in 2018-19.

Similar to our district's PAT results, CBE students consistently achieved stronger diploma examination results in 2021-22 when compared to the provincial results. The positive differences between CBE and provincial results ranged from 1.1 to 6.6 percentage points. English Language Arts diploma examination results showed stronger results in the acceptable standard when compared to diploma results in Mathematics.

When the 2021-22 results at the acceptable standard were compared to the previous results (2018-19) both CBE and provincial results were lower. At the acceptable standard, the provincial results dropped more than CBE's in three of the four exams. CBE's Mathematics courses had the most significant decrease as compared to the previous results, where less than 68.5 per cent of the students achieved the acceptable standard for both Mathematics 30-1 and 30-2.

3.2 English Language Learners

A. Percentage of students who achieved the standards on Provincial Achievement Tests

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 6	CBE	84.2	14.9	n/a	n/a	n/a	n/a	78.1	16.8
	Prov	81.3	13.8	n/a	n/a	n/a	n/a	76.8	16.0
Math 6	CBE	76.5	18.9	n/a	n/a	n/a	n/a	66.1	14.4
	Prov	72.7	14.5	n/a	n/a	n/a	n/a	65.3	13.1
ELA 9	CBE	63.9	6.7	n/a	n/a	n/a	n/a	62.0	8.3
	Prov	63.4	6.8	n/a	n/a	n/a	n/a	61.9	7.0
ELA 9 K&E	CBE	44.4	0.0	n/a	n/a	n/a	n/a	74.1	0.0
	Prov	49.7	2.1	n/a	n/a	n/a	n/a	45.7	2.4
Math 9	CBE	56.3	21.2	n/a	n/a	n/a	n/a	50.6	15.8
	Prov	53.3	16.3	n/a	n/a	n/a	n/a	47.0	12.9
Math 9 K&E	CBE	40.0	8.0	n/a	n/a	n/a	n/a	60.0	8.6
	Prov	54.0	15.0	n/a	n/a	n/a	n/a	54.5	9.8

B. Percentage of students who achieved the standards on Diploma Examinations

Diploma Examination		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 30-1	CBE	67.9	3.4	n/a	n/a	n/a	n/a	60.5	2.0
	Prov	68.1	3.3	n/a	n/a	n/a	n/a	55.5	2.6
ELA 30-2	CBE	74.0	5.2	n/a	n/a	n/a	n/a	66.2	2.6
	Prov	73.1	4.8	n/a	n/a	n/a	n/a	63.9	3.7
Math 30-1	CBE	77.2	36.9	n/a	n/a	n/a	n/a	50.0	19.1
	Prov	71.7	27.6	n/a	n/a	n/a	n/a	52.2	19.2
Math 30-2	CBE	71.5	12.1	n/a	n/a	n/a	n/a	58.6	8.3
	Prov	68.8	11.6	n/a	n/a	n/a	n/a	46.9	6.3

▪ Analysis of Cohort

The range students in this cohort who wrote English Language Arts and Mathematics provincial assessments were as follows:

- K&E PATs: 27 to 35
- Non-K&E PATs: 1877 to 2971
- Diploma Examinations: 133 to 299

Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

CBE's English Language Learners cohort had higher results as compared to the province on the English Language Arts and Mathematics PATs, except for K&E at the standard of excellence.

Much like the All Students cohort, Grade 6 English Language Learners achieved stronger results in English Language Arts as compared to Mathematics on both standards. For Grade 9 students, the percentage of students at the acceptable standard in English Language Arts was higher, while the percentage at the standard excellence in Mathematics was higher.

As compared to the last results (2018-19), the results in 2021-22 are lower for most of the PATs. At the acceptable standard, for the four PATs that saw decreases, the results were 1.9 to 10.4 percentage points lower than in 2018-19.

In 2021-22 school year, when comparing to the provincial results at the acceptable standard, CBE students generally had better diploma examination results, with the exception of Mathematics 30-1. Of particular note, in Mathematics 30-2 the per cent of CBE students achieving the acceptable standard was 11.7 percentage points higher than the province.

When comparing CBE English Language Arts and Mathematics diploma examination results, a higher percentage of students achieved the acceptable standard in English Language Arts and the standard of excellence in Mathematics. It is worth noting that more than 19 per cent of students achieved standard of excellence on the Mathematics 30-1 diploma in the 2021-22 school year.

When the 2021-22 results at the acceptable standard were compared to the previous results (2018-19) both CBE and provincial results were lower. At the acceptable standard, the provincial results dropped more than CBE's in three of the four exams. CBE's Mathematics courses had the most significant decrease as compared to the previous results, where less than 58.6 per cent of the students achieved the acceptable standard for both Mathematics 30-1 and 30-2.

3.3 Students who Self-Identify as Indigenous

A. Percentage of students who achieved the standards on Provincial Achievement Tests

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 6	CBE	69.7	6.6	n/a	n/a	n/a	n/a	57.9	8.3
	Prov	71.6	6.3	n/a	n/a	n/a	n/a	58.2	7.4
Math 6	CBE	49.7	3.3	n/a	n/a	n/a	n/a	35.4	2.9
	Prov	50.5	4.2	n/a	n/a	n/a	n/a	40.3	3.7
ELA 9	CBE	46.2	2.8	n/a	n/a	n/a	n/a	39.1	3.7
	Prov	55.0	4.2	n/a	n/a	n/a	n/a	49.4	3.6
ELA 9 K&E	CBE	41.7	8.3	n/a	n/a	n/a	n/a	39.1	0.0
	Prov	56.3	5.0	n/a	n/a	n/a	n/a	46.7	5.0
Math 9	CBE	23.3	3.4	n/a	n/a	n/a	n/a	21.0	2.2
	Prov	31.5	5.4	n/a	n/a	n/a	n/a	26.3	4.1
Math 9 K&E	CBE	42.9	6.1	n/a	n/a	n/a	n/a	30.0	3.3
	Prov	55.0	11.4	n/a	n/a	n/a	n/a	48.1	6.0

B. Percentage of students who achieved the standards on Diploma Examinations

Diploma Examination		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 30-1	CBE	85.0	8.0	n/a	n/a	n/a	n/a	79.6	2.0
	Prov	84.4	5.4	n/a	n/a	n/a	n/a	73.5	4.4
ELA 30-2	CBE	89.4	18.3	n/a	n/a	n/a	n/a	85.7	9.5
	Prov	88.4	9.7	n/a	n/a	n/a	n/a	82.1	9.2
Math 30-1	CBE	68.1	19.1	n/a	n/a	n/a	n/a	41.2	5.9
	Prov	61.7	18.2	n/a	n/a	n/a	n/a	50.9	10.5
Math 30-2	CBE	92.5	17.5	n/a	n/a	n/a	n/a	75.9	6.9
	Prov	72.0	12.0	n/a	n/a	n/a	n/a	55.2	7.3

■ Analysis of Cohort

The range students in this cohort who wrote English Language Arts and Mathematics provincial assessments were as follows:

- K&E PATs: 23 to 30
- Non-K&E PATs: 371 to 411
- Diploma Examinations: 17 to 63

Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

CBE's Students who Self-Identify as Indigenous cohort mostly showed lower PAT results than the province. However, more CBE students achieved the standard of excellence in English Language Arts 6 and English Language Arts 9 in the 2021-22 school year.

The largest gap between CBE and the province's results were achievement in K&E courses PATs in the acceptable standard results.

Generally speaking, CBE students achieved stronger English Language Arts PAT results than Mathematics at both standards.

As compared to the last results (2018-19), the results in 2021-22 are lower for most of the PATs. At the acceptable standard, for the six PATs that saw decreases, the results were 2.3 to 14.3 percentage points lower than in 2018-19.

In terms of diploma examinations, CBE students achieved higher results in the acceptable standard compared to the province across three of the four exams, with the exception of Mathematics 30-1. Of particular note was this cohort's achievement in Mathematics 30-2 diploma examination, with 20.7 percentage point difference between CBE and the province in those achieving acceptable standard. At the same time, results were lower at the standard of excellence as compared to the province across all diploma examinations, except for English Language Arts 30-2.

Compared to English Language Arts 30-1, CBE student standard of excellence percentage was higher in Mathematics 30-1. Additionally, the results were higher in English Language Arts 30-2 at both standards as compared to the results in Mathematics 30-2.

When the 2021-22 results at the acceptable standard were compared to the previous results (2018-19) both CBE and provincial results were lower. At the acceptable standard, the provincial results dropped more than CBE's in three of the four exams. CBE's Mathematics courses had the most significant decrease as compared to the previous results, where less than 41.2 per cent of the students achieved the acceptable standard for Mathematics 30-1 and the percentage of students in Mathematics 30-2 meeting this standard dropped 16.6 percentage points.

3.4 Students with Identified Special Education Needs

A. Percentage of students who achieved the standards on Provincial Achievement Tests

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 6	CBE	73.0	8.4	n/a	n/a	n/a	n/a	59.9	8.2
	Prov	60.7	5.1	n/a	n/a	n/a	n/a	51.7	5.6
Math 6	CBE	57.8	8.1	n/a	n/a	n/a	n/a	42.8	5.9
	Prov	44.7	5.0	n/a	n/a	n/a	n/a	36.6	4.4
ELA 9	CBE	57.6	7.7	n/a	n/a	n/a	n/a	49.8	5.4
	Prov	49.9	5.3	n/a	n/a	n/a	n/a	40.6	2.7
ELA 9 K&E	CBE	51.9	6.7	n/a	n/a	n/a	n/a	50.6	3.7
	Prov	55.5	5.0	n/a	n/a	n/a	n/a	46.5	3.5
Math 9	CBE	40.9	9.1	n/a	n/a	n/a	n/a	31.9	7.3
	Prov	32.8	6.2	n/a	n/a	n/a	n/a	28.3	5.4
Math 9 K&E	CBE	52.4	11.9	n/a	n/a	n/a	n/a	50.9	8.9
	Prov	53.6	9.7	n/a	n/a	n/a	n/a	49.0	8.3

B. Percentage of students who achieved the standards on Diploma Examinations

Diploma Examination		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
ELA 30-1	CBE	84.9	10.3	n/a	n/a	n/a	n/a	76.1	11.2
	Prov	81.0	7.4	n/a	n/a	n/a	n/a	70.8	7.0
ELA 30-2	CBE	87.7	14.8	n/a	n/a	n/a	n/a	85.1	17.3
	Prov	83.1	9.3	n/a	n/a	n/a	n/a	75.1	8.9
Math 30-1	CBE	76.2	31.8	n/a	n/a	n/a	n/a	57.9	19.9
	Prov	72.8	27.2	n/a	n/a	n/a	n/a	53.6	14.7
Math 30-2	CBE	77.3	17.5	n/a	n/a	n/a	n/a	64.6	13.2
	Prov	71.2	12.9	n/a	n/a	n/a	n/a	56.6	9.5

▪ Analysis of Cohort

The range students in this cohort who wrote English Language Arts and Mathematics provincial assessments were as follows:

- K&E PATs: 81 to 112
- Non-K&E PATs: 1845 to 1935
- Diploma Examinations: 171 to 502

Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

CBE's Students with Identified Special Education Needs cohort consistently achieved stronger PAT results in English Language Arts and Mathematics than the province across both standards.

In alignment with other cohorts, Grade 6 CBE students had higher English Language Arts performance than Mathematics. The percentage of CBE students achieved stronger performances across both standards in Mathematics than English Language Arts, with the exception of the acceptable standard for Mathematics 9.

CBE consistently achieved stronger diploma examination results than the province across the four exams in 2021-22 school year. In particular, English Language Arts 30-2 where CBE was 10 percentage points higher than the province at the acceptable standard and 8.4 percentage points higher at the standard of excellence.

As compared to the last results (2018-19), the results in 2021-22 were significantly lower for most of the PATs. At the acceptable standard, for the six PATs that saw decreases, the results were 1.3 to 15.0 percentage points lower than in 2018-19.

When English Language Arts 30-1 and Mathematics 30-1 diploma results are compared, the percentage of students who achieved the acceptable standard in English Language Arts was higher than that in Mathematics while the standard of excellence showed the opposite result. With respect to dash 2 exams, students achieved stronger diploma examination performances in English Language Arts as compared to Mathematics results at both standards.

When the 2021-22 results at the acceptable standard were compared to the previous results (2018-19) both CBE and provincial results were lower. At the acceptable standard, the provincial results dropped more than CBE's in all four exams. CBE's Mathematics courses had the most significant decrease as compared to the previous results, where less than 57.9 per cent of the students achieved the acceptable standard for Mathematics 30-1 and the percentage of students in Mathematics 30-2 meeting this standard dropped 12.7 percentage points.

3.5 Summary

A. Percentage of students who achieved the standards on Provincial Achievement Tests

ELA 6	All Students	ELL	Indigenous	Special Ed
Acc	80.7	78.1	57.9	59.9
Ex	21.1	16.8	8.3	8.2
Math 6	All Students	ELL	Indigenous	Special Ed
Acc	67.4	66.1	35.4	42.8
Ex	14.3	14.4	2.9	5.9
ELA 9	All Students	ELL	Indigenous	Special Ed
Acc	72.5	62.0	39.1	49.8
Ex	15.7	8.3	3.7	5.4
ELA 9 K&E	All Students	ELL	Indigenous	Special Ed
Acc	57.3	74.1	39.1	50.6
Ex	4.3	0.0	0.0	3.7
Math 9	All Students	ELL	Indigenous	Special Ed
Acc	59.0	50.6	21.0	31.9
Ex	21.4	15.8	2.2	7.3
Math 9 K&E	All Students	ELL	Indigenous	Special Ed
Acc	55.1	60.0	30.0	50.9
Ex	13.8	8.6	3.3	8.9

B. Percentage of students who achieved the standards on Diploma Examinations

ELA 30-1	All Students	ELL	Indigenous	Special Ed
Acc	81.6	60.5	79.6	76.1
Ex	13.9	2.0	2.0	11.2
ELA 30-2	All Students	ELL	Indigenous	Special Ed
Acc	81.9	66.2	85.7	85.1
Ex	15.8	2.6	9.5	17.3
Math 30-1	All Students	ELL	Indigenous	Special Ed
Acc	66.5	50.0	41.2	57.9
Ex	24.4	19.1	5.9	19.9
Math 30-2	All Students	ELL	Indigenous	Special Ed
Acc	68.1	58.6	75.9	64.6
Ex	15.1	8.3	6.9	13.2

Note | for additional information, refer to [Appendix II](#) | Summary Tables Indicators 1 to 5 and [Appendix III](#) | Additional Data Sets by Indicator.

- **Targets for 2021-22**

No targets were set for 2021-22 school year.

- **Interpretation**

For the All Students, Students who Self-Identify as Indigenous and Students with Identified Special Education Needs cohorts, the acceptable standard results for English Language Arts 30-1 and 30-2 diplomas were the strongest among all the provincial assessments. At the same time, both the Students who Self-Identify as Indigenous and Students with Identified Special Education Needs cohorts had the lowest acceptable standard results in the Mathematics 9 PAT.

Unlike other cohorts, the English Language Learners cohort achieved the highest percentage in the acceptable standard in English Language Arts 6 with Mathematics 30-1 having the lowest percentage of students achieving acceptable standard. Only half of grade 12 English Language Learners achieved the acceptable standard in Mathematics 30-1 diploma in 2021-22 school year.

Like report card grades, PATs and diploma examinations are designed to capture summative assessment across many learning outcomes in the programs of study. This is achieved through a single assessment experience at the end of a yearly learning cycle, instead of being informed by a diverse and rounded body of assessment evidence over time. Provincial assessments span as many of the learning outcomes in the program of study as are possible within the parameters of the provincial assessment format. As such, there are learning outcomes not assessed on

PATs or diploma examinations that still inform report card grades. Examples include assessment data for outcomes related to skills such as listening, speaking and the front matter (i.e., values, attitudes, skills, processes) of the curriculum, which can only be assessed in a classroom environment.

These differences are included to support understanding why direct comparisons between report card and provincial achievement results require careful consideration and contextualization prior to drawing conclusions or attempting to draw parallels between these different sources of student learning data. That said, rich opportunities for triangulation between these sources support CBE in identifying at a high-level, key strengths and areas of growth. Refer to [Appendix III | Additional Data Sets by Indicator](#), Indicator 2, sections A, B, C and D for report card results by stem and course.

Given the focus of the PAT on reading and writing, an examination of results on the reading and writing report card stems for indicator 4 against the standard of excellence on the PAT was undertaken to determine alignment.

For the All Students cohort, 21.1 per cent met the standard of excellence on the ELA 6 PAT. In the 2021-22 report card results, 26.5 per cent Grade 6 students had an indicator of 4 on the reading stem (Stem 1) and 17.9 per cent on the writing stem (Stem 2). At the grade 9 level, 15.7 per cent of students met the standard of excellence on the ELA 9 PAT. This compares to 26.1 per cent of Grade 9 students with an indicator of 4 on the reading stem and 22.3 per cent on the writing stem. For ELA we see a strong alignment between report card and PAT results at grade 6.

ELA 30-1 report card results had 47.6 per cent of students achieving a final mark between 80-100%, whereas 13.9 per cent met the standard of excellence on the ELA 30-1 diploma examination. The corresponding results for ELA 30-2 was 20.1 per cent with a mark in the range of 80-100% and 15.8 per cent at the standard of excellence on the diploma examination. ELA 30-2 had stronger alignment between report card and diploma examination results.

For Mathematics, 14.3 per cent of students met the standard of excellence on the Math 6 PAT. On the report card, 31.8 per cent of Grade 6 students had an indicator of 4 on the number stem (Stem 1), 29.3 per cent on the patterns and relation stem (Stem 2) and 28.7 per cent on the shape and space stem (Stem 3). Math 9 PAT results saw 21.4 per cent of students meeting the standard of excellence. Whereas the report card results for grade 9 were 28.4 per cent for Stem 1, 26.9 per cent for Stem 2 and 26.2 per cent for Stem 3. There was greater alignment at grade 9 between the PAT and report card results.

The percentage of Mathematics 30-1 and 30-2 achieving the standard of excellence on the diploma examination was 24.4 per cent and 15.1 per cent respectively. Report card results for the 80-100% range were 57.0 per cent for Mathematics 30-1 and 28.2 per cent for Mathematics 30-2.

- **Celebrate**

- Over 20 per cent of the All Students cohort achieved the standard of excellence in English Language Arts 6, Mathematics 9, Mathematics 30-1 provincial assessments.
- 19.1 per cent of the English Language Learner cohort achieved the standard of excellence in Mathematics 30-1

- **Areas for Growth**

- 67.4 per cent of Mathematics 6 All Students cohort and 59.0 per cent of Mathematics 9 All Students cohort achieved the acceptable standard.
- 66.5 per cent of Mathematics 30-1 All Students cohort and 68.1 per cent of Mathematics 30-1 All Students cohort achieved the acceptable standard.
- The number of PATs where 80 per cent of the identified cohort met the acceptable standard is as follows:
 - All Students – one of six
 - English Language Learners – zero of six
 - Students who Self-Identity as Indigenous – zero of six
 - Students with Identified Special Education Needs – zero of six
- The number of diploma examinations where 80 per cent of the identified cohort met the acceptable standard is as follows:
 - All Students – two of four
 - English Language Learners – zero of four
 - Students who Self-Identity as Indigenous – one of four
 - Students with Identified Special Education Needs – one of four

- **Building Capacity**

The following is the list of next steps based on the analysis.

Professional Learning

- Interested K-9 teachers will have the opportunity to participate in the Highest Level of Achievement (HLAT) Network to deepen professional understanding of the writing process and build collective knowledge and confidence in using professional judgement when assessing the complexities of written student work.
- Designated Mathematics teachers will continue to have opportunities to enhance their understanding of MathUP resources to improve teacher practice and student achievement.
- K-6 Mathematics teachers will engage in multiple professional learning sessions (both from the system and within their schools) aimed at improving teacher understanding of Mathematics instruction in relation to the new K-6 Mathematics curriculum.
- Interested middle school literacy teachers will have the opportunity to take part in Improving Reading for Older Students (IROS) course focused on learning how to improve literacy outcomes for older students who are reading below grade level.
- High School Learning Leaders are participating in a professional learning series to deepen their understanding of equitable assessment practices and to deepen their understanding of learning outcomes to ensure consistency and coherence in assessment practices.

- High school administrators are participating in a professional learning series to lead outcomes-based assessment ensuring consistency and coherence in assessment practices to support system wide implementation of outcomes-based assessment in all high schools.
- High school teachers are invited to participate in the IROS course to build knowledge of research-based practice in reading.
- Teachers, including those who are novice, will build their capacity to utilize the *Revised Alberta K-12 ESL Proficiency Benchmarks* to collect baseline data, inform instructional practice, assess for student growth and report language acquisition achievement through face-to-face and on-line professional learning sessions.
- English language learner teacher designate from each school will engage in ongoing professional learning, focused on enhancing, monitoring and accelerating English as a Second Language programming, using timely and appropriate explicit language instruction to enhance academic success.
- Inclusive Education will engage in literacy professional learning to enhance literacy experiences for students with specialized learning needs

Structures & Processes

- Further develop and implement professional learning, with Core Curriculum and other service units to support teachers in applying the Alberta Programs of Study content through a language lens within the K-12 Literacy and Mathematics Frameworks, leading with the new curriculum.
- Provide multiple modes of on-line and in-person professional learning to support teaching focusing on the following areas: vocabulary development, supporting language proficiency level 1 (LP1) and LP2 students, culturally responsive and trauma-informed classrooms and supporting beginner English language learners.
- Support school leaders in implementing a coherent approach to leading a professional learning model across the system that infuses English language learner pedagogy in Mathematics, literacy and new curriculum.

Resources

- Update Scope and Sequence documents for grades one to nine curriculum to support teacher teams in collaborative planning for instruction.
- Further develop and refine Assessment and Reporting Guides to support high school English Language Arts teachers in task design, assessment and reporting, focused on outlining criteria from the program of study and describing what students demonstrate at each level of proficiency.
- Continue to implement the *K-12 Mathematics Framework* to support teachers' understanding and application of teaching and assessment practices and foster positive mathematical learning environments, effective instruction and achievement across all CBE schools.
- Further develop and refine Assessment and Reporting Guides to support high school Mathematics teachers in task design, assessment and reporting, focused on outlining criteria from the program of study and describing what students demonstrate at each level of proficiency.

- Invite high school teachers to participate in the IROS course to build knowledge of research-based practice in reading.
 - Update classroom resources for responsive intervention, informed by diagnostic data results.
 - Continuously update the Brightspace by D2L English Language Learner (ELL) Toolbox as the common repository of ELL resources, including recorded professional learning sessions, high-impact strategies and current research.
4. Student results in each of Career & Technology Foundations/Studies (CTF/CTS), Fine and Performing Arts (FPA), French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.

Legend |

- Division 1 – Grades 1 to 3
- Division 2 – Grades 4 to 6
- Division 3 – Grades 7 to 9
- Division 4 – Grades 10 to 12

The remainder of this page is intentionally blank.

4.1 All Students

Student report card results as a mean					
Subject	Division	2018-19	2019-20	2020-21	2021-22
CTF/CTS	1	n/a	n/a	n/a	n/a
	2 (CTF)	3.03	3.05	3.17	3.16
	3 (CTF)	2.99	3.08	3.10	3.04
	4 (CTS)	82.1	83.7	83.7	81.8
Fine and Performing Arts	1	2.86	2.98	3.08	3.09
	2	2.94	3.06	3.13	3.12
	3	3.02	3.09	3.13	3.21
	4	82.5	84.3	81.2	82.6
French Language Arts	1	2.91	3.03	3.05	3.09
	2	2.91	3.01	3.09	3.08
	3	2.99	3.04	3.11	3.02
	4	75.7	79.3	79.7	79.9
Languages	1	2.73	2.97	3.06	3.05
	2	2.82	2.91	3.02	3.02
	3	2.94	3.09	3.11	3.10
	4	85.0	87.0	86.1	85.2
Physical Education	1	2.93	3.07	3.17	3.18
	2	3.04	3.15	3.24	3.23
	3	3.05	3.08	3.16	3.11
	4	82.0	83.5	79.9	81.4
Science	1	2.79	2.91	3.03	3.05
	2	2.81	2.90	2.96	2.96
	3	2.80	2.86	2.87	2.84
	4	73.8	76.7	76.0	74.3
Social Studies	1	2.74	2.87	2.98	2.99
	2	2.78	2.87	2.93	2.92
	3	2.81	2.88	2.91	2.88
	4	71.6	73.7	73.0	72.3

▪ Analysis of Cohort

For the All Students cohort, division 3 consistently achieved the highest average results in Languages for the four years while the division results within other subjects were varied over time:

- CTF/CTS & Physical Education: division 2 maintained the highest performance for most years with only one exception.
- Fine and Performing Arts & French Language Arts: division 3 kept the highest results for three years but division 1 had the highest results in French Language Arts in 2021-22 and divisions 2 & 3 showed the highest performance in 2020-21 in Fine and Performing Arts.
- Science: division 1 kept the highest mean for the last three years with division 2 being the highest in 2018-19.
- Social Studies: division 1 achieved the highest results for the last two years while division 3 was the strongest in 2018-19 and 2019-20.

Students in division 4 saw results at or above 80% across all years in CTS, Fine and Performing Arts, Languages and Physical Education (except 2020-21). Results in French Language Arts, Science and Social Studies were in the 70s for the four years, with the range in 2021-22 being 72.3 to 79.9.

Only division 1 showed continuous improvements across all subjects (except Languages) for the four years while increasing patterns can also be observed in other divisions for some subjects:

- Languages & Science in division 2
- Fine and Performing Arts in division 3
- French Language Arts in division 4

Compared with 2020-21 results, most division results showed decreased means in 2021-22. The most noticeable declines were in division 3 French Language Arts and division 4 results in CTF and Science.

4.2 English Language Learners

Student report card results as a mean					
Subject	Division	2018-19	2019-20	2020-21	2021-22
CTF/CTS	1	n/a	n/a	n/a	n/a
	2 (CTF)	2.90	2.96	3.08	3.26
	3 (CTF)	2.85	2.95	2.94	2.91
	4 (CTS)	79.6	81.3	80.6	77.6
Fine and Performing Arts	1	2.75	2.86	2.95	2.97
	2	2.86	2.97	3.01	3.03
	3	2.85	2.92	2.96	3.02
	4	78.7	79.7	74.8	76.1
French Language Arts	1	2.80	2.95	2.75	2.99
	2	2.87	2.93	3.00	2.96
	3	2.92	2.95	3.02	2.83
	4	73.2	72.6	69.6	70.7
Languages	1	2.82	2.98	3.11	3.11
	2	2.78	2.89	3.02	3.03
	3	2.85	2.99	3.04	2.94
	4	85.6	86.2	83.5	83.5
Physical Education	1	2.80	2.94	3.03	3.04
	2	2.95	3.06	3.14	3.13
	3	2.94	2.96	3.05	3.00
	4	78.3	80.7	75.2	77.6
Science	1	2.62	2.77	2.87	2.85
	2	2.70	2.81	2.84	2.83
	3	2.65	2.72	2.71	2.70
	4	70.4	73.7	71.1	69.0
Social Studies	1	2.59	2.74	2.83	2.80
	2	2.68	2.77	2.81	2.80
	3	2.64	2.72	2.74	2.72
	4	68.0	69.8	67.9	68.1

▪ Analysis of Cohort

For the English Language Learners cohort, division 2 was the division with the highest report card means in CTF/CTS, Fine and Performing Arts and Physical Education from 2018-19 to 2021-22 across divisions 1 to 3. In other subjects, the divisions achieving the highest results were varied over time:

- Languages, Science & Social Studies: division 1 had the highest mean in the last two years with other divisions being the highest from 2018-19 and 2019-20. (division 3 in Languages and division 2 in Science and Social Studies)
- French Language Arts: division 1 reported the highest result in 2021-22 while division 3 kept the highest performance in the previous years, with division 1 tying for highest in 2019-20.

Overall, students in division 2 had higher results as compared to divisions 1 and 3.

Students in division 4 saw results at or above 80% for the seven subjects across the four years in seven of 28 cases. The majority of results were in the seventies with six of the 28 cases under 70%.

Over the four years, continuous increases could be observed in:

- division 1 students in Fine and Performing Arts, Languages & Physical Education
- division 2 students in CTF/CTS, Fine and Performing Arts & Languages
- division 3 students in Fine and Performing Arts

In comparison to the previous three-year average results, the 2021-22 decreases in CTF/CTS (division 4), French Language Arts (division 3), Languages (division 3) and Science (division 4) were statistically significant.

4.3 Students who Self-Identify as Indigenous

Student report card results as a mean					
Subject	Division	2018-19	2019-20	2020-21	2021-22
CTF/CTS	1	n/a	n/a	n/a	n/a
	2 (CTF)	2.85	2.74	2.83	2.91
	3 (CTF)	2.60	2.71	2.70	2.66
	4 (CTS)	76.6	78.4	78.3	74.6
Fine and Performing Arts	1	2.56	2.68	2.72	2.78
	2	2.66	2.76	2.81	2.82
	3	2.72	2.80	2.74	2.88
	4	72.6	74.7	70.1	70.2
French Language Arts	1	2.74	2.93	2.80	2.98
	2	2.84	2.89	2.80	2.93
	3	2.78	2.63	3.02	2.72
	4	72.7	73.8	75.0	80.1
Languages	1	2.36	2.60	2.82	2.63
	2	2.53	2.57	2.58	2.56
	3	2.53	2.50	2.64	2.65
	4	75.4	78.5	73.7	73.1
Physical Education	1	2.64	2.70	2.76	2.86
	2	2.68	2.78	2.91	2.86
	3	2.67	2.68	2.78	2.80
	4	71.1	71.6	65.9	66.6
Science	1	2.32	2.41	2.46	2.54
	2	2.30	2.39	2.44	2.43
	3	2.20	2.28	2.30	2.24
	4	65.1	68.1	63.8	62.2
Social Studies	1	2.29	2.40	2.41	2.51
	2	2.30	2.38	2.43	2.42
	3	2.26	2.31	2.36	2.34
	4	61.5	63.9	61.1	59.4

▪ Analysis of Cohort

For the Students who Self-Identify as Indigenous cohort, the divisions with the highest report card means were varied across subjects over time:

- CTF/CTS, Physical Education & Science: One division maintained the highest record for the four years. Division 2 in CTF/CTS, division 2 Physical Education (though division 1 tied in 2021-22) and division 1 in Science.
- Fine and Performing Arts: division 3 kept the highest results from 2018-19 to 2019-20 and 2021-22 while division 2 achieved the highest results in 2020-21 school year.
- French Language Arts & Social Studies: The highest-achieving division changed every year and division 1 had the highest result in both subjects in 2021-22.
- Languages: The division achieving the highest result in 2021-22 was different from those in previous three years. Division 3 got the highest mean in 2021-22.

Students in division 4 saw results at or above 80% for the seven subjects across the four years in one of 28 cases. The majority of results were in the seventies with 10 of the 28 cases under 70%.

Across the four years, year-over-year increases could be seen in:

- division 1 in Fine and Performing Arts, Physical Education, Science & Social Studies
- division 2 in Fine and Performing Arts
- division 3 in Physical Education
- division 4 in French Language Arts

In addition, the results in division 4 French Language Arts improved significantly as compared to the previous three-year performance. The decrease in CTF/CTS in division 4 was statistically significant.

4.4 Students with Identified Special Education Needs

Student report card results as a mean					
Subject	Division	2018-19	2019-20	2020-21	2021-22
CTF/CTS	1	n/a	n/a	n/a	n/a
	2 (CTF)	2.80	2.82	2.91	2.83
	3 (CTF)	2.70	2.83	2.86	2.81
	4 (CTS)	78.2	80.2	79.9	77.6
Fine and Performing Arts	1	2.50	2.63	2.71	2.72
	2	2.64	2.79	2.85	2.86
	3	2.75	2.88	2.86	2.95
	4	77.3	79.5	76.0	78.3
French Language Arts	1	2.43	2.60	2.64	2.62
	2	2.49	2.67	2.83	2.75
	3	2.72	2.77	2.87	2.69
	4	70.0	74.8	74.1	74.9
Languages	1	2.28	2.53	2.53	2.49
	2	2.47	2.57	2.66	2.63
	3	2.57	2.73	2.70	2.74
	4	78.6	80.0	79.7	79.2
Physical Education	1	2.57	2.73	2.82	2.78
	2	2.77	2.91	3.02	3.02
	3	2.79	2.84	2.95	2.90
	4	76.8	78.4	73.5	75.7
Science	1	2.41	2.49	2.62	2.59
	2	2.43	2.54	2.61	2.62
	3	2.39	2.46	2.47	2.47
	4	67.7	70.7	69.0	67.3
Social Studies	1	2.33	2.44	2.53	2.49
	2	2.37	2.50	2.56	2.55
	3	2.40	2.48	2.51	2.51
	4	65.7	68.0	66.7	65.8

▪ Analysis of Cohort

For the Students with Identified Special Education Needs cohort, division 3 kept the highest report card results in Fine and Performing Arts and Languages across divisions 1 through 3 for the four years. For other subjects, the highest-performing divisions over time were:

- CTF/CTS & Science: division 2 maintained the highest level for most of years with one exception for the four years.
- French Language Arts, division 2 became the highest-achieving division in 2021-22 for the first time while division 3 kept the highest results from 2018-19 to 2020-21.
- Physical Education & Social Studies: division 2 had the highest mean for all but 2018-19 when division 3 had the highest mean.

Overall, division 2 students had higher results as compared to division 1 and 3.

Students in division 4 saw results at or above 80% for the seven subjects across the four years in two of 28 cases. The majority of results were in the seventies with seven of the 28 cases under 70%.

Over the four years, division 1 in Fine and Performing Arts and division 2 in Fine and Performing Arts, Physical Education as well as division 2 and division 3 in Science kept a general upward trend. Similar to other cohorts, most of division results in 2021-22 showed year-over-year decreases. Moreover, division 4 students showed statistically significant declines in CTS and Science in the 2021-22 school year.

4.5 Summary

CTF/CTS	All Students	ELL	Indigenous	Special Ed
Division 1	n/a	n/a	n/a	n/a
Division 2	3.16	3.26	2.91	2.83
Division 3	3.04	2.91	2.66	2.81
Division 4	81.80	77.64	74.57	77.62
FPA	All Students	ELL	Indigenous	Special Ed
Division 1	3.09	2.97	2.78	2.72
Division 2	3.12	3.03	2.82	2.86
Division 3	3.21	3.02	2.88	2.95
Division 4	82.56	76.06	70.16	78.31
French	All Students	ELL	Indigenous	Special Ed
Division 1	3.09	2.99	2.98	2.62
Division 2	3.08	2.96	2.93	2.75
Division 3	3.02	2.83	2.72	2.69
Division 4	79.88	70.70	80.14	74.93
Languages	All Students	ELL	Indigenous	Special Ed
Division 1	3.05	3.11	2.63	2.49
Division 2	3.02	3.03	2.56	2.63
Division 3	3.10	2.94	2.65	2.74
Division 4	85.19	83.45	73.13	79.19
Physical Education	All Students	ELL	Indigenous	Special Ed
Division 1	3.18	3.04	2.86	2.78
Division 2	3.23	3.13	2.86	3.02
Division 3	3.11	3.00	2.80	2.90
Division 4	81.35	77.63	66.63	75.66
Science	All Students	ELL	Indigenous	Special Ed
Division 1	3.05	2.85	2.54	2.59
Division 2	2.96	2.83	2.43	2.62
Division 3	2.84	2.70	2.24	2.47
Division 4	74.27	69.01	62.15	67.25
Social Studies	All Students	ELL	Indigenous	Special Ed
Division 1	2.99	2.80	2.51	2.49
Division 2	2.92	2.80	2.42	2.55
Division 3	2.88	2.72	2.34	2.51
Division 4	72.30	68.09	59.40	65.75

Note | for additional information, refer to [Appendix II](#) | Summary Tables Indicators 1 to 5 and [Appendix III](#) | Additional Data Sets by Indicator.

- **Targets for 2021-22**

No targets were set for 2021-22 school year.

- **Interpretation**

Across different subjects, the following results were consistent for all four cohorts across all four divisions over time:

- CTF/CTS, Fine and Performing Arts, Languages and Physical Education results were higher than Science and Social Studies results.
- French Language Arts results were higher than Social Studies results.

To provide a different view of the data in support of next steps, Appendix III results were examined. The percentage of the All Students cohort receiving an indicator 3 or 4 or achieving a mark that was at or above 65 was used for analysis purposes.

In 2021-22, division 3 consistently showed the lowest 3s and 4s percentages for most of subjects except for Languages where division 1 showed the lowest percentage. Meanwhile, division 2 had the highest percentage of students getting an indicator of 3 or 4 in Fine and Performing Arts, Physical Education and French Language Arts with division 1 being the highest division in Science and Social Studies and division 3 the best-achieving division in Languages, respectively.

Across different grades, Grade 8 showed the lowest-performing percentage in most of subjects except for Languages where Grade 6 students received the lowest result.

In division 4, CTF saw 80 per cent of students with marks at or above 65%. Within Fine and Performing Arts, Languages and Physical Education, The highest percentage of marks in the 65-100% range by subject at the 30-level. Division 4 French Language Arts dash 1 courses had over 90 per cent of students with a final mark at or above 65%.

With regards to the Science division 4 courses, Biology, Chemistry and Physics courses had at least 76 per cent of students at or above 65%. Whereas, Science courses (10, 14, 10-4, 20, 20, 24, 20-4, 30) had between 43.2 per cent and 69.8 per cent of students in the 65-100% range.

For high school Social Studies courses, 30-level courses presented the highest results with 85.8 per cent achieving a 65% or higher final mark. Students enrolled in dash 1 Social Studies courses achieved the highest number of report card grades above 65 per cent compared to dash 2 and dash 4 courses. For dash 1 the range was 83.1 per cent to 85.8 per cent and for dash 2 & dash 4 courses the range was 36.6 per cent to 62.0 per cent.

- **Celebrate**
 - Overall achievement on report cards in CTF/CTS, Fine and Performing Arts, Languages and Physical Education.
- **Areas for Growth**
 - Overall achievement on report cards in Science and Social Studies.
 - Division 4 achievement in Social Studies dash 2 and 4 courses as well as Sciences outside of Biology, Chemistry and Physics.
 - Overall achievement in grade 8 across courses.
- **Building Capacity**
The following is the list of next steps based on the analysis.

Professional Learning

- Middle years teachers and school administrators are participating in system-wide professional learning sessions with a focus on middle level learner identity that include both the science and social studies disciplines through the lens of disciplinary literacy and interdisciplinary work in to deepen their understanding of the social studies and science disciplines.
- High School Learning Leaders are participating in a professional learning series to deepen their understanding of equitable assessment practices and learning outcomes to ensure consistency and coherence in assessment practices.
- High school administrators are participating in a professional learning series to lead outcomes-based assessment ensuring consistency and coherence in assessment practices to support system wide implementation of OBA in all high schools.
- K-12 teachers will engage in professional learning to enhance their understanding of how to implement the student Well-Being Framework to support School Development Plan well-being goals. This will include 'drive-in' workshops, on-line learning opportunities and embedding components into K-6 new curriculum and middle/junior Friday professional learning sessions.
- Well-being facilitators and interested staff from each school will engage in monthly professional learning opportunities aimed at deepening their understanding of the components of Comprehensive School Health, including the CHS online *Building Healthy School Communities* course for leaders.
- K-12 leaders and teachers will learn how to better support their community's well-being through attending well-being learning sessions centered on leadership, families and caregivers.
- Designated certificated staff from each K-9 school site will participate in Go To Educator Training to increase their understanding in identifying mental health challenges that may arise in students and processes for seeking further support.
- K-6 teachers will understand how to support their students' learning within the new Physical Education and Wellness Curriculum.
- Teachers will engage in on-line sessions to support the implementation of the new K-6 Physical Education and Wellness Curriculum.
- Teachers will continue to participate in bi-monthly 'drive-in' workshops to support physical education and wellness.

- Middle school teachers (4-9) will engage in system professional learning designed to focus on improving student well-being through effective instructional practises.
- Teachers will increase their skill and ability to leverage technology into student-community engagement and curriculum integration in incorporating Minecraft Education Edition for learning through the Minecraft: Education Edition Design Challenge, Level up, Calgary! Community Reimagined, Reconfigured, Revitalized in collaboration with Microsoft, The City of Calgary, and the Calgary Public Library (CPL).
- CTS specialists will offer ongoing professional learning opportunities for all teachers involved in the BasicBot (tBB) robotics pilot.
- Complementary Curriculum specialists and team will support an essential complementary emergency equipment fund in order to minimize the impact of broken or malfunctioning CTS or CTF equipment.
- CTS specialists will establish the CTS Professional Learning Network Series in order to provide opportunity for targeted professional development in specialized CTS areas.
- CTS, CTF and Unique Pathways specialists coordinate skilled trades exploration and information for girls at Southern Alberta Institute of Technology (SAIT) through Jill of All Trades day at SAIT.
- CTS and CTF specialists establish a supported and cohesive method for helping teachers support career exploration in CTF and CTS courses using myBlueprint.
- CTF and fine arts specialists will continue to provided guidance and examples of how to successfully and meaningfully intergrade CTF and Fine Arts in middle school.
- CTS and CTF specialists will provide multiple professional development opportunities for teachers and administrators to engage in the Design Thinking process though Design The Shift.
- CTF specialist will establish a summer construction training program for CTF construction teachers to develop foundational knowledge, skills and safe practices for teaching construction courses in middle school.
- CTS specialist in collaboration with CTS LLs and assessment team will establish a common combined outcomes assessment method for single credit CTS courses to bring consistency of approach, language and assessment method that better aligns with current CBE assessment expectations.

Structures & Processes

- Hire a social studies specialist and a science specialist to support system work related to new curriculum, middle years learner identity, high impact strategies, and outcomes-based assessment, focused specifically on these two subject disciplines.
- Middle years teachers and school administrators utilize system-created professional learning content packages and resources that include social studies and science outcomes related to high impact strategies to deepen their understanding of learnings.
- Meet regularly with CBE's Well-Being Stewardship Group in order to leverage the working sub-groups, which are focused on creating coherence and effective strategies for advancing a culture of well-being.

- Build upon established well-being professional learning network of teachers in order to support the implementation of the Comprehensive School Health components at their school.
- Implement the revised Three-Year Technology Planning template and collaborative support structures to support schools in the appropriate selection and management of technology tools to meet curricular outcomes.
- Facilitate teacher working groups to update and renew locally developed courses in order to support specific student and/or community needs.
- Bring CTS teachers together twice a year with others teaching similar courses and in similar occupational clusters to share with the goal of improving practice. Locations are distributed throughout various CBE high schools and will rotate each time, providing opportunities for CTS teachers to experience different physical spaces as well as to develop strong professional relationships with their peers.
- Provide teacher professional development and support through food safety training opportunities.
- Collaborating on Level Up Calgary to produce an authentic, engaging, and curricular-aligned design challenge that tasks students with imagining Calgary's future in Minecraft. Students will interview field experts, navigate recognizable downtown landmarks and public art, and explore Indigenous resources. These interactions inform the builds they will ultimately submit for consideration by a panel of City of Calgary experts.
- Facilitate teacher and school administration working groups to update scheduling document for Jr/Middle settings to better facilitate consistent CTF and FPA programming.
- Construction teaching staff in CTF will attend a week long training session in August at SAIT, delivered by a Red Seal SAIT construction instructor.

Resources

- Present CBE's student Well-Being Framework to create a common understanding of how to improve our culture of well-being in CBE.
- Complete and release CBE's student Well-Being Companion Guide to further support schools in achieving their School Development Plan well-being goals.
- Identify and recommend foundational resources to support K-6 teachers as they implement the new Physical Education and Wellness Curriculum.
- Update and create digital citizenship guiding documents to meet the needs of current technology trends and usage to support student well-being.
- Continuing to create documentation and develop structures for the sharing of large and small Career and Technology equipment and tools between schools to ensure stewarding of resources.
- Creating a scope and sequence from CTF to CTS using myBlueprint, to develop digital portfolios, career exploration and pathways to high school success, with the understanding of current use in both Health and CALM.

- Teachers will be provided with a challenge to explore the Design Thinking process and rubric that reflects best assessment practices in CTF. This challenge can be used as a model to produce other design thinking challenges in various CTF courses.
 - Created a CTF Newsletter to keep teachers and administrators informed of the various opportunities to collaborate, attend professional development and get inspired by industry experts.
5. The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured in the Alberta Education Assurance Measures.

Legend |

Acc – Acceptable Standard
Ex – Standard of Excellence

Note | Province-wide security breaches occurred over the last few days of the 2021/22 PAT administration window. This would have affected CBE's Science 9 results. To maintain the validity and comparability of provincial results, students most likely impacted by these security breaches have been excluded from the provincial cohort by Alberta Education. However, all students have been included in school and school authority reporting. Caution should be used when interpreting these results.

The remainder of this page is intentionally blank.

5.1 All Students

A. Percentage of students who achieved the standards on Provincial Achievement Tests

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 6	CBE	93.2	19.0	n/a	n/a	n/a	n/a	85.3	8.8
	Prov	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6
Science 6	CBE	81.2	31.0	n/a	n/a	n/a	n/a	77.2	26.9
	Prov	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7
Social Studies 6	CBE	83.0	29.3	n/a	n/a	n/a	n/a	74.1	22.0
	Prov	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1
FLA 9	CBE	82.3	10.1	n/a	n/a	n/a	n/a	74.6	8.9
	Prov	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9
Science 9	CBE	75.8	27.4	n/a	n/a	n/a	n/a	69.9	26.0
	Prov	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6
Science 9 K&E	CBE	51.6	10.3	n/a	n/a	n/a	n/a	55.1	9.2
	Prov	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0
Social Studies 9	CBE	71.9	21.8	n/a	n/a	n/a	n/a	65.8	18.4
	Prov	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2
Social Studies 9 K&E	CBE	52.5	11.5	n/a	n/a	n/a	n/a	59.6	14.9
	Prov	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1

B. Percentage of students who achieved the standards on Diploma Examinations

Diploma Examination		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 30-1	CBE	94.9	18.9	n/a	n/a	n/a	n/a	92.3	5.8
	Prov	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8
Social Studies 30-1	CBE	90.7	24.1	n/a	n/a	n/a	n/a	88.0	24.5
	Prov	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8
Social Studies 30-2	CBE	83.6	19.4	n/a	n/a	n/a	n/a	80.2	23.8
	Prov	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2
Biology 30	CBE	87.8	45.9	n/a	n/a	n/a	n/a	82.9	37.9
	Prov	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2
Chemistry 30	CBE	89.4	53.3	n/a	n/a	n/a	n/a	85.8	43.1
	Prov	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1
Physics 30	CBE	90.8	56.2	n/a	n/a	n/a	n/a	86.9	47.9
	Prov	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6
Science 30	CBE	85.8	33.1	n/a	n/a	n/a	n/a	80.0	21.9
	Prov	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2

■ **Analysis of Cohort**

The range students in this cohort who wrote French Language Arts, science and social studies provincial assessments were as follows:

- K&E PATs: 94 to 98
- Non-K&E PATs: 571 to 9568
- Diploma Examinations: 155 to 2346

Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

When CBE and provincial PAT results for 2021-22 are compared for the All Students cohort, CBE consistently had a higher percentage of students at the acceptable standard as compared to the province, with one exception (Science 9 K&E).

Moreover, CBE also demonstrated strong achievement results at the standard of excellence in 2021-22, outperforming the province in five of eight PATs. The provincial results at this standard were higher than CBE's in French Language Arts and Science 9 K&E.

When comparing the three subjects, Grade 6 and 9 CBE students achieved stronger results in French Language Arts at the acceptable standard and in Science at the standard of excellence.

As compared to the last results (2018-19), the results in 2021-22 are significantly lower for all but the two K&E PATs. At the acceptable standard, for the six PATs that saw decreases, the results were 4.0 to 8.9 percentage points lower than in 2018-19.

Similar to our district's PAT results, CBE students had higher diploma examination results in 2021-22 when compared to the provincial results, with one exception (French Language Arts 30-1 standard of excellence). The positive differences between CBE and provincial results ranged from 0.4 to 13.3 percentage points. French Language Arts and the Sciences diploma examination results showed stronger results in the acceptable standard when compared to diploma results in Social Studies. Of note, 37.9 per cent of Biology 30, 43.1 per cent of Chemistry 30 and 47.9 per cent of Physics 30 CBE students met the standard of excellence.

When the 2021-22 results at the acceptable standard were compared to the previous results (2018-19) both CBE and provincial results were lower, with one exception (province FLA 30-1). Of the six examinations where results were lower, at the acceptable standard, the provincial results dropped more than CBE's all six examinations. CBE's Science 30 had the largest decrease as compared to the previous result; however, 80 per cent still met the acceptable standard.

5.2 English Language Learners

A. Percentage of students who achieved the standards on Provincial Achievement Tests

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 6	CBE	89.3	16.1	n/a	n/a	n/a	n/a	75.8	7.6
	Prov	89.5	21.5	n/a	n/a	n/a	n/a	74.0	11.6
Science 6	CBE	78.0	26.0	n/a	n/a	n/a	n/a	74.7	23.1
	Prov	76.4	23.5	n/a	n/a	n/a	n/a	72.0	21.0
Social Studies 6	CBE	80.0	24.9	n/a	n/a	n/a	n/a	72.2	18.5
	Prov	74.8	20.5	n/a	n/a	n/a	n/a	68.4	17.9
FLA 9	CBE	77.8	15.9	n/a	n/a	n/a	n/a	64.7	7.1
	Prov	79.1	13.9	n/a	n/a	n/a	n/a	64.0	10.1
Science 9	CBE	66.1	17.7	n/a	n/a	n/a	n/a	61.4	16.7
	Prov	66.0	18.1	n/a	n/a	n/a	n/a	55.8	13.7
Science 9 K&E	CBE	50.0	0.0	n/a	n/a	n/a	n/a	61.9	4.8
	Prov	61.1	6.0	n/a	n/a	n/a	n/a	52.3	2.8
Social Studies 9	CBE	61.2	13.3	n/a	n/a	n/a	n/a	53.5	10.5
	Prov	59.6	14.1	n/a	n/a	n/a	n/a	54.5	12.6
Social Studies 9 K&E	CBE	50.0	12.5	n/a	n/a	n/a	n/a	84.2	15.8
	Prov	57.7	12.3	n/a	n/a	n/a	n/a	64.1	11.7

B. Percentage of students who achieved the standards on Diploma Examinations

Diploma Examination		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 30-1	CBE	100.0	25.0	n/a	n/a	n/a	n/a	*	*
	Prov	93.0	20.9	n/a	n/a	n/a	n/a	93.8	12.5
Social Studies 30-1	CBE	82.9	12.9	n/a	n/a	n/a	n/a	75.0	11.7
	Prov	79.1	9.6	n/a	n/a	n/a	n/a	68.7	9.0
Social Studies 30-2	CBE	74.1	11.9	n/a	n/a	n/a	n/a	68.0	13.9
	Prov	65.7	7.5	n/a	n/a	n/a	n/a	55.6	7.1
Biology 30	CBE	80.2	31.2	n/a	n/a	n/a	n/a	68.8	30.7
	Prov	76.6	24.7	n/a	n/a	n/a	n/a	61.0	18.0
Chemistry 30	CBE	79.8	44.8	n/a	n/a	n/a	n/a	76.9	33.5
	Prov	78.8	34.6	n/a	n/a	n/a	n/a	67.9	23.5
Physics 30	CBE	85.6	47.6	n/a	n/a	n/a	n/a	75.6	40.2
	Prov	79.3	32.3	n/a	n/a	n/a	n/a	63.1	26.4
Science 30	CBE	78.0	19.5	n/a	n/a	n/a	n/a	58.2	12.7
	Prov	78.3	21.8	n/a	n/a	n/a	n/a	59.7	11.8

■ **Analysis of Cohort**

The range students in this cohort who wrote French Language Arts, science and social studies provincial assessments were as follows:

- K&E PATs: 19 to 21
- Non-K&E PATs: 66 to 2967
- Diploma Examinations: 79 to 375

Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

CBE's English Language Learners cohort had higher results as compared to the province on the French Language Arts, Science and Social Studies PATs, except for FLA 6 & 9 at the standard of excellence and Social Studies 9 at both standards.

When comparing the three subjects (excluding K&E), Grade 6 and 9 CBE students achieved stronger results in French Language Arts at the acceptable standard and in Science at the standard of excellence.

As compared to the last results (2018-19), the results in 2021-22 are significantly lower for all but the two K&E PATs. At the acceptable standard, for the six PATs that saw decreases, the results were 3.3 to 13.5 percentage points lower than in 2018-19.

CBE students had higher diploma examination results in 2021-22 when compared to the provincial results, with one exception (Science 30 acceptable standard). The positive differences between CBE and provincial results ranged from 0.9 to 13.8 percentage points. Of note, 30.7 per cent of Biology 30, 33.5 per cent of Chemistry 30 and 40.2 per cent of Physics 30 CBE students met the standard of excellence.

When the 2021-22 results at the acceptable standard were compared to the previous results (2018-19) both CBE and provincial results were lower. The provincial results dropped more than CBE's, with the exception of Science 30.

5.3 Students who Self-Identify as Indigenous

A. Percentage of students who achieved the standards on Provincial Achievement Tests

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 6	CBE	76.9	0.0	n/a	n/a	n/a	n/a	86.7	13.3
	Prov	81.3	6.6	n/a	n/a	n/a	n/a	63.7	6.4
Science 6	CBE	51.2	8.2	n/a	n/a	n/a	n/a	51.2	10.5
	Prov	59.2	11.9	n/a	n/a	n/a	n/a	51.2	9.7
Social Studies 6	CBE	56.9	9.4	n/a	n/a	n/a	n/a	45.6	6.6
	Prov	57.7	8.9	n/a	n/a	n/a	n/a	46.8	7.3
FLA 9	CBE	54.5	0.0	n/a	n/a	n/a	n/a	46.2	0.0
	Prov	67.7	5.4	n/a	n/a	n/a	n/a	53.3	5.2
Science 9	CBE	38.7	6.2	n/a	n/a	n/a	n/a	35.9	5.8
	Prov	52.8	10.2	n/a	n/a	n/a	n/a	49.3	8.5
Science 9 K&E	CBE	30.4	4.3	n/a	n/a	n/a	n/a	44.4	0.0
	Prov	56.2	6.1	n/a	n/a	n/a	n/a	53.3	9.7
Social Studies 9	CBE	36.6	5.1	n/a	n/a	n/a	n/a	33.1	5.6
	Prov	44.7	6.8	n/a	n/a	n/a	n/a	34.7	4.1
Social Studies 9 K&E	CBE	39.1	4.3	n/a	n/a	n/a	n/a	31.8	0.0
	Prov	53.9	12.9	n/a	n/a	n/a	n/a	41.3	9.1

B. Percentage of students who achieved the standards on Diploma Examinations

Diploma Examination		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 30-1	CBE	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Prov	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 30-1	CBE	87.9	12.1	n/a	n/a	n/a	n/a	82.8	10.3
	Prov	77.3	7.6	n/a	n/a	n/a	n/a	72.5	7.4
Social Studies 30-2	CBE	78.1	8.6	n/a	n/a	n/a	n/a	73.6	8.3
	Prov	70.1	5.8	n/a	n/a	n/a	n/a	66.0	5.4
Biology 30	CBE	83.0	20.8	n/a	n/a	n/a	n/a	67.6	23.5
	Prov	72.6	17.8	n/a	n/a	n/a	n/a	58.9	11.5
Chemistry 30	CBE	80.6	41.7	n/a	n/a	n/a	n/a	82.4	17.6
	Prov	72.9	23.7	n/a	n/a	n/a	n/a	62.5	15.4
Physics 30	CBE	91.7	33.3	n/a	n/a	n/a	n/a	90.0	40.0
	Prov	74.1	25.9	n/a	n/a	n/a	n/a	68.6	25.2
Science 30	CBE	87.0	21.7	n/a	n/a	n/a	n/a	91.7	0.0
	Prov	84.1	19.5	n/a	n/a	n/a	n/a	70.0	7.2

■ **Analysis of Cohort**

The range students in this cohort who wrote French Language Arts, science and social studies provincial assessments were as follows:

- K&E PATs: 18 to 22
- Non-K&E PATs: 13 to 410
- Diploma Examinations: 10 to 72

Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

CBE's Students who Self-Identify as Indigenous cohort mostly showed lower PAT results than the province. However, more CBE students achieved the acceptable standard in French Language Arts 6 and at standard of excellence in French Language Arts 6 and Science 6 in the 2021-22 school year.

When comparing the three subjects (excluding K&E), Grade 6 and 9 CBE students achieved stronger results in French Language Arts at the acceptable standard and in FLA 6 and Science 9 at the standard of excellence.

As compared to the last results (2018-19), the results in 2021-22 are significantly lower for five of the eight PATs at the acceptable standard. For the five PATs that saw decreases, the results were 2.8 to 11.3 percentage points lower than in 2018-19.

CBE students had higher diploma examination results in 2021-22 when compared to the provincial results, with one exception (Science 30 standard of excellence). The positive differences between CBE and provincial results ranged from 2.2 to 21.7 percentage points. Of note, 90 percent of students achieved the acceptable standard in Physics 30 and 91.7 in Science 30.

When the 2021-22 results at the acceptable standard were compared to the previous results (2018-19) both CBE and provincial results were lower with two exceptions (Chemistry 30 and Science 30). The provincial results dropped more than CBE's, with the exception of Science 30.

5.4 Students with Identified Special Education Needs

A. Percentage of students who achieved the standards on Provincial Achievement Tests

Provincial Achievement Test		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 6	CBE	86.5	5.2	n/a	n/a	n/a	n/a	69.7	2.8
	Prov	71.8	5.5	n/a	n/a	n/a	n/a	58.5	2.5
Science 6	CBE	62.3	17.2	n/a	n/a	n/a	n/a	55.5	15.6
	Prov	54.4	13.1	n/a	n/a	n/a	n/a	47.4	10.9
Social Studies 6	CBE	64.6	14.6	n/a	n/a	n/a	n/a	50.1	10.2
	Prov	51.3	9.8	n/a	n/a	n/a	n/a	42.1	7.4
FLA 9	CBE	66.7	3.0	n/a	n/a	n/a	n/a	58.3	1.9
	Prov	64.7	5.2	n/a	n/a	n/a	n/a	52.1	1.5
Science 9	CBE	57.5	14.3	n/a	n/a	n/a	n/a	48.4	12.9
	Prov	51.3	11.5	n/a	n/a	n/a	n/a	43.0	8.5
Science 9 K&E	CBE	52.6	13.7	n/a	n/a	n/a	n/a	53.5	11.3
	Prov	60.4	10.8	n/a	n/a	n/a	n/a	56.0	12.3
Social Studies 9	CBE	52.0	11.6	n/a	n/a	n/a	n/a	42.7	7.9
	Prov	43.5	8.6	n/a	n/a	n/a	n/a	36.9	6.4
Social Studies 9 K&E	CBE	52.1	10.6	n/a	n/a	n/a	n/a	52.2	13.4
	Prov	52.7	12.6	n/a	n/a	n/a	n/a	49.6	13.6

B. Percentage of students who achieved the standards on Diploma Examinations

Diploma Examination		2018-19		2019-20		2020-21		2021-22	
		Acc	Ex	Acc	Ex	Acc	Ex	Acc	Ex
FLA 30-1	CBE	96.8	22.6	n/a	n/a	n/a	n/a	92.0	4.0
	Prov	84.4	12.5	n/a	n/a	n/a	n/a	87.5	2.5
Social Studies 30-1	CBE	89.3	16.3	n/a	n/a	n/a	n/a	82.6	18.4
	Prov	83.1	12.5	n/a	n/a	n/a	n/a	76.6	13.3
Social Studies 30-2	CBE	80.8	12.7	n/a	n/a	n/a	n/a	73.7	18.4
	Prov	69.7	7.1	n/a	n/a	n/a	n/a	63.5	9.4
Biology 30	CBE	83.9	31.2	n/a	n/a	n/a	n/a	75.5	26.1
	Prov	76.5	23.5	n/a	n/a	n/a	n/a	65.0	17.4
Chemistry 30	CBE	84.0	39.3	n/a	n/a	n/a	n/a	81.5	31.5
	Prov	80.4	33.6	n/a	n/a	n/a	n/a	75.4	24.0
Physics 30	CBE	86.4	45.8	n/a	n/a	n/a	n/a	79.6	38.9
	Prov	83.1	33.8	n/a	n/a	n/a	n/a	68.3	27.0
Science 30	CBE	82.0	31.4	n/a	n/a	n/a	n/a	81.6	18.4
	Prov	79.5	22.4	n/a	n/a	n/a	n/a	75.1	16.7

■ **Analysis of Cohort**

The range students in this cohort who wrote French Language Arts, science and social studies provincial assessments were as follows:

- K&E PATs: 67 to 71
- Non-K&E PATs: 103 to 1935
- Diploma Examinations: 25 to 483

Small cohorts are susceptible to changes in the composition of the cohort. In these groups, there will be more fluctuations year over year. As such, caution must be used in interpreting these results.

For the Students with Identified Special Education Needs cohort, CBE's results were higher than those of the province on the French Language Arts, Science and Social Studies PATs, except for Science 9 K&E at the acceptable standard and Social Studies 9 at the standard of excellence.

When comparing the three subjects (excluding K&E), Grade 6 and 9 CBE students achieved stronger results in French Language Arts at the acceptable standard and in Science at the standard of excellence.

As compared to the last results (2018-19), the results in 2021-22 are significantly lower for all but the two K&E PATs. At the acceptable standard,

for the six PATs that saw decreases, the results were 6.8 to 16.8 percentage points lower than in 2018-19.

CBE had higher diploma examination results in 2021-22 when compared to the provincial results at both standards. The positive differences between CBE and provincial results ranged from 1.7 to 11.9 percentage points. Of note, 31.5 per cent of Chemistry 30 and 38.9 per cent of Physics 30 CBE students met the standard of excellence.

When the 2021-22 results at the acceptable standard were compared to the previous results (2018-19) both CBE and provincial results were lower. The provincial results dropped more than CBE's, with the exception of French Language Arts 30-1 and Social Studies 30-1 & 30-2.

5.5 Summary

A. Percentage of students who achieved the standards on Provincial Achievement Tests

FLA 6	All Students	ELL	Indigenous	Special Ed
Acc	85.3	75.8	86.7	69.7
Ex	8.8	7.6	13.3	2.8
Science 6	All Students	ELL	Indigenous	Special Ed
Acc	77.2	74.7	51.2	55.5
Ex	26.9	23.1	10.5	15.6
Social Studies 6	All Students	ELL	Indigenous	Special Ed
Acc	74.1	72.2	45.6	50.1
Ex	22.0	18.5	6.6	10.2
FLA 9	All Students	ELL	Indigenous	Special Ed
Acc	74.6	64.7	46.2	58.3
Ex	8.9	7.1	0.0	1.9
Science 9	All Students	ELL	Indigenous	Special Ed
Acc	69.9	61.4	35.9	48.4
Ex	26.0	16.7	5.8	12.9
Science 9 K&E	All Students	ELL	Indigenous	Special Ed
Acc	55.1	61.9	44.4	53.5
Ex	9.2	4.8	0.0	11.3
Social Studies 9	All Students	ELL	Indigenous	Special Ed
Acc	65.8	53.5	33.1	42.7
Ex	18.4	10.5	5.6	7.9
Social Studies 9 K&E	All Students	ELL	Indigenous	Special Ed
Acc	59.6	84.2	31.8	52.2
Ex	14.9	15.8	0.0	13.4

B. Percentage of students who achieved the standards on Diploma Examinations

FLA 30-1	All Students	ELL	Indigenous	Special Ed
Acc	92.3	*	n/a	92.0
Ex	5.8	*	n/a	4.0
Social Studies 30-1	All Students	ELL	Indigenous	Special Ed
Acc	88.0	75.0	82.8	82.6
Ex	24.5	11.7	10.3	18.4
Social Studies 30-2	All Students	ELL	Indigenous	Special Ed
Acc	80.2	68.0	73.6	73.7
Ex	23.8	13.9	8.3	18.4
Biology 30	All Students	ELL	Indigenous	Special Ed
Acc	82.9	68.8	67.6	75.5
Ex	37.9	30.7	23.5	26.1
Chemistry 30	All Students	ELL	Indigenous	Special Ed
Acc	85.8	76.9	82.4	81.5
Ex	43.1	33.5	17.6	31.5
Physics 30	All Students	ELL	Indigenous	Special Ed
Acc	86.9	75.6	90.0	79.6
Ex	47.9	40.2	40.0	38.9
Science 30	All Students	ELL	Indigenous	Special Ed
Acc	80.0	58.2	91.7	81.6
Ex	21.9	12.7	0.0	18.4

Note | for additional information, refer to [Appendix II](#) | Summary Tables Indicators 1 to 5 and [Appendix III](#) | Additional Data Sets by Indicator.

- **Targets for 2021-22**

No targets were set for 2021-22 school year.

- **Interpretation**

Like report card grades, PATs and diploma examinations are designed to capture summative assessment across many learning outcomes in the programs of study. This is achieved through a single assessment experience at the end of a yearly learning cycle, instead of being informed by a diverse and rounded body of assessment evidence over time. Provincial assessments span as many of the learning outcomes in the program of study as are possible within the parameters of the provincial

assessment format. As such, there are learning outcomes not assessed on PATs or diploma examinations that still inform report card grades. Examples include assessment data for outcomes related to skills such as listening, speaking and the front matter (i.e., values, attitudes, skills, processes) of the curriculum, which can only be assessed in a classroom environment.

These differences are included to support understanding why direct comparisons between report card and provincial achievement results require careful consideration and contextualization prior to drawing conclusions or attempting to draw parallels between these different sources of student learning data. That said, rich opportunities for triangulation between these sources support CBE in identifying at a high-level, key strengths and areas of growth. Refer to [Appendix III | Additional Data Sets by Indicator](#), Indicator 4, sections E, F, K, L, M and N for report card results by stem and course.

When French Language Arts 6 and 9 PAT achievement results were considered together with report card data, differences in achievement results surfaced in 2021-22 for the All Students cohort. For example, 8.8 per cent of grade 6 students and 8.9 per cent of grade 9 students achieved the Standard of Excellence on the French Language Arts PAT whereas 27.0 per cent of grade 6 and 29.8 per cent of grade 9 students achieved an indicator of 4 in French Language Arts on their report card. For diploma examinations, although only 5.8 percent of students achieved the standard of excellence on the French Language Arts 30-1 diploma examination, 66.3 per cent of grade 12 students achieved a FLA 30-1 mark between 80-100%. Although a direct comparison isn't possible between these data, high school results echo similar differences as grade 6 and 9 between report card and provincial assessment results in 2021-22 and possibly for similar reasons.

These differences make sense within the context of assessment policies. Differences in exam versus class scores are explained in a second language context by the fact that, while only reading and writing skills are assessed by PATs and Diplomas, the program of studies requires teachers in the classroom to assess speaking and listening skills in addition to reading and writing. The former two are typically the stronger strands, whereas the latter two are typically the weaker ones.

It is also possible that more diverse and robust assessment opportunities were offered in class over time, explaining the higher achievement on report cards as opposed to one provincial assessment that would have been highly dependent on specific French language skills with no opportunity to explain understanding verbally.

More students enroll in CBE French Immersion than the other three metro boards combined. Additionally, CBE offers large Late French Immersion (studies beginning in Grade 7) programming. Taken together, CBE prioritizes access to language programming for a broad student body.

When Science 6 and 9 PAT achievement results are considered together with report card data, strong alignment between report card means and PAT results were evident in 2021-22. For example, 26.9 percent of CBE students achieved excellence on the Science 6 PAT while 23.6 percent of CBE students achieved a report card indicator of 4 in 2021-22. Given that a

report card grade of 4 indicates excellent understanding of Science program of study learning outcomes, these data together suggest approximately one quarter of grade 6 students are achieving excellent understanding of Science 6 learning outcomes. Similarly, 26.0 percent of CBE students achieved the standard of excellence on the Science 9 PAT and 25.9 per cent of CBE students in grade 9 achieved an indicator of 4 on their final report card. Despite not being directly comparable data sources, these data triangulate and align to validate that approximately one quarter of CBE students in grades 6 and 9 demonstrated excellent comprehension of Science concepts in 2021-22.

The percentage of students who achieved the standard on excellence on the Science 30 diploma was 21.9 per cent, whereas 34.5 per cent of students achieved a mark in the 80-100% range on their report card. The percentage of students that achieved the standard of excellence in Biology, Chemistry and Physics 30 diploma examinations was 37.9, 43.1 and 47.9 respectively. While the percentage of students who received a report card mark in the 80-100% range in Biology, Chemistry and Physics 30 courses in 2021-22 was 55.2, 61.9 and 65.1 respectively.

The high school science program foundations are as follows:

- Foundation 1 Attitudes – Students will be encouraged to develop attitudes that support the responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society and the environment.
- Foundation 2 Knowledge – Students will construct knowledge and understandings of concepts in life science, physical science and Earth and space science, and apply these understandings to interpret, integrate and extend their knowledge.
- Foundation 3 Science, Technology and Society (STS) – Students will develop an understanding of the nature of science and technology, the relationships between science and technology, and the social and environmental contexts of science and technology.
- Foundation 4 Skills – Students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively and for making informed decisions.

(Retrieved Dec. 10, 2022 from <https://education.alberta.ca/science-10-12/programs-of-study/>).

One of the reasons for the discrepancy between the report card and diploma exam results may be because of the challenge of assessing all of the outcomes in the science programs of study tied to these program foundations using multiple choice and numerical response questions (PAT and diploma examination structure). Examples include assessing the ability to create and test a hypothesis through a scientific experiment or assessing the development of attitudes.

When Social Studies 6 and 9 PAT achievement results were considered together with report card data, strong alignment surfaced for Social Studies 6 results. The percentage of grade 6 students that achieved the standard of excellence on the Social Studies PAT was 22.0 per cent and the percentage of students that achieved an indicator of 4 on their report card

was 23.0 per cent, a difference of only one percentage point. These data provide strong support to suggest that over 20 percent of grade 6 students demonstrated excellent understanding of Social Studies concepts in 2021-22. The percentage of grade 9 students that achieved the standard of excellence on the Social Studies 9 PAT was 18.4 per cent while the number of students who achieved an indicator of 4 on their report was 25.6 per cent in 2021-22. Diploma examination results for Social Studies 30-1 and 30-2 showed that 24.5 per cent of students achieved the standard of excellence in Social Studies 30-1 and 23.8 per cent achieved this same standard in Social Studies 30-2. High school report card data had 56.8 per cent of Social Studies 30-1 students and 29.3 per cent of Social Studies 30-2 students achieving a final mark in the 80-100% range.

The high school Social Studies program assesses outcomes meant to develop the values and attitudes, knowledge and understanding and skills and processes “necessary for students to become active and responsible citizens, engaged in the democratic process” (Retrieved Dec. 12, 2022 from <https://education.alberta.ca/media/3386090/program-of-study-grade-12.pdf>).

The discrepancy between report card and diploma results may be due to difficulties assessing the breadth and depth of outcomes included in the Social Studies program through multiple choice questions and two written responses assignments (Part A & B of the diploma examination structure). For example, the skills and processes outcomes associated with developing research capacity or critical thinking can be assessed more holistically within the classroom than through an examination. The more diverse and varied assessment practices offered at the classroom level may account for the higher achievement on report cards than on the diploma examination.

▪ **Celebrate**

- The percentage of CBE students in 2021-22 meeting the acceptable standard in the identified provincial assessments was higher than those of the province within each cohort in 46 of 57 cases or 80.7 per cent of the time.
- 86.7 per cent of the Students who Self-Identify as Indigenous cohort met the acceptable standard on French Language Arts 6, 82.8 per cent met this standard on Social Studies 30-1, 82.4 per cent on Chemistry 30, 90 per cent on Physics 30 and 91.7 per cent on Science 30.
- The percentage of the Students with Identified Special Education Needs cohort meeting the acceptable standard on FLA 30-1 was 92.0 per cent, Social Studies 30-1 was 82.6 per cent, Chemistry 30 was 81.5 per cent and Science 30 was 81.6 per cent.

▪ **Areas for Growth**

- Less than 60 per cent of the All Student cohort met the acceptable standard on Science and Social Studies K&E PATs.
- Less than 52 per cent of the Students who Self-Identify as Indigenous cohort and 56 per cent of the Students with Identified Special Education Needs cohort met the acceptable standard on their science and social studies PATs.
- 58.2 per cent of the English Language Learners cohort met the acceptable standard on the Science 30 diploma examination.

- The number of PATs where 80 per cent of the identified cohort met the acceptable standard is as follows:
 - All Students – one of eight
 - English Language Learners – zero of eight
 - Students who Self-Identity as Indigenous – one of eight
 - Students with Identified Special Education Needs – zero of eight
- The number of diploma examinations where 80 per cent of the identified cohort met the acceptable standard is as follows:
 - English Language Learners – one of seven
 - Students who Self-Identity as Indigenous – three of seven
 - Students with Identified Special Education Needs – four of seven
- **Building Capacity**
The following is the list of next steps based on the analysis.

Professional Learning

- Middle years teachers and school administrators are participating in system-wide professional learning sessions with a focus on middle level learner identity that include both the science and social studies disciplines through the lens of disciplinary literacy and interdisciplinary work in to deepen their understanding of the social studies and science disciplines.
- Social studies and science high school learning leaders are engaging in a professional learning series to deepen their understanding of assessment practices and learning outcomes.
- Teachers will develop their understanding of computational thinking to implement the new K-6 Science curriculum and enhance cross-curricular learning outcomes.
- Staff will learn and share at the April 2023 CBE Languages Symposium focused on best practices and new research in second languages education.
- Language teachers will receive training on the use of Language benchmark tools. K-6 teachers and school administrators are participating in system-wide professional learning sessions with a focus on new curriculum that includes concepts from both the science and social studies disciplines through the lens of disciplinary literacy and interdisciplinary work in to deepen their understanding of the social studies and science disciplines.

Structures & Processes

- Hire a social studies specialist and a science specialist to support system work related to new curriculum, middle years learner identity, high impact strategies, and outcomes-based assessment, focused specifically on these two subject disciplines.
- K-6 teachers and school administrators utilize system-created professional learning content packages and resources that include social studies and science content related to deepen their understanding of learning outcomes.
- Middle years teachers and school administrators utilize system-created professional learning content packages that include social studies and science outcomes related to high impact strategies to deepen their understanding of learning outcomes.

- Implement a centralized 30-level language course challenge process to allow all CBE high school students an opportunity to gain course credits for different language skills. Increase opportunities for students in bilingual and immersion programs, focused on extending their language and culture learning beyond the classroom. For example:
 - intensive language camps or experiences – elementary/middle school
 - reciprocal exchange program with French speaking students in Quebec – junior high school
 - reciprocal exchange program in a country of the target language or with school learning the target language – high school
- Establish a CBE Languages program evaluation process to provide school leaders with data and pathways on how to improve school language programs.
- Develop partnerships with international organizations whose mandate is to support language and culture learning (e.g., Instituto Cervantes, Alliance Française, Hanban, Goethe Institute) for authentic student learning experiences.
- Develop a reciprocal international homestay program to support the international or national language and culture experience for students in bilingual and immersion programs.
- Expand post-secondary partnerships in order to provide more dual credit programming for students.
- Expand programming with our existing partners to include a minimum of four more dual credit program cohorts and two more exploratory program cohorts, as well as building out industry connections for potential internships.

Resources

- Update benchmarking tools for French Language Arts grades four to nine to support teachers in providing consistent outcome-based assessment.
- Develop a language course challenge information manual for internal and external audiences to support administrators and families in navigating the course challenge process.

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.

While we are returning to 'normal' in 2022-23, increased illness in both student and staff populations from late October to late November has impacted continuity of learning to date. This means that the work to improve student learning will likely not be significantly reflected in the particular Results 2 indicators for the 2022-23 school year. We do expect to see incremental growth with respect to many of the measures on School Development Plans and are closely monitoring these measures at each school.

It is for these reasons no targets have been set for 2022-23 in this report.

APPENDIX

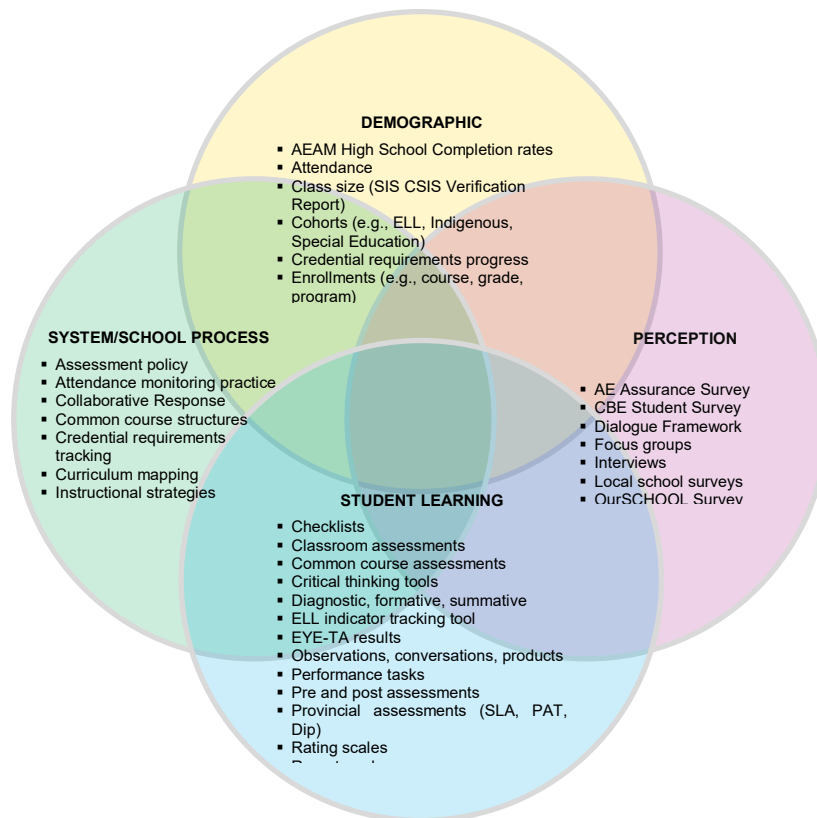
- Appendix I: Responding to COVID-19 | Monitoring and Addressing Learning Gaps
- Appendix II: Summary Tables Indicators 1 to 5
- Appendix III: Additional Data Sets by Indicator
- Appendix IV: Distribution of Codes

ATTACHMENT

- Attachment I: Criteria for High School Completion Categories

appendix

I. Responding to COVID-19 | Monitoring and Addressing Learning Gaps



School data fall into four categories.

- **Demographic Data:** establish the characteristics of the school population.
- **Perception Data:** tell us what students, staff, parents are thinking about the learning organization.
- **Student Learning Data:** provide evidence of student achievement against learning outcomes.
- **School Process Data:** are the actions taken to achieve the purpose of the school.

As illustrated in the figure above, the four types of data overlap and by examining results across multiple types of data allows schools to identify “what they are doing to get the results they are getting now, what is working, what is not working and how data elements relate to each other to impact results” Bernhardt, V. L. (2018). *Data analysis for continuous school improvement*. New York, NY: Routledge.

School Development Planning

Each year, with input from internal and external stakeholders, the schools prepare development plans. 2021-22 was the second year of a three-year school development plan (SDP) that included a literacy, Mathematics and well-being goal. SDPs include data-informed student goals, instructional actions, resources, key outcomes, and measures (including baseline data for each measure).

School improvement is about looking at last year's data through the lens of the work done by the school, in order to determine the impact on student learning. It is also about considering the students' learning needs in the context of the teachers' capacity to address these needs. School improvement goals are set based on these gaps.

Despite the pandemic, schools continued to monitor student progress in each of their classrooms. Multiple measures of student achievement, including actions and processes, provided schools with information needed to improve teaching and learning for all students. Processes implemented across our system ensured the actions administrators and teachers took identified gaps and improved student learning and achievement.

System Guiding Documents

CBE developed and updated K-10 English Language Arts and Mathematics Assessment and Reporting Guides and CBE Understanding Grade Level Reading and Writing documents and accompanying checklists, were used by teachers to assess student understanding based on high impact teaching strategies. These measures supported teachers in identifying gaps and deciding what targeted, intentional teaching strategies to implement next as they reviewed student work and set new targets.

Professional Learning Communities

At a school level, the professional learning community (PLC) meetings occurred regularly and was the context in which teachers identified learning gaps and planned instruction in learning cycles (sprints) to address the identified gaps. This was a common school process outlined in the SDP. Notes from these PLC meetings become evidence used to track each team's progress towards results. In these meetings, teachers analysed student work based on the programs of study in order to determine student results. Teachers brought student work samples and assessment tools (e.g., pre- and post-assessments, screening tools such as Mathematics Intervention/Programming Instrument, Mathematics and reading running records, teacher created quizzes and tests, common writing tasks and other performance tasks that include success criteria).

Team Meetings

Team meetings are a school process where teachers plan tasks collaboratively, with a focus on content that may or may not be included in the SDP. Teachers met to review learning outcomes, teaching strategies and assessment tools that would identify the extent to which students were learning the outcomes in the programs of study.

School-Based Professional Learning

Schools also engaged in professional learning to build teacher capacity in implementing high impact strategies and assessment practices that will close gaps and result in continuous improvement. Opportunities such as learning from colleagues to improve the collective wisdom of the teams, teacher mentoring, reading articles, exploring webinars and text resources, working with the system specialists, and learning from the Assessment and Reporting Champion at each school all contributed to continuous improvement.

Early Years Evaluation - Teacher Assessment (EYE-TA)

The EYE assessment is a system process based on a local measure used to assess all kindergarten students across the system. Each kindergarten teacher completed an early year's evaluation (EYE) assessment in October. Following the assessment, schools met with the area strategist to review each student's results in order to identify gaps and plan strategies to address these gaps. This may have included providing additional support from speech and language, occupational and physical therapists, and psychologists.

English Language Learning (ELL) Proficiency Benchmarks

Multiple times a year, teachers use Alberta Education's K-12 ESL Proficiency Benchmarks to determine language proficiency levels for our ELL learners. These data, which included indicators in reading, writing, speaking and listening, informed the school, area and system on the need for intentional supports and effective instruction for language acquisition.

Attendance Tracking

Tracking attendance is another important school process that ensures the gap in student achievement does not widen. When schools identified concerns with attendance, they contacted CBE's Attendance team, who worked collaboratively with schools and families to positively influence student's attendance.

School Learning Team (SLT)

When students are not demonstrating success, the next step is for teachers to bring the students forward to the school learning team. Schools may assign members of the school learning team such as the principal, assistant principal, resource teacher, team teachers and learning leaders. The school learning team met to review student strengths and areas for growth, the effectiveness of strategies implemented and then plan actions that will support students. After a period of implementation, the school learning team reviewed the actions to determine next steps in addressing gaps.

Response to Intervention (RTI)

RTI is a multi-tier approach to assist in early identification of students who require targeted supports for continued intellectual, social and emotional development, and was informed by multiple perspectives and continuous data collection.

Area Learning Team (ALT)

Students who, after intentional support and intervention, were still struggling were brought forward to their area learning team where strategists, specialists, psychologists, under the direction of the system principal and education directors, met to plan interventions and action plans.

Each area had a team that supports schools. Access to the area learning team required schools to share their school learning team process and included a continuum of supports, starting at what we would see as support in every classroom for every child (tier 1) to targeted supports for some of the students some of the time (tier 2) and individualized school supports (tier 3).

Examples of supports that could be accessed by a referral to the area learning team included: school based mental health counsellor; psychological assessment; vision; audiology; ELL strategists; diversity & learning support advisor; Community Outreach of Pediatrics and Psychiatry in Education; inclusive education strategists; area behaviour support worker; speech language pathologist; occupational therapy; physiotherapy; Multi Agency School Support Team; Youth at Risk Development Program; John Howard Society; YMCA alternative to suspension; and Children's' Services.

II. Summary Tables Indicators 1 to 5

Indicator 1

Rate	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE SpEd	Prov SpEd
3-Year	83.0	83.2	67.3	78.5	48.8	59.5	69.4	68.9
4-Year	86.5	87.1	80.4	86.4	56.8	68.6	74.1	76.3
5-Year	86.6	87.1	79.9	86.1	50.7	68.0	75.5	75.1

3-Year	Measure Evaluation	CBE All	Prov All	CBE ELL	Prov ELL	CBE Indig	Prov Indig	CBE SpEd	Prov SpEd
	Achievement								
	Improvement								
	Overall								

Indicator 2

A. Student report card results as a mean within English Language Arts

Division	All Students	ELL	Indigenous	Special Ed
Division 1	2.96	2.82	2.37	2.45
Division 2	2.95	2.82	2.45	2.61
Division 3	2.92	2.76	2.37	2.57
Division 4	70.9	66.9	58.8	65.1

B. Student report card results as a mean within Mathematics

Division	All Students	ELL	Indigenous	Special Ed
Division 1	3.10	2.93	2.51	2.58
Division 2	3.00	2.92	2.37	2.64
Division 3	2.87	2.76	2.19	2.46
Division 4	72.4	69.7	60.6	65.4

Indicator 3

A. Percentage of students who achieved the standards on Provincial Achievement Tests

ELA 6	All Students	ELL	Indigenous	Special Ed
Acc	80.7	78.1	57.9	59.9
Ex	21.1	16.8	8.3	8.2
Math 6	All Students	ELL	Indigenous	Special Ed
Acc	67.4	66.1	35.4	42.8
Ex	14.3	14.4	2.9	5.9
ELA 9	All Students	ELL	Indigenous	Special Ed
Acc	72.5	62.0	39.1	49.8
Ex	15.7	8.3	3.7	5.4
ELA 9 K&E	All Students	ELL	Indigenous	Special Ed
Acc	57.3	74.1	39.1	50.6
Ex	4.3	0.0	0.0	3.7
Math 9	All Students	ELL	Indigenous	Special Ed
Acc	59.0	50.6	21.0	31.9
Ex	21.4	15.8	2.2	7.3
Math 9 K&E	All Students	ELL	Indigenous	Special Ed
Acc	55.1	60.0	30.0	50.9
Ex	13.8	8.6	3.3	8.9

B. Percentage of students who achieved the standards on Diploma Examinations

ELA 30-1	All Students	ELL	Indigenous	Special Ed
Acc	81.6	60.5	79.6	76.1
Ex	13.9	2.0	2.0	11.2
ELA 30-2	All Students	ELL	Indigenous	Special Ed
Acc	81.9	66.2	85.7	85.1
Ex	15.8	2.6	9.5	17.3
Math 30-1	All Students	ELL	Indigenous	Special Ed
Acc	66.5	50.0	41.2	57.9
Ex	24.4	19.1	5.9	19.9
Math 30-2	All Students	ELL	Indigenous	Special Ed
Acc	68.1	58.6	75.9	64.6
Ex	15.1	8.3	6.9	13.2

Indicator 4

CTF/CTS	All Students	ELL	Indigenous	Special Ed
Division 1	n/a	n/a	n/a	n/a
Division 2	3.16	3.26	2.91	2.83
Division 3	3.04	2.91	2.66	2.81
Division 4	81.80	77.64	74.57	77.62
FPA	All Students	ELL	Indigenous	Special Ed
Division 1	3.09	2.97	2.78	2.72
Division 2	3.12	3.03	2.82	2.86
Division 3	3.21	3.02	2.88	2.95
Division 4	82.56	76.06	70.16	78.31
French	All Students	ELL	Indigenous	Special Ed
Division 1	3.09	2.99	2.98	2.62
Division 2	3.08	2.96	2.93	2.75
Division 3	3.02	2.83	2.72	2.69
Division 4	79.88	70.70	80.14	74.93
Languages	All Students	ELL	Indigenous	Special Ed
Division 1	3.05	3.11	2.63	2.49
Division 2	3.02	3.03	2.56	2.63
Division 3	3.10	2.94	2.65	2.74
Division 4	85.19	83.45	73.13	79.19
Physical Education	All Students	ELL	Indigenous	Special Ed
Division 1	3.18	3.04	2.86	2.78
Division 2	3.23	3.13	2.86	3.02
Division 3	3.11	3.00	2.80	2.90
Division 4	81.35	77.63	66.63	75.66
Science	All Students	ELL	Indigenous	Special Ed
Division 1	3.05	2.85	2.54	2.59
Division 2	2.96	2.83	2.43	2.62
Division 3	2.84	2.70	2.24	2.47
Division 4	74.27	69.01	62.15	67.25
Social Studies	All Students	ELL	Indigenous	Special Ed
Division 1	2.99	2.80	2.51	2.49
Division 2	2.92	2.80	2.42	2.55
Division 3	2.88	2.72	2.34	2.51
Division 4	72.30	68.09	59.40	65.75

Indicator 5

A. Percentage of students who achieved the standards on Provincial Achievement Tests

FLA 6	All Students	ELL	Indigenous	Special Ed
Acc	85.3	75.8	86.7	69.7
Ex	8.8	7.6	13.3	2.8
Science 6	All Students	ELL	Indigenous	Special Ed
Acc	77.2	74.7	51.2	55.5
Ex	26.9	23.1	10.5	15.6
Social Studies 6	All Students	ELL	Indigenous	Special Ed
Acc	74.1	72.2	45.6	50.1
Ex	22.0	18.5	6.6	10.2
FLA 9	All Students	ELL	Indigenous	Special Ed
Acc	74.6	64.7	46.2	58.3
Ex	8.9	7.1	0.0	1.9
Science 9	All Students	ELL	Indigenous	Special Ed
Acc	69.9	61.4	35.9	48.4
Ex	26.0	16.7	5.8	12.9
Science 9 K&E	All Students	ELL	Indigenous	Special Ed
Acc	55.1	61.9	44.4	53.5
Ex	9.2	4.8	0.0	11.3
Social Studies 9	All Students	ELL	Indigenous	Special Ed
Acc	65.8	53.5	33.1	42.7
Ex	18.4	10.5	5.6	7.9
Social Studies 9 K&E	All Students	ELL	Indigenous	Special Ed
Acc	59.6	84.2	31.8	52.2
Ex	14.9	15.8	0.0	13.4

B. Percentage of students who achieved the standards on Diploma Examinations

FLA 30-1	All Students	ELL	Indigenous	Special Ed
Acc	92.3	*	n/a	92.0
Ex	5.8	*	n/a	4.0
Social Studies 30-1	All Students	ELL	Indigenous	Special Ed
Acc	88.0	75.0	82.8	82.6
Ex	24.5	11.7	10.3	18.4
Social Studies 30-2	All Students	ELL	Indigenous	Special Ed
Acc	80.2	68.0	73.6	73.7
Ex	23.8	13.9	8.3	18.4
Biology 30	All Students	ELL	Indigenous	Special Ed
Acc	82.9	68.8	67.6	75.5
Ex	37.9	30.7	23.5	26.1
Chemistry 30	All Students	ELL	Indigenous	Special Ed
Acc	85.8	76.9	82.4	81.5
Ex	43.1	33.5	17.6	31.5
Physics 30	All Students	ELL	Indigenous	Special Ed
Acc	86.9	75.6	90.0	79.6
Ex	47.9	40.2	40.0	38.9
Science 30	All Students	ELL	Indigenous	Special Ed
Acc	80.0	58.2	91.7	81.6
Ex	21.9	12.7	0.0	18.4

III. Additional Data Sets by Indicator

Indicator 1: Percentage of students completing high school within three, four or five years of starting grade 10; as measured in the Alberta Education Assurance Measures.

	Measure Evaluation	CBE All	CBE ELL	CBE Indigenous	CBE Special Ed
3-Year	Achievement	Yellow	Orange	Red	Orange
	Improvement	Blue	Yellow	Green	Blue
	Overall	Green	Orange	Orange	Green
4-Year	Achievement	Yellow	Yellow	Red	Orange
	Improvement	Blue	Green	Blue	Blue
	Overall	Green	Green	Yellow	Green
5-Year	Achievement	Yellow	Orange	Red	Orange
	Improvement	Blue	Yellow	Yellow	Blue
	Overall	Green	Orange	Red	Green

Number of students within each completion category

Note | see Attachment I for the criteria for each completion category.

Rate	Compare	2018-19	2019-20	2020-21	2021-22
3-year	High School Diploma	6251	6240	6888	7180
	High School Equivalency Diploma	0	0	0	1
	Certificate of High School Achievement	76	83	99	90
	Post-Secondary Attendance	21	21	23	22
	Apprenticeship	1	2	1	2
	Academic Standing	128	137	60	41
4-year	High School Diploma	6374	6681	6673	7212
	High School Equivalency Diploma	2	2	1	2
	Certificate of High School Achievement	94	89	101	100
	Post-Secondary Attendance	66	79	66	46
	Apprenticeship	9	12	7	6
	Academic Standing	48	51	30	20
5-year	High School Diploma	6779	6569	6903	6852
	High School Equivalency Diploma	9	12	6	1
	Certificate of High School Achievement	100	101	99	119
	Post-Secondary Attendance	106	97	102	94
	Apprenticeship	23	14	13	13
	Academic Standing	26	22	29	12

Indicator 2: Student results in English Language Arts and Mathematics; as measured by student report cards disaggregated by division and level of achievement.

A. Student results by level of achievement within English Language Arts as measured by student report card stems 2021-22: Grades 1-9.

Legend |

4 – The student has demonstrated excellent achievement of grade level expectations.

3 – The student has demonstrated good achievement of grade level expectations.

2 – The student has demonstrated basic achievement of grade level expectations.

1 – The student is not meeting grade level expectations.

ELL – The student’s language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP – Achievement of this report card outcome is reported through the student’s Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Stem 1: Reads to explore, construct and extend understanding							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2021-22	29.2	25.8	20.2	12.5	10.0	2.3
2	2021-22	32.1	29.3	17.3	10.1	7.5	3.7
3	2021-22	32.4	33.1	17.9	6.7	5.4	4.6
4	2021-22	30.2	38.2	17.8	4.1	4.1	5.6
5	2021-22	27.5	39.8	20.0	3.8	3.1	5.8
6	2021-22	26.5	39.9	23.2	2.9	2.2	5.4
7	2021-22	23.6	41.9	26.3	3.1	1.8	3.4
8	2021-22	24.8	41.4	26.3	3.1	1.6	2.9
9	2021-22	26.1	39.8	26.1	4.3	1.6	2.1

Stem 2: Writes to develop, organize and express information and ideas							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2021-22	18.7	33.1	26.2	9.8	9.8	2.5
2	2021-22	17.3	35.4	26.7	9.0	7.5	4.2
3	2021-22	16.6	37.7	27.8	6.6	5.5	5.8
4	2021-22	16.5	40.3	27.1	4.8	4.2	7.1
5	2021-22	17.7	40.9	26.6	3.9	3.2	7.6
6	2021-22	17.9	41.0	29.1	3.2	2.2	6.7
7	2021-22	18.5	42.0	29.9	3.3	1.8	4.4
8	2021-22	20.5	41.1	29.5	3.6	1.6	3.7
9	2021-22	22.3	41.5	27.3	4.5	1.6	2.7

Stem 3: Manages and evaluates information and ideas							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2021-22	21.3	41.7	26.7	2.8	5.9	1.5
2	2021-22	20.9	43.5	26.2	3.2	4.3	2.0
3	2021-22	22.5	41.6	26.8	3.4	3.3	2.3
4	2021-22	22.1	45.4	24.6	2.6	2.6	2.6
5	2021-22	22.0	43.9	26.9	2.5	1.8	2.9
6	2021-22	21.8	43.2	27.7	2.8	1.3	3.1
7	2021-22	22.7	43.2	28.3	3.2	0.8	1.7
8	2021-22	23.9	42.1	28.0	3.4	0.8	1.8
9	2021-22	24.9	40.7	27.9	3.9	1.0	1.5

Stem 4: Constructs meaning and makes connections through speaking							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2021-22	24.6	44.5	21.0	1.3	5.9	2.8
2	2021-22	25.8	45.0	21.3	1.2	3.6	3.0
3	2021-22	27.8	45.2	21.0	1.1	2.6	2.2
4	2021-22	26.9	48.1	19.8	1.1	2.3	1.8
5	2021-22	25.7	47.2	22.4	1.2	1.9	1.6
6	2021-22	24.2	47.2	24.8	1.2	1.3	1.3
7	2021-22	23.1	47.9	25.8	1.6	1.0	0.5
8	2021-22	23.1	47.6	25.6	1.9	1.1	0.7
9	2021-22	26.9	45.2	23.5	2.9	1.0	0.5

Stem 5: Constructs meaning and makes connections through listening							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2021-22	25.2	43.7	22.6	1.6	5.3	1.6
2	2021-22	26.2	45.4	21.7	1.4	3.3	2.0
3	2021-22	29.4	43.3	22.1	1.3	2.3	1.6
4	2021-22	28.5	46.4	20.7	1.2	2.0	1.2
5	2021-22	27.8	45.7	22.4	1.4	1.6	1.1
6	2021-22	28.9	44.6	22.8	1.4	1.2	1.2
7	2021-22	27.9	44.8	24.1	1.8	1.0	0.4
8	2021-22	28.6	44.0	23.8	2.1	1.0	0.5
9	2021-22	30.9	42.4	22.5	3.0	0.9	0.3

Stem 6: Represents ideas and creates understanding through a variety of media

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2021-22	20.6	45.6	26.7	2.2	3.8	1.1
2	2021-22	21.8	47.2	25.1	2.3	2.6	1.0
3	2021-22	23.9	46.2	24.2	2.1	2.2	1.4
4	2021-22	23.4	49.1	23.2	1.6	1.6	1.1
5	2021-22	24.1	47.2	24.5	1.7	1.2	1.3
6	2021-22	23.7	45.9	26.4	1.7	0.9	1.3
7	2021-22	24.8	45.3	26.5	2.4	0.5	0.6
8	2021-22	26.2	43.3	26.0	3.1	0.7	0.7
9	2021-22	29.5	41.1	23.3	4.9	0.6	0.5

B. Student results by level of achievement within Mathematics as measured by student report card stems 2021-22: Grades 1-9.

Legend |

4 – The student has demonstrated excellent achievement of grade level expectations.

3 – The student has demonstrated good achievement of grade level expectations.

2 – The student has demonstrated basic achievement of grade level expectations.

1 – The student is not meeting grade level expectations.

ELL – The student’s language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP – Achievement of this report card outcome is reported through the student’s Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Stem 1: Develops number sense and applies strategies for computation and estimation							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2021-22	34.8	37.3	20.5	5.4	1.1	0.8
2	2021-22	31.9	38.4	21.6	6.2	0.6	1.2
3	2021-22	33.6	37.8	20.6	5.5	0.6	2.0
4	2021-22	31.7	39.3	21.0	4.9	0.3	2.8
5	2021-22	31.9	37.9	21.1	5.3	0.2	3.7
6	2021-22	31.8	36.9	22.0	5.2	0.1	3.9
7	2021-22	26.2	38.5	27.4	5.5	0.2	2.3
8	2021-22	29.1	37.4	25.7	5.8	0.1	1.8
9	2021-22	28.4	34.5	27.1	7.5	0.3	2.2

Stem 2: Uses algebraic reasoning to represent patterns and relationships							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2021-22	36.1	41.5	19.0	2.0	0.9	0.4
2	2021-22	32.5	43.5	19.6	2.9	0.8	0.6
3	2021-22	32.0	40.3	21.6	4.1	0.7	1.4
4	2021-22	29.9	42.3	22.0	3.6	0.4	1.8
5	2021-22	28.3	41.0	23.7	4.4	0.3	2.3
6	2021-22	29.3	37.8	25.2	4.9	0.2	2.6
7	2021-22	29.2	35.2	26.6	7.0	0.2	1.8
8	2021-22	28.6	33.7	27.4	8.3	0.2	1.7
9	2021-22	26.9	34.0	27.6	9.2	0.3	2.0

Stem 3: Applies spatial reasoning and measurement to make sense of the natural world							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2021-22	34.0	44.3	18.2	1.9	1.3	0.4
2	2021-22	32.0	46.5	18.0	2.1	1.0	0.5
3	2021-22	31.1	42.5	21.5	2.9	0.7	1.2
4	2021-22	30.6	43.5	21.4	2.5	0.5	1.4
5	2021-22	28.3	42.7	23.1	3.5	0.4	2.0
6	2021-22	28.7	39.5	25.3	4.1	0.3	2.1
7	2021-22	25.8	38.1	28.0	6.4	0.2	1.5
8	2021-22	27.4	36.1	28.2	6.7	0.2	1.3
9	2021-22	26.2	36.9	26.8	8.0	0.5	1.7

Stem 4: Uses data to make predictions and answer questions							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2021-22	n/a	n/a	n/a	n/a	n/a	n/a
2	2021-22	29.9	45.6	20.4	2.3	1.3	0.6
3	2021-22	29.1	43.2	22.5	2.8	1.1	1.3
4	2021-22	30.0	44.1	21.3	2.5	0.7	1.3
5	2021-22	n/a	n/a	n/a	n/a	n/a	n/a
6	2021-22	n/a	n/a	n/a	n/a	n/a	n/a
7	2021-22	n/a	n/a	n/a	n/a	n/a	n/a
8	2021-22	n/a	n/a	n/a	n/a	n/a	n/a
9	2021-22	n/a	n/a	n/a	n/a	n/a	n/a

Stem 5: Uses probability and data to make predictions and answer questions							
Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2021-22	n/a	n/a	n/a	n/a	n/a	n/a
2	2021-22	n/a	n/a	n/a	n/a	n/a	n/a
3	2021-22	n/a	n/a	n/a	n/a	n/a	n/a
4	2021-22	n/a	n/a	n/a	n/a	n/a	n/a
5	2021-22	32.2	43.8	19.2	2.6	0.5	1.7
6	2021-22	28.0	40.7	25.0	3.9	0.3	2.1
7	2021-22	25.6	39.1	26.6	6.9	0.3	1.5
8	2021-22	29.7	37.4	26.0	5.4	0.2	1.2
9	2021-22	28.3	37.5	26.9	5.4	0.6	1.4

C. Student results by level of achievement within English Language Arts as measured by student report cards 2021-22: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
10-1	2021-22	43.2	37.5	16.9	2.5
10-2	2021-22	13.7	29.1	41.7	15.5
10-4	2021-22	12.0	28.9	42.5	16.6
20-1	2021-22	43.7	36.6	16.8	2.8
20-2	2021-22	14.6	31.3	44.4	9.8
20-4	2021-22	12.6	34.4	44.3	8.7
30-1	2021-22	47.6	33.5	14.8	4.1
30-2	2021-22	20.1	38.5	33.3	8.1
30-4	2021-22	13.3	26.6	49.3	10.8

D. Student results by level of achievement within Mathematics as measured by student report cards 2021-22: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
10C	2021-22	48.5	23.3	20.8	7.5
10-3	2021-22	26.9	26.6	33.2	13.2
10-4	2021-22	22.1	24.7	33.3	19.9
20-1	2021-22	50.9	23.9	18.5	6.6
20-2	2021-22	16.6	31.1	40.4	11.9
20-3	2021-22	22.6	27.9	39.1	10.4
20-4	2021-22	24.8	27.9	32.9	14.4
30-1	2021-22	57.0	21.6	15.4	6.0
30-2	2021-22	28.2	32.1	29.4	10.3
30-3	2021-22	21.5	26.8	40.4	11.2
31	2021-22	75.9	16.1	6.5	1.5

Indicator 4: Student results in each of Career & Technology Foundations/Studies, Fine and Performing Arts, French Language Arts, Languages, Physical Education, Science and Social Studies; as measured by student report cards disaggregated by division and level of achievement.

A. Student results by level of achievement within Career & Technology Foundations as measured by student report cards 2021-22: Grades 1-9.

Legend |

4 – The student has demonstrated excellent achievement of grade level expectations.

3 – The student has demonstrated good achievement of grade level expectations.

2 – The student has demonstrated basic achievement of grade level expectations.

1 – The student is not meeting grade level expectations.

ELL – The student’s language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP – Achievement of this report card outcome is reported through the student’s Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
5	2021-22	32.8	51.4	12.3	0.1	3.1	0.3
6	2021-22	23.9	64.0	11.8	0.3	0.0	0.1
7	2021-22	28.6	50.5	18.5	2.4	0.0	0.0
8	2021-22	29.5	42.9	24.1	3.5	0.0	0.0
9	2021-22	36.6	39.6	19.4	4.3	0.2	0.0

B. Student results by level of achievement within Career & Technology Studies (CTS) as measured by student report cards 2021-22: high school courses.

Legend |

The CTS Programs of Study are organized into five clusters:

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

Cluster	Year	Level of Achievement Percentages by Cluster			
		80-100%	65-79%	50-64%	0-49%
BIT	2021-22	71.9	15.9	9.7	2.5
HRH	2021-22	68.7	16.4	10.4	4.4
MDC	2021-22	69.5	16.8	10.1	3.5
NAT	2021-22	62.3	21.3	13.1	3.4
TMT	2021-22	63.1	23.3	11.0	2.6

C. Student results by level of achievement within Fine and Performing Arts as measured by student report cards 2021-22: Grades 1-9.

Legend |

4 – The student has demonstrated excellent achievement of grade level expectations.

3 – The student has demonstrated good achievement of grade level expectations.

2 – The student has demonstrated basic achievement of grade level expectations.

1 – The student is not meeting grade level expectations.

ELL – The student’s language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP – Achievement of this report card outcome is reported through the student’s Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2021-22	25.9	53.7	18.7	0.7	0.7	0.3
2	2021-22	28.2	53.8	16.7	0.5	0.4	0.3
3	2021-22	28.2	53.4	17.3	0.5	0.4	0.3
4	2021-22	29.1	53.9	16.1	0.5	0.3	0.2
5	2021-22	30.0	51.7	17.1	0.8	0.2	0.2
6	2021-22	32.6	49.7	16.6	0.9	0.1	0.1
7	2021-22	39.0	42.3	16.9	1.8	0.0	0.0
8	2021-22	37.5	41.2	18.4	2.8	0.0	0.2
9	2021-22	45.2	36.4	15.7	2.7	0.0	0.0

D. Student results by level of achievement within Fine and Performing Arts as measured by student report cards 2021-22: high school courses.

Level	Year	Level of Achievement Percentages by Level			
		80-100%	65-79%	50-64%	0-49%
10	2021-22	66.8	17.2	11.4	4.6
20	2021-22	74.8	14.6	8.4	2.2
30	2021-22	81.6	10.1	6.8	1.4

E. Student results by level of achievement within French Language Arts as measured by student report cards 2021-22: Grades 1-9.

Legend |

4 – The student has demonstrated excellent achievement of grade level expectations.

3 – The student has demonstrated good achievement of grade level expectations.

2 – The student has demonstrated basic achievement of grade level expectations.

1 – The student is not meeting grade level expectations.

ELL – The student’s language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP – Achievement of this report card outcome is reported through the student’s Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2021-22	34.8	40.5	19.5	4.9	0.0	0.4
2	2021-22	36.6	40.7	17.3	4.7	0.0	0.7
3	2021-22	29.2	41.6	23.0	4.2	0.0	2.0
4	2021-22	27.4	49.5	18.3	2.2	0.0	2.7
5	2021-22	32.0	50.6	15.2	1.1	0.0	1.1
6	2021-22	27.0	49.2	20.1	1.5	0.0	2.2
7	2021-22	29.7	48.7	18.9	2.2	0.0	0.6
8	2021-22	30.0	40.6	26.0	2.8	0.0	0.6
9	2021-22	29.8	41.8	25.6	2.4	0.0	0.4

F. Student results by level of achievement within French Language Arts as measured by student report cards 2021-22: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
10-1	2021-22	56.9	34.2	8.4	0.5
10-2	2020-21	n/a	n/a	n/a	n/a
20-1	2021-22	61.1	30.1	8.6	0.2
20-2	2021-22	34.4	28.1	31.3	6.3
30-1	2021-22	66.3	28.1	5.6	0.0
30-2	2021-22	51.0	33.8	14.6	0.6

G. Student results by level of achievement within Languages as measured by student report cards 2021-22: Grades 1-9.

Legend |

4 – The student has demonstrated excellent achievement of grade level expectations.

3 – The student has demonstrated good achievement of grade level expectations.

2 – The student has demonstrated basic achievement of grade level expectations.

1 – The student is not meeting grade level expectations.

ELL – The student’s language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP – Achievement of this report card outcome is reported through the student’s Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2021-22	32.8	44.3	18.3	4.0	0.2	0.2
2	2021-22	32.2	43.7	19.8	3.3	0.1	0.9
3	2021-22	28.5	45.1	24.3	1.4	0.1	0.6
4	2021-22	26.1	49.7	21.4	1.3	0.6	0.9
5	2021-22	26.2	51.5	19.9	0.8	0.8	0.6
6	2021-22	23.9	49.2	24.6	0.9	0.5	0.9
7	2021-22	35.2	41.3	21.2	1.9	0.1	0.2
8	2021-22	31.3	44.2	21.5	2.4	0.0	0.6
9	2021-22	37.9	40.2	19.3	2.0	0.0	0.6

H. Student results by level of achievement within Languages as measured by student report cards 2021-22: high school courses.

Level	Year	Level of Achievement Percentages by Level			
		80-100%	65-79%	50-64%	0-49%
10	2021-22	71.8	15.5	8.9	3.8
20	2021-22	76.3	15.0	7.2	1.6
30	2021-22	84.7	11.3	3.4	0.6

- I. Student results by level of achievement within Physical Education as measured by student report cards 2021-22: Grades 1-9.

Legend |

4 – The student has demonstrated excellent achievement of grade level expectations.

3 – The student has demonstrated good achievement of grade level expectations.

2 – The student has demonstrated basic achievement of grade level expectations.

1 – The student is not meeting grade level expectations.

ELL – The student’s language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP – Achievement of this report card outcome is reported through the student’s Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2021-22	28.6	56.4	13.9	0.6	0.1	0.4
2	2021-22	32.3	54.5	12.3	0.5	0.1	0.4
3	2021-22	32.8	54.0	12.3	0.6	0.0	0.4
4	2021-22	35.8	51.8	11.7	0.5	0.0	0.2
5	2021-22	37.0	50.4	11.7	0.3	0.3	0.2
6	2021-22	35.6	50.2	13.4	0.7	0.0	0.1
7	2021-22	29.5	53.5	15.9	1.0	0.0	0.1
8	2021-22	29.6	51.6	17.4	1.4	0.0	0.1
9	2021-22	33.1	48.4	16.3	1.8	0.3	0.1

- J. Student results by level of achievement within Physical Education as measured by student report cards 2021-22: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
10	2021-22	70.1	17.6	8.9	3.4
20	2021-22	70.3	16.5	9.5	3.7
30	2021-22	72.2	16.4	8.0	3.4

K. Student results by level of achievement within Science as measured by student report cards 2021-22: Grades 1-9.

Legend |

4 – The student has demonstrated excellent achievement of grade level expectations.

3 – The student has demonstrated good achievement of grade level expectations

2 – The student has demonstrated basic achievement of grade level expectations

1 – The student is not meeting grade level expectations

ELL – The student’s language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP – Achievement of this report card outcome is reported through the student’s Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2021-22	25.3	48.4	20.7	1.3	3.6	0.8
2	2021-22	26.3	48.4	20.5	1.4	2.6	0.9
3	2021-22	25.3	47.0	22.9	1.8	2.0	1.0
4	2021-22	25.1	49.1	21.7	1.6	1.6	0.9
5	2021-22	25.1	46.5	24.0	2.1	1.2	1.0
6	2021-22	23.6	45.1	26.6	2.6	0.8	1.2
7	2021-22	20.6	44.5	29.5	3.8	0.9	0.7
8	2021-22	22.1	42.1	29.6	5.0	0.6	0.7
9	2021-22	25.9	39.9	27.1	5.6	0.8	0.6

L. Student results by level of achievement within Science as measured by student report cards 2021-22: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
Science 10	2021-22	43.1	26.7	23.4	6.8
Science 14	2021-22	23.2	28.0	36.0	12.9
Science 10-4	2021-22	20.6	22.6	39.5	17.3
Biology 20	2021-22	49.6	26.5	20.0	3.9
Chemistry 20	2021-22	54.6	23.9	15.9	5.5
Physics 20	2021-22	54.2	25.2	15.9	4.7
Science 20	2021-22	21.6	32.4	38.7	7.3
Science 24	2021-22	24.3	29.6	35.4	10.7
Science 20-4	2021-22	22.7	27.3	39.8	10.2
Biology 30	2021-22	55.2	24.0	15.3	5.5
Chemistry 30	2021-22	61.9	21.9	13.1	3.1
Physics 30	2021-22	65.1	20.9	10.4	3.6
Science 30	2021-22	34.5	32.4	25.8	7.3

M. Student results by level of achievement within Social Studies as measured by student report cards 2021-22: Grades 1-9.

Legend |

4 – The student has demonstrated excellent achievement of grade level expectations.

3 – The student has demonstrated good achievement of grade level expectations.

2 – The student has demonstrated basic achievement of grade level expectations.

1 – The student is not meeting grade level expectations.

ELL – The student’s language proficiency level impacts the evaluation of achievement. This indicator is used only when a student self-identified as English Language Learners cannot be assessed against the stem.

IPP – Achievement of this report card outcome is reported through the student’s Individual Program Plan (IPP). This indicator is used only when a student with identified special education need cannot be assessed against the stem.

Grade	Year	Level of Achievement Percentages by Grade					
		4	3	2	1	ELL	IPP
1	2021-22	22.4	48.2	22.8	1.4	4.2	1.0
2	2021-22	23.4	47.7	22.8	1.8	3.0	1.2
3	2021-22	23.5	46.3	24.4	2.2	2.4	1.3
4	2021-22	24.1	47.1	23.7	2.1	1.9	1.1
5	2021-22	22.6	46.2	25.6	2.5	1.6	1.4
6	2021-22	23.0	44.0	27.5	2.9	1.1	1.6
7	2021-22	22.5	43.8	28.6	3.1	1.0	1.0
8	2021-22	23.5	41.5	29.0	3.9	0.9	1.2
9	2021-22	25.6	41.0	26.4	5.1	1.0	0.9

N. Students results by level of achievement within Social Studies as measured by student report cards 2021-22: high school courses.

Course	Year	Level of Achievement Percentages by Course			
		80-100%	65-79%	50-64%	0-49%
10-1	2021-22	50.3	32.8	15.0	1.9
10-2	2021-22	16.4	26.4	41.5	15.7
10-4	2021-22	14.0	22.6	45.2	18.2
20-1	2021-22	54.8	29.8	13.3	2.1
20-2	2021-22	20.7	30.5	38.1	10.6
20-4	2021-22	16.4	34.0	34.0	15.6
30-1	2021-22	56.8	29.0	12.0	2.3
30-2	2021-22	29.3	32.7	31.3	6.7

IV. Distribution of Codes

Grades 1-12: 118 122 students

Code										N
301 – English as a Second Language - Foreign Born										14 098
LP1	6.9%	LP2	16.3%	LP3	27.0%	LP4	32.6%	LP5	17.3%	
302 – English as a Second Language - Non-funded										490
LP1	3.9%	LP2	10.0%	LP3	27.6%	LP4	42.0%	LP5	16.5%	
303 – English as a Second Language - Canadian Born										14 207
LP1	2.5%	LP2	11.4%	LP3	27.8%	LP4	38.0%	LP5	20.3%	

Total 28 795
Percent of the Students in Grades 1-12 24.4%

Code										N
331 – Aboriginal Student - Status First Nations										2469
332 – Aboriginal Student - Non-Status First Nations										999
333 – Aboriginal Student – Métis										1414
334 – Aboriginal Student – Inuit										59

Total 4941
Percent of the Students in Grades 1-12 4.2%

Code										N
41 – Severe Cognitive Disability										30
42 – Severe Emotional/Behavioural Disability										3184
43 – Severe Multiple Disability										281
44 – Severe Physical or Medical Disability										3476
45 – Deafness										89
46 – Blindness										31
51 – Mild Cognitive Disability										1016
52 – Moderate Cognitive Disability										183
53 – Emotional/Behavioural Disability										1727
54 – Learning Disability										6567
55 – Hearing Disability										180
56 – Visual Disability										46
57 – Communication Disability										1927
58 – Physical/Medical Disability										7613
59 – Multiple Disability										2217
80 – Gifted and Talented										2412

Total unique student 24 427
Percent of the Students in Grades 1-12 20.7%

attachment

I. Alberta's Criteria for High School Completion Categories

- A. High School Diploma
- B. High School Equivalency Diploma
- C. Certificate of High School Achievement
- D. Post-Secondary Attendance
- E. Apprenticeship
- F. Academic Standing

A. High School Diploma

[Guide to Education: ECS to Grade 12 | 2021-2022](#) p. 107

The requirements indicated below are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

100 credits including the following:

- English Language Arts – 30-level (English Language Arts 30-1 or 30-2)
- Social Studies – 30-level (Social Studies 30-1 or 30-2)
- Mathematics – 20-level (Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3)
- Science – 20-level[®] (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
- Physical Education 10 (3 credits)[®]
- Career and Life Management (3 credits)[®]
- 10 credits in any combination from:
 - Career and Technology Studies (CTS) courses
 - Fine and Performing Arts courses
 - Second Languages courses
 - Physical Education 20 and/or 30
 - Knowledge and Employability courses
 - Registered Apprenticeship Program courses
 - Locally developed courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses
- 10 credits in any 30-level course (in addition to a 30-level English Language Arts and a 30-level Social Studies course as specified above)[®]. These courses may include:
 - 30-level locally developed courses
 - advanced level (3000 series) in Career and Technology Studies courses
 - 30-level Work Experience course[®]
 - 30-level Knowledge and Employability courses
 - 30-level Registered Apprenticeship Program courses
 - 30-level Green Certificate Specialization courses
 - Special Projects 30

- ❶ The science requirement – Science 20 or 24, Biology 20, Chemistry 20 or Physics 20 – may also be met with the 10-credit combination of Science 14 and Science 10.
- ❷ See information on exemption from the physical education requirement.
- ❸ See information on exemption from the CALM requirement.
- ❹ 30-level English Language Arts or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.
- ❺ Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

Further Notes:

- Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the diploma requirements of “10 credits in any combination from Career and Technology Studies (CTS) courses” and “10 credits in any 30-level course Advanced level (3000 series) in Career and Technology Studies courses.”
- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark (70%) and the diploma examination mark (30%).

B. High School Equivalency Diploma

[Guide to Education: ECS to Grade 12 | 2021-2022](#) p. 105

There are two options for achieving a High School Equivalency Diploma.

- Option 1 – A person 18 years or older as of September 1 of the current school year who is deficient in the credits needed for an Alberta High School Diploma, who has been out of school for at least 10 consecutive months and who wishes to obtain a High School Equivalency Diploma, should apply to the principal of a senior high school in the community. The principal will first confirm that the candidate has achieved 60 credits through classroom instruction in a school or other institution accredited by or acceptable to the Minister. For out-of-province students, refer to the Evaluation of Out-of-province/Out-of-country Educational Documents section.

The 60 credits will include:

- a high school course in Mathematics (5 credits)
- a high school course in science (3 credits)
- English Language Arts 30-1 or 30-2 (5 credits) or Français 30-1 or 30-2 (5 credits)
- one other 30-level course, other than English Language Arts (5 credits)
- additional high school courses (42 credits)

If the student has met all of the requirements above, the principal will apply additional credits. Additional credits can be awarded in Provincial Approach to Student Information (PASI) for the following:

- additional high school courses
- a maximum of 15 credits for approved adult education courses offered by recognized agencies (e.g., public colleges, institutes of technology, extension divisions of universities, adult evening classes)
- a maximum of 15 credits for age, according to the following scale:
 - age 21-24 (inclusive) 5 credits
 - age 25-29 (inclusive) 10 credits
 - age 30 and over 15 credits
- a maximum of 5 credits for extensive travel
- a maximum of 5 credits for extensive reading

The student will be awarded the credential if the number of additional credits added to the minimum 60 credits gained through classroom instruction totals at least 100.

Copies of all necessary documents should be retained by the principal in accordance with school authority requirements.

Note | the credits for adult education, age, extensive travel and extensive reading cannot be used toward meeting the 100-credit requirement for the Alberta High School Diploma.

- Option 2 – A person 18 years or older who has been out of school for at least 10 consecutive months and who passes all five tests in the General Educational Development (GED) test battery with a minimum standard score of 450 or better on each test will be granted a High School Equivalency Diploma.

C. Certificate of High School Achievement

[Guide to Education: ECS to Grade 12 | 2021-2022](#) p. 111

The requirements indicated in this chart are the minimum requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

80 credits[®] including the following:

- English Language Arts 20-2 OR 30-4
- Mathematics 10-3 OR 20-4
- Science 14 OR 20-4
- Social Studies 10-2 OR 20-4
- Physical Education 10 (3 credits)[®]
- Career and Life Management (3 credits)[®]

- 5 credits in:
 - 30-level Knowledge and Employability occupational course, or
 - advanced level (3000 series) in Career and Technology Studies courses⁹, or
 - 30-level locally developed course with an occupational focus
 - AND
 - 5 credits in:
 - 30-level Knowledge and Employability Workplace Practicum course, or
 - 30-level Work Experience course⁹, or
 - 30-level Green Certificate course⁹, or
 - Special Projects 30
 - OR
 - 5 credits in a 30-level Registered Apprenticeship Program (RAP) course⁹.
- ❶ To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course or be identified as a Knowledge and Employability student (710 code) within the 12 months previous to the awarding of the Certificate.
 - ❷ See information on exemption from the physical education requirement.
 - ❸ See information on exemption from the CALM requirement.
 - ❹ Courses that are identified using a post-secondary institution (PSI) course code may be used to meet the certificate requirement of “5 credits in Advanced level (3000 series) in Career and Technology Studies courses.”
 - ❺ Refer to the Off-campus Education Handbook for additional information.
 - ❻ Refer to the Alberta Education website for additional Green Certificate information.
 - ❼ Refer to the Off-campus Education Handbook for additional information.

D. Post-Secondary Attendance

[Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation](#) p. 11

Students enrolled in a credit program in an Alberta post-secondary who have not achieved completion status through a High School Diploma, High School Equivalency Diploma, or Certificate of Achievement are considered non-credentialed high school completers. The information on post-secondary enrolments incorporates post-secondary Classification of Instructional Programs (CIP) coding to better identify students enrolled in programs not deemed to be post-secondary level (e.g., academic upgrading). Students in these programs are not considered completers for the purpose of this measure.

E. Apprenticeship

[Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation](#) p. 11

Students registered in an apprenticeship program who have not achieved completion status through a High School Diploma, High School Equivalency Diploma, or Certificate of Achievement and are no longer registered in school are considered non-credentialed high school completers. The Alberta Student Number is used to match students from the Grade 10 Cohort with the apprentices in Alberta Advanced Education's apprenticeship information system (ATOMS). Students in a Registered Apprenticeship Program (RAP) are excluded because they are still in high school. Students identified as both attending a post-secondary institution and having registered in an apprenticeship program are reported as attending a post-secondary institution.

F. Academic Standing

[Student Outcomes Measures Based on the Grade 10 Cohort | Methodologies for Rates Calculation](#) p. 11

Students who have not achieved completion status through a High School Diploma, High School Equivalency Diploma, or Certificate of Achievement have achieved academic standing if they have passed a minimum of five Grade 12 courses including a Language Arts diploma exam course and three other diploma exam courses. These students may be eligible for post-secondary entrance and some may be attending a post-secondary institution out of province.

report to Board of Trustees

Proposed Amendments to the Board Meeting Procedures

Date	January 31, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Laura Hack Board Chair
Purpose	Decision
Governance Policy Reference	GC-1: Board Purpose GC-2: Governing Commitments GC-3: Board Job Description GC-5E: Board Committees Board Meeting Procedures
Resource Person(s)	Trustee Susan Vukadinovic, Chair of the Board Governance Committee Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- THAT the Board of Trustees gives first reading to the amendments to the Board Meeting Procedures, as provided in Attachment I to this report.
- THAT the Board of Trustees gives second reading, and thereby final approval, to the amendments to the Board Meeting Procedures, as provided in the Attachment I to the report, to come into effect on February 1, 2023.

2 | Background

Section 4 of the *Board Procedures Regulation* (AR 82/2019) requires the Board of Trustees to establish policies and procedures governing the



conduct of meetings of the Board, and monitor and evaluate the effectiveness of the established policies and procedures on a regular basis.

The Board Governance Committee, pursuant to its Terms of Reference, assists the Board of Trustees in maintaining high standards in board governance by reviewing Board Policies and making recommendations to the Board on areas of improvement.

3 | Analysis

From September, 2022 to January, 2023 the Board Governance Committee reviewed the Board Meeting Procedures in light of best practices and current practices of the Board. Below is a summary of changes reflected in the Board Meeting Procedures, Attachment I to this report:

- The number of Regular Board of Trustees' meetings each month and start time of meetings changed to 11:00 a.m.
- Removal of the requirement to print reports on coloured paper
- Inclusion of the Acknowledgement of the Land on meeting agendas
- Clarification language regarding Public Comments
- References updated to His Majesty The King
- Revisions to Board meeting agenda templates
- Revisions to the Board Report template

In addition, minor housekeeping updates have also been made to the Board Meeting Procedures.

Once the tracked changes are accepted, the Table of Contents will be verified and become a part of the updated document.

4 | Consideration

The Board of Trustees to consider the proposed amendments to the Board Meeting Procedures.

Attachment I: Board Meeting Procedures (proposed revisions shown in track changes)

cbe.ab.ca

**Board of
Trustees**

BOARD MEETING PROCEDURES

Approved by the Board of Trustees effective ~~October 1, 2020~~



**Calgary Board
of Education**

TABLE OF CONTENTS

I.	INTRODUCTION	4
II.	PURPOSE.....	4
III.	DEFINITIONS	4
IV.	APPLICATIONS	7
V.	MEETINGS OF THE BOARD OF TRUSTEES.....	7
	A. PUBLIC SESSIONS	7
	B. PLACE OF MEETINGS.....	8
	C. BOARD ROOM SEATINGS.....	8
	D. CALLING OF MEETINGS.....	8
	(1) Pre-Organizational Meeting of the Trustees.....	8
	(2) Organizational Meeting of the Board of Trustees	9
	(3) Regular Meetings of the Board of Trustees	9
	(4) Special Meetings of the Board of Trustees.....	9
	(5) Other.....	10
	E. CANCELLATION OF MEETINGS	10
	F. PREPARATION OF AGENDA.....	11
	G. DISTRIBUTION OF AGENDA – REGULAR MEETINGS.....	11
	H. ORDER OF BUSINESS	12
	I. CONDUCTING BUSINESS AT BOARD OF TRUSTEES’ MEETINGS	12
	(1) General Meeting Procedures	12
	(2) Pecuniary Interest	13
	(3) Debrief	13
	J. CONDUCTING BUSINESS AT REGULAR BOARD OF TRUSTEES’ MEETINGS – PUBLIC AGENDA	13
	(1) Call to Order, National Anthem and Welcome.....	13
	(2) Consideration/Approval of Agenda	14
	(3) Awards and Recognitions	14
	(4) Results Focus.....	14
	(5) Operational Expectations	15
	(6) Public Comment	15
	(7) Matters Reserved for Board Information.....	16
	(8) Matters Reserved for Board Decision.....	16
	(9) Consent Agenda.....	16
	(10) Recess, <u>Termination</u> and Adjournment	17

K.	CONDUCTING BUSINESS AT REGULAR BOARD OF TRUSTEES’ MEETINGS – PRIVATE AGENDA	17
L.	CONDUCTING BUSINESS AT THE BOARD OF TRUSTEES’ MEETINGS – SPECIAL MEETINGS	18
M.	CONDUCTING BUSINESS AT THE BOARD OF TRUSTEES’ ORGANIZATIONAL MEETINGS	18
N.	CONTROL AND CONDUCT OF BOARD OF TRUSTEES’ MEETINGS	20
	(1) Role of Chair in Presiding Over Meetings	20
	(2) Attendance at Meetings	21
	(3) Trustees’ Attendance at Board Meetings by Electronic Means	21
	(4) Conduct of Trustees	23
	(5) Conduct of Members of the Public	23
	(6) Request for Information, Point of Order	23
	(7) Ruling of the Chair	24
	(8) Calling a Trustee to Order	24
	(9) Motions in Board of Trustees’ Meetings	25
	(10) The Handling of a Motion	26
	(11) Motion to Adjourn	27
	(12) Voting on Motions	27
	(13) Motions that Bring a Question Again Before the Board	27
	(14) <u>Termination and</u> Adjournment	28
O.	CORPORATE RECORDS OF MEETINGS	28
P.	COMMITTEES OF THE BOARD OF TRUSTEES	29
	APPENDIX A – WAIVER OF NOTICE FOR SPECIAL MEETING	30
	APPENDIX B – EXCERPT FROM ALBERTA FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY REGULATION (AR200/95)	31
	APPENDIX C – TEMPLATES FOR ORDER OF BUSINESS FOR BOARD OF TRUSTEES’ MEETINGS	32
	APPENDIX D – QUICK REFERENCE GUIDE TO ROBERT’S RULES OF ORDER	35
	APPENDIX E – BOARD REPORT TEMPLATE	36

I. INTRODUCTION

“Parliament, the model for all assemblies, should be, in the words of Winston Churchill, ‘a strong, easy, flexible instrument of free debate.’ It attains Standing Committee status by the willing observance of sensible rules which provide for the orderly consideration of the questions before it, leading to an expression of collective will or opinion.

Unanimity cannot always be reached, but procedures which have ensured, and have been seen to ensure, proper deliberation of an issue will lead to acceptance and wide support of the outcome. The meticulous observance of agreed forms is of primary importance in the group conduct of both private and public business and it will moreover, help to avoid misunderstandings and friction in the process.

It may not always be possible to reconcile practice with theory, but in effect good procedure is fair play and common sense built on a solid foundation of acknowledged principle. Above all, the rules must not change in the middle of the game.”

Source: *Bourinot's Rules of Order*, 3rd Edition

II. PURPOSE

- (1) The *Education Act* states that the Board of Trustees must:
 - (a) establish policies and procedures governing the conduct of meetings of the board and the administration and business of the board, and
 - (b) monitor and evaluate the effectiveness of the established policies and procedures on a regular basis.
- (2) The Board Meeting Procedures are adopted and enacted by the Board of Trustees in order that the duties vested in the Board of Trustees by the *Education Act* and other legislation can be accomplished in an orderly and efficient manner, while maintaining the principles of democracy.
- (3) The Board of Trustees is, pursuant to the *Education Act*, R.S.A. 2019, c. E-0.3, as amended, (the “*Education Act*”), a statutory corporation under the name of The Calgary Board of Education charged with the governance of the Calgary School Division (the “Division”).

III. DEFINITIONS

- (1) In these Procedures:
 - (a) “Administration” means the Chief Superintendent, and any staff to whom the Chief Superintendent may choose to delegate any of the rights or responsibilities outlined in these Procedures;
 - (b) “Agenda” means the list of items and order of business for any meeting of the Board of Trustees;

- (c) “Board” and “Board of Trustees” means the Board of Trustees of The Calgary Board of Education;
- (d) “Board Procedures Regulation” means, the Board Procedures Regulation, AR 82/2019, under the *Education Act*;
- (e) “Chair” and “Vice-Chair” mean, respectively, the Chair and Vice-Chair of the Board of Trustees of The Calgary Board of Education elected by the Board of Trustees pursuant to section 1(3) of the *Board Procedures Regulation*;
- (f) “Chief Superintendent” means the person appointed by the Board of Trustees as the superintendent of schools, chief executive officer of the board, and chief education officer of the Division pursuant to section 222 of the *Education Act*;
- (g) “Corporate Secretary” means the person appointed as the secretary of the Division pursuant to section 68 of the *Education Act*. Where reference is made throughout these Procedures pertaining to duties of the Corporate Secretary, such duties may be delegated, as appropriate;
- (h) “Division” means The Calgary Board of Education, established by Ministerial Order, pursuant to sections 112 and 117.1 of the *Education Act*;
- (i) “[Education Act](#)” means R.S.A. 2019, c. E-0.3, as amended, and where applicable, the *School Act*, R.S.A. 2000, c.S-3, all predecessor *School Act* of the Province of Alberta from 1905 the *School Act*, R.S.A. 2000, c.S-3,, or School Ordinances of the Northwest Territories prior to 1905, applicable in what is now the Province of Alberta, the relevant school provisions of the Alberta Act, S.C. 1905, c.3, The Northwest Territories Acts, S.C. 1875 and 1877, the Constitution Act, 1867, the Constitution Act, 1982, Part I, Canadian Charter of Rights and Freedoms, section 29, and any act or acts in substitution therefore, and any and all regulations in effect from time to time thereunder;
- (j) “Governance Policies” means policies approved by the Board of Trustees and used by the Board to effectively lead, direct, inspire and control the outcomes and operations of the division through a set of carefully crafted policy statement and the effective monitoring of them. The policies include:
 - “Governance Culture” means policies approved by the Board of Trustees that define the Board’s own work and how it will be carried out. These policies state the expectations the Board has for individual and collective behaviour. The Board of Trustees evaluates its performance in relation to the Governance Culture policies on an annual basis.
 - “Board/Chief Superintendent Relationship” means policies approved by the Board of Trustees that define how the Board of Trustees delegates authority to the Chief Superintendent and how the Chief Superintendent’s performance will be evaluated. The Board of Trustees evaluates these policies on an annual basis.
 - “Results” means policies approved by the Board of Trustees that provide stated outcomes for each student in our division. The Results policies become the Chief Superintendent’s and the organization’s performance targets and form the basis for evaluating the organization and Chief Superintendent’s performance. The Board of Trustees monitors Results on an annual basis.

“Operational Expectations” means policies approved by the Board of Trustees that define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Board of Trustees monitors Operational Expectations on an annual basis.

- (k) “Minister” means the Minister of Education, from time to time appointed by the Lieutenant Governor in Council of the Province of Alberta;
- (l) “Pecuniary interest” means, in accordance with Section 85(1)(b) of the *Education Act*, with respect to a person, a direct or indirect interest in a matter before the Board of Trustees that could monetarily affect:
 - (i) the person,
 - (ii) a corporation, other than a distributing corporation, in which the Trustee is a shareholder, director or officer,
 - (iii) a distributing corporation in which the person beneficially owns voting shares carrying at least 10% of the voting rights attached to the voting shares of the corporation or of which the Trustee is a director or officer,
 - (iv) a partnership or firm of which the person is a member,
 - (v) a corporation, partnership, firm, government or person that employs the person,

provided that a person shall not have a Pecuniary interest by reason only of any interest that the person may have by reason of any of the matters referred to in sections 85(3) and 85(4) of the *Education Act*;

For the purposes of the definition of “Pecuniary interest”, “corporation”, “distributing corporation”, “shareholder”, “voting shares”, “voting rights”, “director” and “officer” have the meanings given to them in the *Business Corporations Act* (Alberta); and

“spouse” means the spouse of a married person but does not include a spouse who is living separate and apart from the person if the person and spouse have separated pursuant to a written separation agreement or if their support obligations and family property have been dealt with by a court order.

For the purposes of determining the existence of a Pecuniary interest of a Trustee, the Pecuniary interests of the spouse or adult interdependent partner of that Trustee that are known to such Trustee or of which such Trustee reasonably should know are deemed to be the Pecuniary interests of such Trustee;

- (m) “Policies” means the Board of Trustees’ Governance Culture policies, Board/Chief Superintendent Relationship policies, Operational Expectations policies, Results polices, and the Board Meeting Procedures;
- (n) “Private Agenda” means that part of any Agenda and related information and materials which relate to any meeting or portion of a meeting of the Board of Trustees held in private;
- (o) “Procedures” means the Board Meeting Procedures for meetings of the Board of Trustees;
- (p) “Public Agenda” means that part of any Agenda and related information and materials which relate to any public meeting of the Board of Trustees;

- (q) “Quorum” means a majority of the Trustees that are specified by the Minister, under section 78 of the *Education Act* elected to the Board of Trustees and any Trustees appointed to the Board under section 82 or 84 of the *Education Act*, provided that (i) the Minister may order that when the number of Trustees has fallen below the Quorum, the remaining Trustees are deemed to be a Quorum until elections are held to fill the number of vacancies required to achieve Quorum, and (ii) when the number of Trustees at a meeting is less than a Quorum because one or more Trustees has declared a conflict of interest with respect to a matter before the Board at the meeting, the Minister may order that the remaining Trustees are deemed to be a Quorum for the purpose of deciding that matter. Trustees participating in a meeting of the Board by electronic means or other communication facilities acceptable to the Board of Trustees, as described in section N of these Procedures are deemed to be present at the meeting;
- (r) “Records of the Board” means the official record containing the name, residence address, email address, and electronic receiving number for each member of the Board of Trustees of The Calgary Board of Education; and
- (s) “Trustee” means a member of the Board of Trustees of The Calgary Board of Education.

IV. APPLICATION

- (1) The rules of order to be observed at meetings of the Board of Trustees shall be in accordance firstly with the *Education Act*, and secondly with the provisions of these Procedures. In all cases not provided for by the *Education Act* or these Procedures, the rules and practice of “Robert’s Rules of Order Newly Revised” 12th Edition shall govern insofar as applicable.
- (2) In the event of any conflict between the provisions of these Procedures, and those contained in the *Education Act*, the provisions of the *Education Act* shall prevail and apply.
- (3) These Procedures apply to all regular and special meetings of the Board of Trustees, whether public or private.
- (4) Procedure is a matter of interpretation by the Chair or other person presiding at a meeting, subject to the appeal process as described in these Procedures.
- (5) In the absence of any statutory requirement, any provision of these Procedures may be temporarily altered or suspended by an affirmative vote of a majority of the votes of those Trustees present at the meeting of the Board of Trustees addressing such matter.

V. MEETINGS OF THE BOARD OF TRUSTEES

A. PUBLIC SESSIONS

- (1) The Meetings of the Board of Trustees shall be held in public, except when a majority of the Trustees present at a meeting of the Board of Trustees are of the opinion that it is in the public interest to hold the meeting or a part of the meeting in private. For the purpose of considering any such matter in private, the Board of Trustees may, by motion, exclude any person from the meeting.

- (2) Public meetings are meetings of the Board of Trustees that are held in a public venue. The purpose of the board meeting is to allow the Board to do its job; the meetings are not public forums.

B. PLACE OF MEETINGS

- (1) Public and private meetings of the Board of Trustees shall ordinarily be held in the ~~Multipurpose Room~~ in the Education Centre building. ~~Private meetings shall ordinarily be held in the Trustees' Hearing Room in the Education Centre building.~~ The Board of Trustees may hold public and private meetings virtually, as required. Board Committee meetings may be held where convenient.

C. BOARD ROOM SEATING

- (1) The Board of Trustees' table seating for Board meetings shall be reserved for the Trustees and shall include a seat for the Corporate Secretary.
- (2) The following procedures shall apply to the selection of the Board of Trustees' table seating:
 - (a) the Chair will occupy the last seat to the left at the Board table;
 - (b) the Vice-Chair will occupy the seating position directly to the right of the Chair;
 - (b) the Corporate Secretary will occupy the seating position directly to the left of the Chair;
 - (c) Trustees will occupy the remaining six Board table seats.
- (3) Seating shall be assigned for The Calgary Board of Education superintendents and directors who are required to attend Board meetings on a regular basis.
- (4) Assigned seating may be provided for individuals or groups as necessary, including administrative, student and other stakeholder representatives.
- (5) Limited seating room will be made available for members of the media.
- (6) The remainder of the seating accommodation will be available for the public.

D. CALLING OF MEETINGS

- (1) *Pre-Organizational Meeting of the Trustees*
 - (a) An informal pre-organizational meeting of Trustees shall be called within seven days prior to the Organizational Meeting. The meeting shall be called by the Corporate Secretary. The purpose of this informal meeting shall be for the discussion of the selection of the Chair and Vice-Chair, role and structure of committees, liaison appointments of the Board of Trustees and the annual schedule of Board of Trustees' meetings. A Request for Nominations form shall be circulated to all Trustees in advance of the meeting. No decisions may be taken at this meeting.

(2) *Organizational Meeting of the Board of Trustees*

- (a) The organizational meeting of the Board of Trustees shall be called by the Corporate Secretary as provided in section 1 of the *Board Procedures Regulation*, as follows:
- (i) the organizational meeting shall be held annually in June with the exception of any year in which a general election takes place, the organizational meeting shall be held in accordance with the requirements of the *Board Procedures Regulation*.

(3) *Regular Meetings of the Board of Trustees*

- (a) Regular meetings of the Board of Trustees shall be established by motion of the Board of Trustees. In accordance with section 2 of the *Board Procedures Regulation*, the motion establishing the regular meetings of the Board of Trustees must state the date, time and place of the regular meeting, and the Board shall not be required to give notice of the regular meetings of the Board.
- (b) The Board of Trustees' regular meetings will normally be held during the period of September to June, inclusive, of each calendar year. The Board of Trustees' meetings in July and August may be held in accordance with the Procedures required for holding special meetings of the Board of Trustees, unless the Board determines that regular meeting(s) will be held during those months. In order to allow that the business of the Board of Trustees is not interrupted.
- (c) To determine the schedule of the Board of Trustees' meetings, the following guidelines have been established:
- (i) Regular Board of Trustees' Meetings, Public and Private Agendas
- Two Tuesdays in the months of October, November, January, March, April, May and June of each month – 11:00 a.m. Noon to 4:30 p.m.
 - One Tuesday in the months of September, December and February – 11:00 a.m. to 4:30 p.m.

(4) *Special Meetings of the Board of Trustees*

- (a) Special meetings of the Board of Trustees may be called in accordance with the procedures outlined below, to consider, among other matters, the following items:
- (i) matters of governance,
- (ii) major issues of a specific nature that require lengthy consideration,
- (iii) items of an emergent nature that cannot be postponed until a regular Board of Trustees' meeting is scheduled to be held,
- (iv) collective bargaining and contract negotiations with staff and with applicable third parties,
- (v) petitions, delegations and presentations from any individual, organization, or group, that have been filed with the Corporate Secretary, and
- (vi) conduct of hearings and hearing appeals as required by the *Education Act*, including, without limitation, those relating to employee matters.

- (b) In accordance with section 3 of the *Board Procedures Regulation*, the Chair, a majority of the Trustees, or the Minister may call a special meeting of the Board of Trustees after written notice has been given to each Trustee by the Corporate Secretary in accordance with the following requirements:
- (i) The notice of the special meeting must state the date, time and place of the special meeting, and the nature of the business to be transacted at the special meeting.
 - (ii) The notice of the special meeting shall be sent at least two (2) days before the meeting by:
 - recorded mail to the last known address of each Trustee as shown on the Records of the Board,
 - personal service on the Trustee or a person capable of accepting service at the Trustee's residence, or
 - fax, e-mail or other electronic means to be received at the last fax number, e-mail address or other electronic receiving number of the Trustee as shown on the Records of the Board.
- (c) Notwithstanding the notice requirements prescribed above, a special meeting of the Board of Trustees may be held at any time without notice if every Trustee agrees, in writing, to waive such notice requirements.
- (d) The agreement of each Trustee to waive the notice requirement prescribed above shall be recorded in the minutes of the meeting by the Corporate Secretary and the Waiver of Notice consent form shall be attached with the Minutes of the called special meeting. The *Waiver of Notice* form is attached as Appendix A.
- (e) In the case of special meetings of the Board of Trustees, Trustees participating and present by electronic means as provided for in section N of these Procedures shall be considered present at the meeting.
- (f) As provided in section 3(5) of the *Board Procedures Regulation*, unless all the Trustees are present at the special meeting, no business other than that stated in the notice of special meeting shall be conducted at the special meeting.
- (5) *Other*
- (a) When the Board of Trustees so decides, or when Trustees so agree, informal briefing sessions may be held for the purpose of providing background information, clarification, and in-depth discussion with respect to issues of relevance for Trustees or for the Board of Trustees. The purpose of these meetings will be for the provision of information, and will not include decision-making that advances the work of the Board of Trustees.
 - (b) In accordance with section 34(d) of the *Education Act* and Governance Culture Policy 2: Governing Commitments, the Board of Trustees will plan and implement strategic communication dialogues to ensure the whole Board's ability to engage parents, students and the community in understanding the organization's work as well as sharing viewpoints and values.

E. CANCELLATION OF MEETINGS

- (1) Should there be a need or desire to cancel or reschedule any meeting of the Board of Trustees, the Board of Trustees shall decide on the cancellation or rescheduling of the

meeting to be held on another date. Where possible, the decision to cancel or reschedule a meeting will be made at least two (2) weeks prior to the originally scheduled date.

AGENDA

F. PREPARATION OF AGENDA

- (1) The Board of Trustees' Agenda Planning Committee shall prepare board meeting agendas in accordance with the Terms of Reference approved by the Board. The Chair is authorized to approve emergent agenda decisions, as required, in consultation with the Corporate Secretary.
- (2) To the extent possible, the Board of Trustees' annual work plan, will reflect the content of Board of Trustees' annual meeting Agendas.
- (3) Board meeting Agendas shall include a reminder to Trustees that they must disclose any potential Pecuniary interest that they may have in respect of any of the matters before the Board of Trustees, as set forth in the Agenda as well as any Pecuniary interest that they may have in any contract before the Board requiring the Board's approval and/or ratification.
- (4) The Corporate Secretary shall review each proposed Agenda against the disclosure of information filed with the Corporate Secretary by each Trustee pursuant to section 86(1) of the *Education Act*, in order to identify any potential Pecuniary interests of a Trustee, and, if applicable, bring these to the Trustee(s)' attention prior to the Board meeting. Notwithstanding such review by the Corporate Secretary, it shall ultimately be the personal responsibility of the Trustee to determine whether or not they have a Pecuniary interest in any Board matter being considered, and to act in accordance with the *Education Act* and these Procedures.

G. DISTRIBUTION OF AGENDA – REGULAR MEETINGS

- (1) All regular meeting Agenda materials will be posted on the Board's electronic portal for Trustees and members of Administration, as appropriate, on the Wednesday, six days prior to the applicable meeting. In order to meet this schedule, reports and all other information required to prepare the Agenda must be received in the Corporate Secretary's Office by noon on the Tuesday, seven days prior to the meeting.
- ~~(2) — When printed copies of Board of Trustees' meeting Agenda materials are required, the materials will be on coloured paper in accordance with the following:
(a) — Regular Board of Trustees — Public Agenda — yellow,
(b) — Regular Board of Trustees — Private Agenda — grey,
(c) — Special Meetings — ivory.~~
- (3) Board of Trustees' decisions may be spread over two meetings; the first meeting will accommodate questions and discussion, prior to making a decision at the second meeting.
- (4) Only that material which has been received by the Corporate Secretary by the time prescribed under section G(1) above and included in the distributed information may be considered at a meeting for which the Agenda is prepared. Notwithstanding the foregoing, due to the nature of some Agenda items, it may not be practicable to circulate some reports and information six days prior to the Board of Trustees' meeting. Private

meeting materials will only be circulated to Trustees and Superintendents' Team, to maintain appropriate confidentiality.

- (5) Agenda information for public meetings, including reports attached to the Agenda, shall be made available in an electronic format by the Corporate Secretary to the media and public on the Friday, four (4) days prior to the respective meeting. In the event that the Friday prior to the meeting is a statutory holiday, Board Meeting information will be made available by 10:00 a.m. on the Monday, one (1) day prior to the Board meeting.
- (6) Agenda information for private meetings, which is limited to the template agenda, will be available electronically on the Friday, in accordance with the timelines above, for public meetings.
- (7) All board meeting reports and documents submitted to the Board of Trustees shall be retained in the corporate records of the Division.
- (8) From time to time, private reports may be of such a sensitive nature that they are not distributed in advance of the Board of Trustees' meeting. In these instances, the Corporate Secretary's Office will communicate with Trustees regarding the date, time and location to access these private reports.
- (9) ~~An appropriate number of copies of the Agenda for public meetings shall be printed and made available for members of the public attending such meetings.~~ Public Agendas, with attachments, shall ~~also~~ be available on The Calgary Board of Education website:

<https://www.cbe.ab.ca/about-us/board-of-trustees/Pages/Board-Meetings.aspx>

H. ORDER OF BUSINESS

- (1) Subject to other provisions of these Procedures, the order of business for a Board Meeting shall be the order of the items contained in the template Agendas contained in Appendix C of these Procedures, for regular meetings, special meetings and organizational meetings. A general description of each of the items included in such template Agenda is set forth in section I, below.

I. CONDUCTING BUSINESS AT BOARD OF TRUSTEES' MEETINGS

(1) *General Meeting Procedures*

- (a) No act or proceeding of the Board of Trustees is binding unless it is adopted at a meeting at which a Quorum is present at the time the act or proceeding occurred.
- (b) After the time appointed for a meeting to convene, subject to a Quorum existing, the Chair shall take the chair and call the meeting to order.
- (c) If no Quorum exists within fifteen (15) minutes after the time appointed for a meeting of the Board of Trustees, the Board of Trustees shall stand adjourned until the next applicable regular meeting of the Board of Trustees or until a special meeting may be called in accordance with the prescribed requirements for such meetings.
- (d) If a meeting is not convened due to the lack of a Quorum at the expiration of the said fifteen (15) minutes, the Corporate Secretary shall indicate as such in the Minute book with a record of the names of those members present.

- (e) The Board of Trustees shall adjourn a convened meeting whenever a Quorum is no longer present and the Corporate Secretary shall record the time of adjournment and the names of the Trustees then present.
- (f) When the Board of Trustees is unable to meet for want of a Quorum, the Agenda delivered for that meeting shall be considered at the next scheduled meeting prior to the consideration of the Agenda for that subsequent meeting, or it shall be the Agenda for a special meeting called for that purpose.
- (g) Any remaining Agenda items not dealt with at a meeting shall automatically be placed on the Agenda of the next appropriate Board of Trustees' meeting as unfinished business carried forward. Such material shall take precedence over other items on the subsequent meeting's Agenda.

(2) *Pecuniary Interest*

- (a) When a Trustee has a Pecuniary interest in a matter before the Board, any committee of the Board or any commission, committee or agency to which the Trustee is appointed as a representative of the Board, subject to and in accordance with section 88 of the *Education Act* and Governance Culture Policy 8: Board Member Conflict of Interest, the Trustee shall, if present,
 - (i) disclose the general nature of the Pecuniary interest prior to any discussion of the matter,
 - (ii) abstain from voting on any question relating to the matter,
 - (iii) subject to subsection (3), abstain from discussing the matter, and
 - (iv) subject to subsection (2) and (3), leave the room in which the meeting is being held until the discussion and voting on the matter are concluded.
- (b) If the matter with respect to which the Trustee has a Pecuniary interest is the payment of an account for which funds have previously been committed, it is not necessary for the Trustee to leave the room.
- (c) If a Trustee is temporarily absent from a meeting when a matter in which the Trustee has a Pecuniary interest is introduced, the Trustee shall, immediately on the Trustee's return to the meeting or as soon afterwards as the Trustee becomes aware that the matter has been considered, disclose the general nature of the Trustee's Pecuniary interest in the matter.

(3) *Debrief*

In accordance with Governance Culture Policy 4: Officers' Roles, the Board will assess the quality of Board meetings by debriefing, in order to provide an opportunity for the board to assess what worked and what did not, so that success can be repeated and failure avoided in the future.

J. CONDUCTING BUSINESS AT REGULAR BOARD OF TRUSTEES' MEETINGS – PUBLIC AGENDA

(1) *Call to Order, National Anthem, Acknowledgement of the Lands and Welcome*

- (a) All regular public meetings of the Board of Trustees shall commence with the

singing of the Canadian national anthem. The Chair shall request everyone present who is able to stand and participate in the singing of the Canadian national anthem.

- (b) The Chair, or other person(s) as authorized by the Chair, shall give the Acknowledgement to the Lands and make general welcome comments to Superintendents, Directors, stakeholders and members of the public. At the commencement of every regular public meeting of the Board of Trustees, the Chair shall indicate which Trustees are absent on Board of Trustees' business or for other purposes, as requested by the relevant Trustee(s).

(2) *Consideration/Approval of Agenda*

Prior to the discussion of business, the Chair may outline the Agenda, make or request any recommendations respecting amendments to the Agenda from the Corporate Secretary ~~and Trustees~~, and entertain any inquiries and conduct any necessary discussion concerning the Agenda. The Chair shall then entertain a motion to approve the Agenda as submitted or amended.

(3) *Awards and Recognitions*

This portion of the Agenda may be used to recognize special achievements of persons or departments within The Calgary Board of Education, educational partnerships or alumni of The Calgary Board of Education.

(4) *Results Focus*

This portion of the Agenda will focus on the important Results that The Calgary Board of Education is expected to achieve. The Board's meeting time will focus on the Results and fulfilling the Board's Job Description as defined in the Board's governance policies. The following are examples of items that may be included in this portion of the Agenda:

(a) *School and System Presentations*

This portion of the Agenda is to accommodate presentations related to educational issues by school and/or system groups, educational liaison groups or partners in education. Presentations are intended as a method of providing information related to Results policies. Up to fifteen (15) minutes will be allotted for each presentation. The ward Trustee, in the case of school presentations, or the Chair, in the case of system or public presentations, will thank the presenters.

(b) *Board Development*

The Board will identify topics for Board development, and the timing for each Board development session. Generally, the purpose of Board development sessions is to assist the Board to develop more complete knowledge and a better understanding of specific Results issues and to support effective policy development and Board monitoring. Prior to the detailed planning for each session, the Board will complete any information requirements, and provide more specific information as may be required to allow presenters to appropriately prepare for Board development sessions

(c) *Results Policy Annual Monitoring*

This section of the Agenda shall include the annual monitoring reports related to the Results policies and school presentations. The timing of such reports shall be in accordance with the Board's Annual Work Plan, as approved in the Board's governance policy, or as otherwise required by the Board.

(5) *Operational Expectations*

This section of the Agenda shall include the annual monitoring reports related to the Operational Expectations policies. The timing of such reports shall be in accordance with the Board's Annual Work Plan, as approved in the Board's governance policy, or as otherwise required by the Board.

(6) *Public Comment*

A member of the public may verbally address the Board of Trustees on any educational issue deemed, by a majority of Trustees present at the particular meeting, to be relevant to any reports reflected on a public Board meeting Agenda, subject to the following procedure:

- (a) A prospective speaker shall notify the Corporate Secretary by noon of the day prior to the board meeting. Prospective presenters must provide the name and contact information for the presenter, the stakeholder or public group that they are representing, if any, their proposed presentation and its relevance to a report on the Agenda for the meeting date the prospective speaker wishes to address the Board.
- (b) If the topic a prospective speaker wishes to address with the Board does not have any relevance to a report on the Agenda, the Corporate Secretary in consultation with the Board Chair will determine whether the prospective speaker may address the Board at a particular board meeting or refer the speaker to a future board meeting date.
- (c) A speaker may speak for up to three minutes. The number of such speakers at any meeting shall not exceed five. To provide fair opportunities for a variety of viewpoints to be presented, exceptions to the time and number of presentations may be made by a majority vote of the Trustees present at the meeting.
- (d) The Board, at its discretion, may restrict the number of times any individual or stakeholder group to a maximum of four times per year, unless the Board, by a majority vote, deems that additional presentations would be beneficial to The Calgary Board of Education.
- (e) A speaker should approach the microphone and wait to be recognized by the Chair. The Chair will ask the speaker to state his or her name, the stakeholder or public group represented, if appropriate, and the topic to be addressed.
- (f) A speaker shall address comments to the Chair of the meeting and use respectful language representative of addressing the office of an elected official. Attacks on the personal character or performance of any individual(s), department or school, or disruptive remarks shall be ruled out of order. The Chair has full authority to maintain decorum and order of the meeting including ruling the speaker out of order and Persistence in such remarks shall terminate the speaker's privilege to address the Board of Trustees.
- (g) Comments with respect to the following ~~issues~~ will not be allowed:
 - (i) the security of the property of The Calgary Board of Education,
 - (ii) profane, vulgar, offensive or disrespectful language, particularly referring to any person, school or department,
 - (iii) attacks on the personal character or performance of any individual(s), student(s), department or school, or disruptive remarks.

- ~~(ii)-(iv)~~ _____ personal information of an individual, including but not limited to a student or an employee of The Calgary Board of Education,
- ~~(iii)-(v)~~ _____ a proposed or pending acquisition or disposition of property by or for The Calgary Board of Education,
- ~~(iv)-(vi)~~ _____ labour relations or employee negotiations,
- ~~(v)-(vii)~~ _____ a law enforcement matter, litigation or potential litigation, including matters before administrative tribunals affecting The Calgary Board of Education, or
- ~~(vi)-(viii)~~ _____ the consideration of a request for access for information under the Freedom of Information and Protection of Privacy Act.

~~(h)~~ _____ With the exception of the Chair, who may provide clarification as required, Trustees will not make comments or ask questions of the speaker. The Chair will thank the speaker.

~~(h)(i)~~ _____ The live streaming of all regular public meetings of the Board of Trustees will not include the Public Comment portion of the meeting.

(7) *Matters Reserved for Board Information*

- (a) This section of the Agenda shall include reports coming to the Board of Trustees for information purposes only.
- (b) All reports to be presented to the Board of Trustees must be in written format in the prescribed report style as attached in Appendix E. In cases where timing is of a critical nature, the Board of Trustees may accept verbal reports.

(8) *Matters Reserved for Board Decision*

- (a) This section of the Agenda shall include reports requiring decision of the Board of Trustees.
- (b) Business introduced by Administration shall proceed by way of recommendation to the Board of Trustees. All reports to be considered by the Board of Trustees must be in written format in the prescribed report style as attached in Appendix E. In cases where timing is of a critical nature, the Board of Trustees may accept verbal reports.
- (c) As described in section G, Board of Trustees' decisions may be spread over two meetings; the first meeting will accommodate questions and discussion, prior to making a decision at the second meeting.

(9) *Consent Agenda*

The Board of Trustees uses a "Consent Agenda" to act on non-controversial and routine items quickly. Items may also be placed on the consent agenda if there has been an opportunity for questions and discussion at a prior meeting. The Consent Agenda is considered approved if no Trustee objects to consideration of the item on the Consent Agenda. Items may be removed from the Consent Agenda and placed on the regular Agenda at the request of a Trustee. The Corporate Secretary must be advised of such request by noon of the day prior to the Board of Trustees' meeting, in order that the appropriate member of administration can attend the meeting for discussion of the item. Reports removed from the Consent Agenda will be dealt with on the regular Agenda,

immediately following the Consent Agenda items.

This section of the Agenda shall include reports relative to approval of minutes of prior meetings of the Board of Trustees, and the Board of Trustees' committees, Trustees' liaison responsibilities, correspondence sent or received by the Board of Trustees, and other routine matters of Board business. These reports must be submitted in a written format and shall be received as part of the record in Board of Trustees' meetings.

In the case of the approval of Board meeting minutes, if the approval of the minutes of any meeting is removed from the Consent Agenda, such approval shall be dealt with as noted in the process above; however, the following limitations shall apply:

- (a) The minutes of a previous meeting shall not be read aloud unless requested by a majority of the Trustees.
- (b) Any Trustee may make a motion requesting that the minutes be amended to correct any inaccuracy or omission. However, the Corporate Secretary should be advised in advance of the challenge to the minutes before they are officially adopted by the Board of Trustees.
- (c) Minor changes may be made to correct errors in grammar, spelling, and punctuation or to correct the omission of a word necessary to the meaning or continuity of a sentence; but no change shall be allowed which would alter or affect, in a material way, any actual decision made by the Board of Trustees. Minor corrections to the minutes can be accomplished by informing the Corporate Secretary of such errors. The minutes do not need to be pulled from the Consent Agenda to make such corrections.

(10) *Recess, Termination and Adjournment*

- (a) A short break may be called during Board of Trustees' meetings at the discretion of the Chair of the meeting. It shall be the responsibility of the Chair of the meeting to bring the meeting back to order.
- (b) The regular ~~termination~~adjournment time for Board of Trustees' meetings shall be at the conclusion of consideration of the approved Agenda items for the meeting, or a maximum duration time of ~~five~~four and half (~~5~~4 $\frac{1}{2}$) hours from the scheduled commencement of the meeting. If the business of the meeting is not completed within ~~five~~four and half (~~5~~4 $\frac{1}{2}$) hours, the following provision shall apply:
 - (i) Upon the completion of ~~five~~four and half (~~5~~4 $\frac{1}{2}$) hours, the Chair will announce that such time has arrived and shall seek the pleasure of the Board of Trustees. If a majority of the members present agree, the meeting may continue until the completion of the scheduled Agenda items or until the time agreed to by the majority.
- (c) When a regular or special meeting adjourns without ending the session, this necessarily means that the time for another meeting to continue the same business or order of business has already been set, or that provision has been made for such a meeting to be held "at the call of the Chair". If a motion to "adjourn to the call of the Chair" is moved prior to the Chair declaring that the meeting is adjourned, an adjourned meeting called accordingly is a continuation of the same session. However, if no such meeting is held before the next regular or special Board of Trustees' meeting, whichever is applicable to the adjourned meeting, the adjournment of the previous Board of Trustees' meeting becomes final retrospectively as of the date the last meeting adjourned, and the Chair's authority

to call an adjourned meeting expires.

K. CONDUCTING BUSINESS AT REGULAR BOARD OF TRUSTEES' MEETINGS – PRIVATE AGENDA

- (1) When a majority of the Trustees present at a meeting of the Board of Trustees are of the opinion that it is in the public interest to hold the meeting or a part of the meeting in private for the purpose of considering any matter, the Board of Trustees may by motion exclude any person from the meeting. As such, the purpose of the Private Agenda is to deal with in camera matters, as determined by the Board of Trustees and/or as described in section 18(1) of the *Alberta Freedom of Information and Protection of Privacy Regulation (AR200/95)*, a copy of which is attached as Appendix B (as amended from time to time). These topics include matters of privacy and matters confidential to the internal governance and management of the Board of Trustees. Each report presented for consideration at a private meeting will include information regarding why the issue should be considered in camera, and whether the report or any part of the report is planned for public release.
- (2) When a meeting is held in private, the Board of Trustees does not have the power to pass a by-law or motion at that meeting apart from the motion necessary to revert to an open meeting.
- (3) When the Board of Trustees resolves to consider any matter in private, any motion(s) arising from the Private Agenda shall not be subject to question or debate.
- (4) Due to the confidential or privileged nature of all private meeting Agenda items and supporting material on which the motions are based, the comments, discussions and supporting material relating to private items shall remain strictly confidential, except in cases when the Board of Trustees determines that the information should be submitted to a public meeting of the Board of Trustees, when the Board of Trustees specifically authorizes its public release, or when legally required to release such information. A motion of the Board of Trustees is required if this information is to be provided to any persons other than to the Board of Trustees or to employees or agents of the Board of Trustees who require such information to carry out the duties of their job.
- (5) As part of the fiduciary duties to which each Trustee is bound is the strict duty of confidentiality. That duty applies to every matter of a confidential nature before the Board or coming to the notice of any Trustee, including the private discussions and deliberations of Trustees during informal work sessions and the agendas, debates and discussions of or that occur during private meetings of the Board. Until such time as any such confidential matters are lawfully and properly disclosed pursuant to public meetings of the Board, such matters remain confidential and any Trustee breaching such obligation of confidentiality may be subject to sanctions anticipated under the *Education Act* and the Board governance processes as well as possible legal claims.
- (6) Motions arising from Private Agenda items must be carefully worded so as to protect the confidentiality and personal privacy around the matter.

L. CONDUCTING BUSINESS AT THE BOARD OF TRUSTEES' SPECIAL MEETINGS

The business of special meetings shall be conducted in accordance with the rules governing regular Board meetings, subject to following the order of business appropriate to the purpose of the meeting, as outlined in Appendix C of these Procedures.

M. CONDUCTING BUSINESS AT THE BOARD OF TRUSTEES' ORGANIZATIONAL MEETINGS

- (1) The Corporate Secretary shall assume the chair as Chair *pro tem*.
- (2) At the organizational meeting following civic elections, after the elected Trustees have taken their oaths of office, as provided in section 75 of the *Education Act*, and have taken their places at the Board table, the Corporate Secretary shall:
 - (a) proceed to read to the Board of Trustees the returns of the election as certified by the Returning Officer; and
 - (b) declare the Board of Trustees to be legally constituted.
- (3) The Corporate Secretary shall then conduct the annual election for the office of the Chair of the Board of Trustees, as provided in section 1(3) of the *Board Procedures Regulation*, which shall be as follows:
 - (a) Call for nominations to be made orally by Trustees in public session.
 - (b) After the nominations have ceased, the nominee(s) shall be requested to inform the meeting whether they elect to stand or decline to stand.
 - (c) If only one person is nominated, that member shall be declared elected by acclamation.
 - (d) Where more than one nominee stands for election, an open vote shall be taken on the nominations in the order in which they were submitted.
 - (e) In the case of election of the Chair or Vice-Chair of the Board of Trustees, one or more Trustees can request that the vote be by secret ballot, as provided in section 9(d) of the *Board Procedures Regulation*.
 - (f) Each Trustee shall vote.
 - (g) The Board of Trustees' member who receives a simple majority of votes cast by the Trustees present shall be declared elected.
 - (h) Where more than two nominees elect to stand, if upon the first vote no nominee receives the majority required for election, the name of the nominee receiving the least number of votes shall be dropped, and the members shall proceed to vote anew and so continue until a nominee receives the majority required for election, at which time such nominee shall be declared elected.
 - (i) In the case of a vote where no nominee receives the majority required for election, and where two or more nominees are tied with the least number of votes, a special vote shall be taken to decide which one of such tied nominees' names shall be dropped from the list of names to be voted on in the next vote.
 - (j) In the case of a two-way tie vote, the Corporate Secretary shall write the names of those nominees separately on blank sheets of paper of equal size and of the same colour and texture, and after folding the sheets of paper in a uniform manner and so that the names are concealed, shall deposit them in a receptacle and direct

some person to withdraw one of the sheets. The Corporate Secretary shall declare the nominee whose name appears on the withdrawn sheet to be elected.

- (k) In the case of a three-way tie vote, the Corporate Secretary shall write the names of those nominees separately on blank sheets of paper of equal size and of the same colour and texture and after folding the sheets of paper in a uniform manner and so that the names are concealed, shall deposit them in a receptacle and direct some person to withdraw one of the sheets. The nominee's name that appears on the withdrawn sheet shall be dropped, and a vote shall then be taken to elect one of the remaining two nominees.

(4) The Chair shall then assume the chair.

(5) The Chair shall then conduct the election for the office of Vice-Chair of the Board of Trustees in the same manner as for the election of the Chair of the Board of Trustees as set out in the preceding section.

(6) *Term of Office, Chair and Vice-Chair*

(a) In accordance with section 1(3) of the *Board Procedures Regulations*, the Chair and Vice-Chair shall hold office during the pleasure of the Board of Trustees, which under normal circumstances shall be until the next organizational meeting of the Board of Trustees.

(b) In the event that the office of the Chair or Vice-Chair becomes vacant due to death, incapacity, resignation or any other reason, the Board of Trustees shall elect a Trustee to fill the office for the remainder of the term.

(c) The position of second Vice-Chair shall be appointed following the organizational meeting on a rotating roster basis, every two months. During the months of July and August a Trustee will be designated as an on call Trustee to assist the Chair and/or Vice-Chair.

(7) *Establishment of Committees and Liaison Requirements*

The number of committees of the Board of Trustees, their powers and duties, and the membership of each committee, shall be decided by the Board of Trustees, in accordance with the Board's Governance Culture policy 5: Board Committees.

(8) *Schedule of Meetings and Annual Agendas*

(a) The Board of Trustees will determine the schedule of regular meetings for the forthcoming year (up to the date of the next organizational meeting of the Board of Trustees) and shall forthwith, by motion, adopt the calendar of meetings. This does not preclude motions to change the schedule of regular meetings, as required, throughout the year.

(b) To the extent possible, the Board of Trustees shall determine the Agendas for meetings of the Board of Trustees for the forthcoming year in accordance with the Board's annual work plan.

(9) *Delegation of Power*

Any motion of the Board of Trustees to authorize delegation of the Board of Trustees' duties or powers may be made or renewed at the organizational meeting, and/or at such other time as the Board of Trustees determines to be appropriate.

N. CONTROL AND CONDUCT OF BOARD OF TRUSTEES' MEETINGS

(1) Role of Chair in Presiding Over Meetings

- (a) The Chair of the Board of Trustees shall preside over regular and special meetings of the Board of Trustees.
- (b) In the case of the absence of the Chair, the Vice-Chair has all the powers and shall perform all the duties of the Chair during the absence of the Chair. In the case of the absence of both the Chair and the Vice-Chair, the rotating second Vice-Chair shall preside. In the absence of all three of the above, the Corporate Secretary shall call the meeting to order and a Chair shall be chosen by the members of the Board of Trustees present and that individual shall then preside during the meeting, or until the Chair, Vice-Chair or second Vice-Chair arrives.
- (c) Subject to being overruled by a majority vote of Trustees, as outlined in section N(7) of these Procedures, the Chair:
 - (i) shall maintain order and preserve decorum and may, if necessary, call a Trustee to order;
 - (ii) shall decide points of order without debate or comment other than to state the rule applicable to the case;
 - (iii) shall determine which Trustee has a right to speak;
 - (iv) shall ensure that all Trustees who wish to speak on a motion have spoken, that the Trustees are ready to vote and shall subsequently call the vote;
 - (v) shall rule when a motion is out of order; and
 - (vi) may, at any meeting, expel and exclude any person who creates any disturbance or acts improperly.
- (d) When the Chair wishes to make a motion, he/she shall:
 - (i) vacate the chair, and request that the Vice-Chair take the chair; and
 - (ii) remain out of the chair until the motion has been dealt with.

(2) Attendance at Meetings

- (a) Any Trustee who will be absent from a Board of Trustees' meeting must notify the Corporate Secretary in writing as soon as possible in order to accommodate the rescheduling of the meeting, if required.
- (b) No Trustee shall leave the Board of Trustees' meeting (other than for brief periods of time) without written notice being provided through the Corporate Secretary prior to the commencement of the meeting.

(3) Trustees' Attendance at Board Meetings by Electronic Means

- (a) It is the preference of the Board of Trustees to hold its meetings at a common location to conduct Board business, with Trustees and official staff physically

present at the meeting. Notwithstanding this preference, from time to time, one or more Trustees and official staff may participate in a meeting of the Board by electronic means or other communication facilities, subject to satisfying the requirements as outlined in these Procedures.

- (b) Any acceptable electronic means or other communication facilities must permit the Trustee(s) and official staff not physically present at the meeting of the Board of Trustees to hear and be heard or watch and be heard by all other participants and public in attendance at the meeting, as is appropriate. Unless otherwise approved by the Board of Trustees, the electronic means of communication will be limited to land-line telephones, cellular telephones, or communication facilities that provide simultaneous audio and video communication.
- (c) Electronic attendance of Trustees and official staff may be permitted for regular public meetings of the Board of Trustees, special meetings of the Board of Trustees, and private meetings or the private portion of any Board of Trustees meeting. In order to maintain the confidential or privileged nature of all private meeting Agenda items and supporting material, Trustees and official staff attending a private meeting or the private portion of any Board of Trustees' meeting by electronic means must ensure no person is able to hear or watch any portion of the private meeting with the exception of Trustees and official staff attending the meeting.
- (d) Notwithstanding the requirements of these Procedures, a Trustee cannot attend more than four consecutive Board meetings electronically, without being authorized by a resolution of the Board of Trustees to do so.
- (e) At a meeting of the Board at which one or more Trustees is present electronically, voting on all motions shall be done verbally, with the Chair asking each Trustee to indicate whether they are in favour or opposed to each motion by stating their name.
- (f) At a meeting of the Board at which one or more Trustees is present electronically, if a ruling of the Chair is appealed, the Chair will poll Trustees alphabetically by last name to verify the decision.
- (g) Any Trustee wishing to participate in a Board meeting by electronic means must:
 - (i) notify the Corporate Secretary a minimum of twenty-four (24) hours prior to the stated commencement of the meeting that they will be physically absent and wish to participate electronically;
 - (ii) notify the Corporate Secretary of the location at which they can be reached. Notwithstanding that a Trustee has requested to electronically attend a meeting of the Board of Trustees, if a reasonable attempt is made to connect with the Trustee, but for any reason, such connection is not made, the Trustee will be considered to be absent from the meeting. If the connection is lost during the meeting, the Trustee will be considered to be absent from the portion of the meeting during which there is no connection;
 - (iii) be available at the scheduled commencement of the meeting;
 - (iv) formally provide a verbal statement to the Board of their identity in order that the Board can be assured that only Trustees and official staff are participating in the Board meeting;

- (v) verbally or electronically inform the Chair and/or Corporate Secretary if and when they wish to speak;
- (vi) inform the Chair if they depart from a meeting, whether temporary or permanent;
- (vii) ensure that they comply with the requirements of the Act and these Procedures with regard to any Pecuniary interest that they have in any matter before the Board.

(4) *Conduct of Trustees*

- (a) At all regular and special meetings of the Board of Trustees, Trustees will conduct themselves in accordance with the Board's Governance Policies.
- (b) Any Trustee desiring to speak shall so indicate by upraised hand and, upon recognition by the Chair who shall call the Trustee by name, the Trustee may then, but not before, proceed to speak.
- (c) When a Trustee is speaking every other Trustee shall:
 - (i) remain quiet and seated;
 - (ii) not interrupt the speaker, except on a point of order; and
 - (iii) not carry on a private conversation in person, via email, text or social media.
- (d) When a Trustee is speaking the Trustee shall:
 - (i) not speak disrespectfully of ~~His~~ Majesty The ~~King~~Queen, ~~his~~her official representatives or ~~his~~her government;
 - (ii) not use offensive words in referring to any person;
 - (iii) not reflect on any vote of the Board of Trustees except when moving to rescind it, and shall not reflect on the motives of the Trustees who voted on the motion, or the mover of the motion;
 - (iv) not shout or immoderately raise his voice or use profane, vulgar or offensive language; and
 - (v) ensure that any statement made is done so in accordance with the Board's Governance Policies. Any Trustee may request the Board of Trustees to consider a motion directing the speaking Trustee to provide the source of the information stated.

(5) *Conduct of Members of the Public*

The members of the public during a Board of Trustees' meeting shall:

- (a) not address the Board of Trustees without permission;
- (b) maintain order and quiet;
- (c) not interrupt any speech or action of the Board of Trustees, or any other person addressing the Board of Trustees; and
- (d) comply with the Public Comment requirement set out in these Procedures.

(6) *Request for Information, Point of Order*

- (a) A request for information is a request or a statement directed to the Chair, or through the Chair to another Trustee, or to the Chief Superintendent, for or about information relevant to the business at hand, but not related to a point of procedure. When a request for information is raised, the Chair shall answer the question or direct the question to the appropriate Trustee or the Chief Superintendent.
- (b) A point of order is the raising of a question by a Trustee with the view of calling attention to any departure from the Board of Trustees' Procedures or the customary proceedings in debate or in the conduct of the Board of Trustees' business. When any point of order arises, it shall be immediately taken into consideration.
 - (i) When the Chair is called upon to decide a point of order, the point shall be stated without unnecessary comment, and the Chair shall state the rule or authority applicable in the case.
 - (ii) When a point of order is raised, or when a Trustee is called to order by the Chair, the Trustee speaking shall immediately be silent and shall remain silent until the Chair decides the point raised.
 - (iii) The Trustee raising a point of order may be granted permission to explain.

(7) *Ruling of the Chair*

- (a) When the Chair is of the opinion that any motion is contrary to the rules of the Board of Trustees, the Chair shall advise the Trustees immediately, quoting the rule or authority applicable.
- (b) No argument or comment as to the Chair's ruling shall be permitted, and the decision of the Chair shall be final unless a challenge is made.
- (c) When a Trustee wishes to challenge the ruling of the Chair, the motion, "That the decision of the Chair be overruled" shall be made.
- (d) A challenge of the ruling of the Chair shall be decided by a majority of the Trustees present. When the ruling of the Chair is challenged, the Chair shall have the right to state the reasons for the decision given, and shall then call the question, without further debate.

(8) *Calling a Trustee to Order*

- (a) When the Chair calls a Trustee to order, the Trustee shall cease to speak.
- (b) The Chair shall provide the opportunity for the Trustee to apologize and/or to explain the Trustee's position in making the remark for which the Trustee was called to order.
- (c) In the event that a Trustee refuses to remain quiet when called to order, the Chair shall request the Vice-Chair or any Trustee to move a motion to remove the unruly Trustee either:
 - (i) for the balance of the meeting; or

- (ii) until a time stated in the motion;
unless the Trustee makes an apology acceptable to the Board of Trustees for the Trustee's unruly behaviour.
- (iii) When the majority of the Board of Trustees votes in favour of the motion, the Chair shall direct the unruly Trustee to leave the Board Room and, if the Trustee refuses to leave, direct that the Trustee be removed.
- (iv) When the Chair has directed an unruly Trustee to leave the Board Room and the Trustee makes an explanation and apology satisfactory to the Board of Trustees, it may, by a majority vote of the remaining Trustees present, allow the offending Trustee to remain in his or her place.

(9) *Motions in Board of Trustees' Meetings*

- (a) Pursuant to section 8(1) of the *Board Procedures Regulation*, all motions shall be submitted to the Board of Trustees by the Chair or a Trustee and no seconder is required.
- (b) All motions to be brought in connection with the Agenda materials received pursuant to section G of these Procedures shall be handled as follows:
 - (i) Original wording of proposed motions be submitted in writing to all Trustees, Chief Superintendent, and Corporate Secretary by Noon on the Thursday prior to a public meeting, and
 - (ii) Final wording of proposed motions be submitted in writing to all Trustees, Chief Superintendent, and Corporate Secretary by 3:00 pm on the Friday prior to a public meeting.
- (c) Unless exempted by the Chair, motions submitted during the course of debate shall also be submitted to the Corporate Secretary in writing, except motions to refer, to adjourn, to lay on the table, to postpone, to recess, to extend termination of the meeting, or to rise and report to the Board of Trustees.
- (d) After a motion has been moved and prior to it being placed on the floor for debate, it is the property of its mover, who can withdraw it or modify it without asking the consent of anyone.
- (e) When a question is under debate, no motion shall be received, except a motion to extend adjournment, to adjourn, to lay on the table, to postpone to a certain time, to refer to a committee, to amend, or to postpone indefinitely, which motions shall have the precedence in the above order.
- (f) A motion to "lay on the table" should only be used if the purpose is to temporarily put business aside so that the Board of Trustees can take up a more urgent matter. If the motion to "lay on the table" is adopted, it is important to make the motion to "take from the table" after the more important business has been decided, in order that the Board of Trustees can again discuss and vote on the motion that was laid on the table. A tabling motion is not debatable. A question laid on the table remains there until taken from the table or until the close of the next regular meeting; if not taken up by that time, the motion dies.

- (g) A motion to “postpone indefinitely” has the purpose of suppressing the main motion for the duration of the meeting without the Board having to vote on the main motion.
- (h) A motion to “postpone to a certain time” is for the purpose of allowing more time to make a decision about the motion thereby putting off or delaying a decision until that time.
- (k) A motion to “refer” is for the purpose of having another group or committee investigate a proposal, and the motion is debatable. If the motion does not include a time by which the committee is to report, the motion might die in committee.
- (l) Agenda items presented to the Board for information will be retained on the corporate record, and do not require a board motion as such.

(10) *The Handling of a Motion*

- (a) The mover of a motion shall state the motion to be considered.
- (b) A question period will follow, during which Trustees will have an opportunity to ask questions for clarification or information prior to the Chair’s calling for formal debate.
- (c) After a main motion has been made and before the motion has been stated by the chair, any Trustee can informally suggest one or more modifications in the motion, which at this point the maker can accept or reject as the mover wishes.
- (d) Representatives of the Alberta Teachers’ Association Local 38, Canadian Union of Public Employees Local 40, The Calgary Board of Education Staff Association, and Trade Unions, will be permitted to speak during the question period at the discretion of the Chair. Questions to these representatives are to be addressed through the Chair.
- (e) Any Trustee desiring to speak shall so indicate by upraised hand and, upon recognition by the Chair who shall call the Trustee by name, the Trustee may then, but not before, proceed to speak.
- (f) Every individual, prior to speaking, shall address the Chair, and remarks shall be confined to the motion under consideration.
- (g) At the conclusion of the question period, the Chair states the motion, thus placing it on the floor for debate. After the motion has been stated by the Chair, it is the property of the Board of Trustees and the maker must receive the approval of the Board, either by consent or by formal approval, to withdraw or amend the motion.
- (h) The mover of the motion shall be given the opportunity to speak first and open debate.
- (i) No Trustee may speak more than twice during the debate on any motion, except under the following circumstances:
 - (i) When a Trustee feels he/she has been misquoted or misunderstood, the Trustee may, after receiving permission from the Chair, explain a material part of his speech but the Trustee may not introduce any new matter.

- (ii) Before the debate has been closed and the vote called, provided no other Trustee has the floor, a Trustee may request that the motion be read aloud.
- (j) Unless the Board of Trustees by a majority vote extends the time, no Trustee shall speak more than twice for three minutes each on any motion.
- (k) During the debate, each Trustee has the right to speak twice on the same question, but cannot speak a second time so long as any Trustee who has not spoken on that question desires the floor.
- (l) When debate is closed, and prior to calling the question on the motion, the Chair shall always have the right and responsibility to make clear the exact question that the Board of Trustees is deciding and to make sure that Trustees understand the effect of an “aye” and of a “no” vote prior to calling the question on the motion.

(11) *Motion to Adjourn*

- (a) A motion to adjourn is always in order, except when a motion to adjourn was the immediately preceding motion, and takes precedence over all others, but it must not be entertained while a member is speaking nor while a vote is in progress.

(12) *Voting on Motions*

- (a) The Chair and every Trustee present at a meeting must vote on all questions, unless excused from voting in accordance with section 8(2) of the *Board Procedures Regulation*. Each question must be decided by a majority of the votes of the Trustees present. Any question on which there is an equality of votes shall be decided in the negative.
- (b) Notwithstanding the above section, any Trustee who was absent from a Board of Trustees’ meeting is not entitled to vote on the adoption of the minutes arising from that meeting. Such abstention shall be recorded. This provision is deemed to satisfy the requirements of section 8(2)(a) of the *Board Procedure Regulation* and no further motion in this regard is required.
- (c) In accordance with section 88 of the *Education Act* and Governance Culture Policy 8: Board Member Conflict of Interest, if a Trustee has a Pecuniary interest in any matter before the Board of Trustees, the Trustee shall disclose such interest prior to any discussion of the matter, abstain from voting on or discussing the matter, and leave the room in which the meeting is being held until the discussion and voting on the matter are concluded.
- (d) The Chair shall declare the results of all votes, including which Trustees voted for or against the motion in question.

(13) *Motions that Bring a Question Again Before the Board*

- (a) A question once decided cannot be brought up again at the same meeting unless otherwise decided by a majority of the Board of Trustees.
- (b) A question to reconsider must be made by a Trustee who voted on the prevailing side of the original motion and can only be considered on the same day that the original motion was decided. When the question to reconsider is on the table, the

mover shall briefly state his reasons for reconsideration and the motion to reconsider shall then be voted on without further debate. If carried, the original motion shall then be read and is before the Board of Trustees for disposal.

- (c) If the Board of Trustees refuses to reconsider, no other motion to reconsider can be made.
- (d) If it should become necessary to rescind a motion that has passed, at least one weeks' notice in writing must be given unless otherwise decided by a majority of the Board of Trustees. The motion to rescind is then introduced and dealt with at the next regular Board meeting.
- (e) No motion to rescind or to reconsider shall have the effect of delaying or impeding the action necessary to give effect to any motion, unless the Board of Trustees shall order otherwise.

(14) Termination and Adjournment

- (a) At the conclusion of each Board of Trustees' or committee meeting, the Chair must declare the meeting either terminated or adjourned.

O. CORPORATE RECORDS OF MEETINGS

(1) Minutes of all Board of Trustees' meetings, whether public or private, shall be recorded in the official minutes maintained by the Corporate Secretary on behalf of the Board of Trustees in accordance with section 10 of the *Board Procedure Regulation*.

(1)(2) Minutes of Board of Trustees' committee meetings shall be presented to the Board of Trustees as part of the regular committee reports, when applicable in accordance with GC-5E Board Committees Terms of Reference, and shall be retained in the corporate records of the Board of Trustees.

(2)(3) The Minutes for each Board of Trustees' meeting shall include:

- (a) the type of meeting: regular, special, or organizational;
- (b) the name of the assembly;
- (c) the date, time and place of the meeting;
- (d) Trustees in attendance as well as Trustees who are absent;
- (e) main and secondary motions and their disposition; including the names of Trustees voting in favour of, or in opposition to the motion or recommendation and the names of Trustees who were temporarily absent from the meeting at the time the question was called, or who abstained from voting in accordance with section 8(3) of the *Board Procedures Regulation*; points of order and appeals, whether sustained or lost, together with the reasons given by the Chair for his or her ruling;
- (f) in accordance with section 88(4) of the *Education Act*, the abstention of a Trustee under sections 88(1) and 88(3) of the *Education Act*, as related to disclosure of any Pecuniary interests; and
- (g) the hour of adjournment.

- ~~(3)~~(4) The Corporate Secretary shall prepare the minutes of each Board of Trustees' meeting and such minutes shall be considered for adoption at a subsequent meeting of the Board of Trustees.
- ~~(4)~~(5) The minutes shall contain a record of decisions and motions made at the meeting along with a summary of Board deliberations and discussions. The minutes will not contain any deliberations or discussions at a private meeting to protect the confidential and privileged nature of all private meetings.
- ~~(5)~~(6) The Corporate Secretary's office shall cause an audio record of all public meetings of the Board of Trustees to be made and, if any Trustee questions the accuracy of any portion of the minutes of a previous meeting, the audio recording shall be used to decide the question.
- ~~(6)~~(7) The audio recording of a meeting of the Board of Trustees shall be erased immediately following the Board of Trustees' adoption of the minutes unless in the meantime, a written request has been received to retain the audio record, and followed by receipt, within 60 days, of a court order requiring the retention of the audio recording.
- ~~(7)~~(8) Public Board meetings will be broadcast over the internet. Archives of meetings will be accessible to the public for a period of two years from the date of the meeting. The Board of Trustees reserves the right to edit the video in the event that there is an unauthorized release of personal information, or for other legal requirements or emergent issues.
- ~~(8)~~(9) When a Trustee arrives late, leaves early, or is absent from a portion of a meeting due to a conflict of interest, the minutes of such meeting shall reflect the reason for the Trustee's absence.
- ~~(9)~~(10) All reports and documents submitted to the Board of Trustees shall be retained in the corporate records of the Board of Trustees.

P. COMMITTEES OF THE BOARD OF TRUSTEES

- (1) In accordance with section 52 of the *Education Act*, the Board of Trustees will make use of committees to help the Board of Trustees do its work. The functioning of the Board of Trustees' committees will be governed by the Governance Culture Policy 5: Board Committees.
- (2) The terms of reference of each Board of Trustees' committee will set out any reporting requirements to the Board of Trustees.

waiver of notice

APPENDIX A – WAIVER OF NOTICE FOR SPECIAL MEETING

Month/Day/Year
Time

Multipurpose Room,
Education Centre
1221 8 Street SW
Calgary, AB

We, the undersigned Trustees of The Calgary Board of Education of the Province of Alberta, do hereby waive notice for the above-noted Special Meeting of the Board of Trustees. This waiver is completed in accordance with the provisions of section 3(4) (Special Meetings) of the *Board Procedures Regulation*. (This waiver may be signed in counterpart and the counterparts when combined shall be treated as one and the same document.)

The purpose of the Special Meeting of the Board of Trustees scheduled for _____, is to give consideration to the following items:

-
-

Waiver of Notice is hereby granted:

Name of Trustee	Signature of Trustee	Date

| appendix |

APPENDIX B – Excerpt from Alberta Freedom of Information and Protection of Privacy Regulation (AR200/95)

- 18(1) A meeting of a local public body's elected officials, governing body or committee of its governing body may be held in the absence of the public only if the subject-matter being considered in the absence of the public concerns
- (a) the security of the property of the local public body,
 - (b) personal information of an individual, including an employee of a public body,
 - (c) a proposed or pending acquisition or disposition of property by or for a public body,
 - (d) labour relations or employee negotiations,
 - (e) a law enforcement matter, litigation or potential litigation, including matters before administrative tribunals affecting the local public body, or
 - (f) the consideration of a request for access for information under the *Freedom of Information and Protection of Privacy Act* if the governing body or committee of the governing body is itself designated as the head of the local public body for the purposes of the *Freedom of Information and Protection of Privacy Act*,
- and no other subject-matter is considered in the absence of the public.
- (2) Subsection (1) does not apply to a local public body if another Act
- (a) expressly authorizes the local public body to hold meetings in the absence of the public, and
 - (b) specifies the matters that may be discussed at those meetings.

APPENDIX C - TEMPLATES FOR ORDER OF BUSINESS FOR BOARD OF TRUSTEES' MEETINGS

- A. The normal order of business for the **Regular Meeting of the Board of Trustees, Public Agendas** shall be as follows:

Time	Topic	Policy Ref
12:00 p.m.	1 Call to Order, National Anthem, <u>Acknowledgement of the Lands</u> and Welcome	
	2 Consideration/Approval of Agenda	GC-2
	3 Awards and Recognitions	<u>GC-3</u>
	4 Results Focus School and System Presentations; Policy Consideration (Reasonable Interpretations, Benchmarks and Targets, Monitoring, Language Changes); Board Development Sessions	
	5 Operational Expectations Policy Consideration (Reasonable Interpretation, Indicators, Evidence Monitoring, Language Changes)	
	6 Public Comment Scheduled only when public comment request(s) comply with the requirements outlined in Board Meeting Procedures	GC-3. 32
	7 Matters Reserved for Board Information	
	8 Matters Reserved for Board Decision	<u>GC-2</u>
	9 Consent Agenda	GC-2.6
4:30 p.m.	10 Adjournment <u>Private Session</u> <u>Termination of Meeting</u> Debrief	GC-2. 43

- B. The normal order of business for the **Regular Meeting of the Board of Trustees, Private Agendas** shall be as follows:

Time	Topic	Policy Ref
12:00 p.m.	1 Call to Order	
	1.1 Motion to Move In-Camera	
	2 Consideration/Approval of Agenda	GC-2
	3 Matters Reserved for Board Decision	<u>GC-2</u>
	4 Matters Reserved for Board Information	

Time	Topic	Policy Ref
	4.1 Legal Matters <u>Issues (when required)</u>	OE- 1,7,8
	4.2 Labour Matters <u>Issues (when required)</u>	OE-4
	4.3 Land Matters <u>Issues (when required)</u>	OE- 9,12
	4.4 Other <u>(when required)</u>	
	5 Consent Agenda	GC-3
	5 6 Strategic Governance Matters (when required)	GC-2- 6
	6 7 Motions	
	<u>6.1 Motion to Move Out of In Camera</u>	
	<u>6.2 —Action In-Camera Recommendations</u>	
4:30 p.m.	8 Adjournment <u>Termination of Meeting</u>	
	Debrief	GC-2- 4 3

C. The normal order of business for **Special Meetings** of the Board of Trustees established for any purpose other than the conducting of hearings and hearing of appeals shall be as follows:

- ~~1. —Call to Order~~
- ~~2. —Consideration of Agenda (subject to section 3(5) of the *Board Procedures Regulation*)~~
- ~~3. —Action Items~~
- ~~4. —Information Items~~
- ~~5. —Governance/Board of Trustees~~
- ~~6. —Adjournment~~

~~Debrief~~

<u>Time</u>	<u>Topic</u>	<u>Policy Ref</u>
	<u>1 Call to Order</u>	
	<u>1.1 Motion to Move In Camera (when required)</u>	
	<u>2 Consideration of Agenda</u>	GC-2
	<u>3 Matters Reserved for Board Decision (when required)</u>	
	<u>4 Matters Reserved for Board Information (when required)</u>	
	<u>5 Strategic Governance Matters (when required)</u>	
	<u>6 Motions</u>	GC-2
	<u>6.1 Motion to Move Out of In Camera (when required)</u>	
	<u>6.2 Action In-Camera Recommendations (when required)</u>	
	<u>Termination of Meeting</u>	
	<u>Debrief</u>	GC-2.4



D. The normal order of business for **Special Meetings** of the Board of Trustees established for employee matters shall be as follows:

<u>Time</u>	<u>Topic</u>	<u>Policy Ref</u>
	<u>1 Call to Order</u>	
	<u>1.1 Motion to Hold the Hearing at a Private Meeting</u>	
	<u>1.2 Welcome and Introductions</u>	
	<u>1.3 Review of Procedures</u>	
	<u>1.4 Preliminary Points Prior to Commencement of Procedures</u>	
	<u>2 Presentations by Parties</u>	
	<u>3 Comments/Responses by Parties</u>	
	<u>4 Board Member Questions</u>	
	<u>5 Concluding Comments by Parties</u>	
	<u>6 Deliberation and Decision</u>	
	<u>7 Motions</u>	<u>GC-2</u>
	<u>7.1 Motion to Move Out of In Camera</u>	
	<u>7.2 Action In-Camera Recommendations</u>	
	<u>Termination of Meeting</u>	

- ~~1. Call to Order
Motion to Consider Agenda In-Camera
Welcome and Introductions
Review of Procedures
Preliminary Points Prior to Commencement of Procedure~~
- ~~2. Presentations, Comments and Responses, Committee Questions, and Concluding Comments of Parties
Written and Oral Presentations
Comments by Way of Response
Trustee Questions
Concluding Remarks~~
- ~~3. Deliberation and Decision
Deliberation
Motion to Revert to Public Meeting
Motion re: Decision~~
- ~~4. Adjournment~~

~~Debrief~~

E. The order of business at the **Organizational Meeting of the Board of Trustees** shall be as follows:

1 | Call to Order (by Corporate Secretary as Chair pro tem)

2 | Consideration/Approval of Agenda

GC-2

3 | Election Returns as certified by the Returning Officer
(only required in a Municipal Election Year)

4 | Declare the Board of Trustees Legally Constituted (only
required in a Municipal Election Year)

5 | Election of Chair (Chair then assumes the Chair and
conducts the remainder of the Organizational Meeting)

6 | Election of Vice-Chair

7 | Establishment of Committees, Committee
Membership, and Liaison Roles

8 | Schedule of Board of Trustees' Meetings and
Annual Agendas

9 | Delegation of Authority to Chief Superintendent (if
required)

Termination of Meeting

Debrief

GC-2.4

1. ~~The Corporate Secretary shall assume the Chair as Chair pro tem and carry out the following:~~

~~Call to order~~

~~Read the returns of the election as certified by the Returning Officer (Election Year)~~

~~Declare the Board of Trustees to be legally constituted (Election Year)~~

~~Election of Chair~~

~~The Chair shall assume the Chair and conduct the remainder of the Organizational Meeting.~~

2. ~~Election of Vice-Chair~~

3. ~~Establishment of Committees, Committee Membership, and Liaison Links~~

4. ~~Schedule of Board of Trustees' Meetings and Annual Agendas~~

5. ~~Delegation Order of the Board of Trustees~~

6. ~~Adjournment~~

APPENDIX D – QUICK REFERENCE GUIDE TO ROBERT’S RULES OF ORDER

PROCEDURES AS ADAPTED FROM QUICK REFERENCE GUIDE TO ROBERT’S RULES OF ORDER					
	ORDER OF MOTIONS	MOVER MUST BE RECOGNIZED	AMENDABLE	DEBATABLE	MAY BE RECONSIDERED
PRIVILEGED					
1	Fix time of next meeting	Yes	Yes	No	Yes
2	Adjourn	Yes	No	No	No
3	Take a recess	Yes	Yes	No	No
4	Question of privilege	No	No	No, but a resulting motion is	No
5	Orders of the day	No	No	No	No
INCIDENTAL (No order of Precedence)					
	Point of order	No	No	No	No
	Appeal	No	No	Usually	Yes
	Suspend the rules	Yes	No	No	No
	Create special orders	Yes	No	Yes	No
	Withdraw (or renew)	Yes	No	No	Negative only
	Objection to consideration	No	No	No	Negative only
SUBSIDIARY					
6a	Table	Yes	No	No	No
6b	Take from the table	Yes	No	No	No
7	Previous question	Yes	No	No	Yes
8	Limit or extend debate	Yes	Yes	No	Yes
9	Postpone definitely	Yes	Yes	Yes	Yes
10	Refer or commit	Yes	Yes	Yes	Yes
11	Amend	Yes	Yes, once	Yes	Yes
12	Postpone indefinitely	Yes	No	Yes	Affirmative only
13	Main question (or motion)	Yes	Yes	Yes	Yes
MOTIONS					
14	Reconsider	No	No	No	No
15	Rescind	Yes	Yes	Yes	Negative only
16	Elections (nominations)	No	No	Yes	Yes

Note: Under the provisions of the *Education Act* and Board Meeting Procedures, a seconder is not required for Board of Trustees resolutions, and each motion shall be decided by a majority of the votes of those Trustees present.’

report to
Board of Trustees

APPENDIX E – BOARD REPORT TEMPLATE

Title of Report: To access title double click blue tab.

Date	Month date, 201X
Meeting Type	Click here to select an optionClick here to select an option
To	Board of Trustees
From	[Name] Chief Superintendent of Schools
Purpose	Click here to selection an option
Originator	First name Last name, title
Governance Policy Reference	Make reference to pertinent Governance Policy type, number and name. State the policy group first; use acronyms for specific references. For example: Board/Chief Superintendent Relationship B/CSR-2: Single Unit Control Operational Expectations OE-3: Instructional Program OE-7: Communication With and Support for the Board
Resource Person(s)	(Those who assist in the generation of the report.) First name Last name, title

NOTE: Include only the sections that are required and appropriate for this report. Not all reports will require all sections.

1 | Recommendation

The recommendation is the proposed Board action and specifies exactly what you want the Board of Trustees to decide. The rest of the report provides context, information and alternatives that support the recommendations. For a given issue, the recommendation proposes a solution.

Recommendations related to private agenda items must be carefully worded so as to protect the confidentiality and personal privacy around the issue.

Use the following format when preparing this section:

It is recommended:

- ~~THAT the Board of Trustees approves...~~All motions to start with the wording "THAT the Board of Trustees..."
- When a motion includes references to an attachment, use the language "Attachment # to this report"
- When the matter being approved by the Board is subject to Ministerial approval, such as use of operating reserves, disposition of schools, etc., the motion to start with the wording "THAT, subject to Ministerial approval, the Board of Trustees approves...."
- If the report is coming for information purposes only then the following wording should be use:

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

2 | Issue

The report and the recommendations exist for a reason. Be concise in describing why this report has been created and brought forward. This section should be brief.

Examples:

At the meeting of Dec. 15, 2010, the Board of Trustees directed the Chief Superintendent to provide further information on the use of capital reserves. The Board asked for the report by the end of January 2011.

Operational Expectations 7: Communication With and Support for the Board requires "the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern." This update meets the requirement of OE-7 for information in a timely, simple and concise form.

3 | Background

This section should answer the question “how did we get here” and provide the context required to understand the analysis.

4 | Analysis

The analysis section does much of the heavy lifting of the report, including:

- describing the problem in greater detail;
- clearly explaining the complexity of issues;
- describing possible risks and how they could/will be mitigated;
- demonstrating how governance policies and their interpretations impact the possible and resulting options;
- explaining measurements and results;
- describing and discussing alternatives; and
- describing the CBE’s position compared to others.

Ultimately, the analysis makes the case for the recommendations. In this section you should present the options you’ve considered (including those you are not recommending) and clearly explain your rationale. When the analysis is excellent, people may not like the outcome but they will understand the rationale.

Writing the report is not the full value of the process. The greatest value comes from thinking and reflection. The analysis section may contain recommendations to continually improve.

5 | Financial Impact

The financial section is important. One pillar of the Three-Year Education Plan is “stewarding our resources.” This section demonstrates our financial sensibility and performance. This section should be as detailed and extensive as possible.

A thorough and compelling presentation of the financial impact may include implications such as:

- cost (e.g., capital, operating, incremental, one-time, ongoing);
- revenue or funding;
- balance sheet, cash flow and income statement;
- legislated or regulatory;
- human resource;
- organizational priorities; and
- opportunity cost

As in all sections, charts, tables and graphics should be used wherever they help to tell the story. At a minimum, a financial section should include figures.

6 | Implementation Consequences

Implementation Consequences is future focused. Explain the effects or expected outcomes that may occur if the report is approved and the recommendation implemented. The consequences may be positive or negative. In some cases, this section may underscore the risks of inaction as well. Regardless of how complex the situation, it must be explained simply and in plain language.

7 | Conclusion

The conclusion should recap the essence of the report. It is the last thing most people will read before turning back to the recommendations. The conclusion is not the place to introduce new information. It connects back to the stated issue and confirms that the report serves the purpose for which it was written.

Be brief. Be direct. Be persuasive.

[NAME]

CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

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

Attachment I: Name of Attachment

Attachment II: Name of Attachment

Attachment III: Name of Attachment

APPENDICES

An appendix is a document that provides additional reference information and supplements the original report. When numbering appendices, use Appendix Numbering Style

Appendix I: Name of Appendix

Appendix II: Name of Appendix

Appendix III: Name of Appendix

Please do not edit, add to or delete from the Glossary.

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: ~~The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour. 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 how authority is delegated to its only point of connection—the Chief Superintendent—and how the Chief Superintendent's performance will be evaluated. 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.~~

Operational Expectations: ~~These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.~~

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. 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.~~

cbe.ab.ca

**Board of
Trustees**

BOARD MEETING PROCEDURES

Approved by the Board of Trustees effective ~~October 1, 2020~~



**Calgary Board
of Education**

TABLE OF CONTENTS

I.	INTRODUCTION	4
II.	PURPOSE	4
III.	DEFINITIONS	4
IV.	APPLICATIONS	7
V.	MEETINGS OF THE BOARD OF TRUSTEES	7
	A. PUBLIC SESSIONS	7
	B. PLACE OF MEETINGS	8
	C. BOARD ROOM SEATINGS	8
	D. CALLING OF MEETINGS	8
	(1) Pre-Organizational Meeting of the Trustees	8
	(2) Organizational Meeting of the Board of Trustees	9
	(3) Regular Meetings of the Board of Trustees	9
	(4) Special Meetings of the Board of Trustees	9
	(5) Other	10
	E. CANCELLATION OF MEETINGS	10
	F. PREPARATION OF AGENDA	11
	G. DISTRIBUTION OF AGENDA – REGULAR MEETINGS	11
	H. ORDER OF BUSINESS	12
	I. CONDUCTING BUSINESS AT BOARD OF TRUSTEES’ MEETINGS	12
	(1) General Meeting Procedures	12
	(2) Pecuniary Interest	13
	(3) Debrief	13
	J. CONDUCTING BUSINESS AT REGULAR BOARD OF TRUSTEES’ MEETINGS – PUBLIC AGENDA	13
	(1) Call to Order, National Anthem and Welcome	13
	(2) Consideration/Approval of Agenda	14
	(3) Awards and Recognitions	14
	(4) Results Focus	14
	(5) Operational Expectations	15
	(6) Public Comment	15
	(7) Matters Reserved for Board Information	16
	(8) Matters Reserved for Board Decision	16
	(9) Consent Agenda	16
	(10) Recess, <u>Termination</u> and Adjournment	17

K.	CONDUCTING BUSINESS AT REGULAR BOARD OF TRUSTEES’ MEETINGS – PRIVATE AGENDA	17
L.	CONDUCTING BUSINESS AT THE BOARD OF TRUSTEES’ MEETINGS – SPECIAL MEETINGS	18
M.	CONDUCTING BUSINESS AT THE BOARD OF TRUSTEES’ ORGANIZATIONAL MEETINGS	18
N.	CONTROL AND CONDUCT OF BOARD OF TRUSTEES’ MEETINGS	20
	(1) Role of Chair in Presiding Over Meetings	20
	(2) Attendance at Meetings	21
	(3) Trustees’ Attendance at Board Meetings by Electronic Means	21
	(4) Conduct of Trustees	23
	(5) Conduct of Members of the Public	23
	(6) Request for Information, Point of Order	23
	(7) Ruling of the Chair	24
	(8) Calling a Trustee to Order	24
	(9) Motions in Board of Trustees’ Meetings	25
	(10) The Handling of a Motion	26
	(11) Motion to Adjourn	27
	(12) Voting on Motions	27
	(13) Motions that Bring a Question Again Before the Board	27
	(14) <u>Termination and</u> Adjournment	28
O.	CORPORATE RECORDS OF MEETINGS	28
P.	COMMITTEES OF THE BOARD OF TRUSTEES	29
	APPENDIX A – WAIVER OF NOTICE FOR SPECIAL MEETING	30
	APPENDIX B – EXCERPT FROM ALBERTA FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY REGULATION (AR200/95)	31
	APPENDIX C – TEMPLATES FOR ORDER OF BUSINESS FOR BOARD OF TRUSTEES’ MEETINGS	32
	APPENDIX D – QUICK REFERENCE GUIDE TO ROBERT’S RULES OF ORDER	35
	APPENDIX E – BOARD REPORT TEMPLATE	36

I. INTRODUCTION

“Parliament, the model for all assemblies, should be, in the words of Winston Churchill, ‘a strong, easy, flexible instrument of free debate.’ It attains Standing Committee status by the willing observance of sensible rules which provide for the orderly consideration of the questions before it, leading to an expression of collective will or opinion.

Unanimity cannot always be reached, but procedures which have ensured, and have been seen to ensure, proper deliberation of an issue will lead to acceptance and wide support of the outcome. The meticulous observance of agreed forms is of primary importance in the group conduct of both private and public business and it will moreover, help to avoid misunderstandings and friction in the process.

It may not always be possible to reconcile practice with theory, but in effect good procedure is fair play and common sense built on a solid foundation of acknowledged principle. Above all, the rules must not change in the middle of the game.”

Source: *Bourinot's Rules of Order*, 3rd Edition

II. PURPOSE

- (1) The *Education Act* states that the Board of Trustees must:
 - (a) establish policies and procedures governing the conduct of meetings of the board and the administration and business of the board, and
 - (b) monitor and evaluate the effectiveness of the established policies and procedures on a regular basis.
- (2) The Board Meeting Procedures are adopted and enacted by the Board of Trustees in order that the duties vested in the Board of Trustees by the *Education Act* and other legislation can be accomplished in an orderly and efficient manner, while maintaining the principles of democracy.
- (3) The Board of Trustees is, pursuant to the *Education Act*, R.S.A. 2019, c. E-0.3, as amended, (the “*Education Act*”), a statutory corporation under the name of The Calgary Board of Education charged with the governance of the Calgary School Division (the “Division”).

III. DEFINITIONS

- (1) In these Procedures:
 - (a) “Administration” means the Chief Superintendent, and any staff to whom the Chief Superintendent may choose to delegate any of the rights or responsibilities outlined in these Procedures;
 - (b) “Agenda” means the list of items and order of business for any meeting of the Board of Trustees;

- (c) “Board” and “Board of Trustees” means the Board of Trustees of The Calgary Board of Education;
- (d) “Board Procedures Regulation” means, the Board Procedures Regulation, AR 82/2019, under the *Education Act*;
- (e) “Chair” and “Vice-Chair” mean, respectively, the Chair and Vice-Chair of the Board of Trustees of The Calgary Board of Education elected by the Board of Trustees pursuant to section 1(3) of the *Board Procedures Regulation*;
- (f) “Chief Superintendent” means the person appointed by the Board of Trustees as the superintendent of schools, chief executive officer of the board, and chief education officer of the Division pursuant to section 222 of the *Education Act*;
- (g) “Corporate Secretary” means the person appointed as the secretary of the Division pursuant to section 68 of the *Education Act*. Where reference is made throughout these Procedures pertaining to duties of the Corporate Secretary, such duties may be delegated, as appropriate;
- (h) “Division” means The Calgary Board of Education, established by Ministerial Order, pursuant to sections 112 and 117.1 of the *Education Act*;
- (i) “[Education Act](#)” means R.S.A. 2019, c. E-0.3, as amended, and where applicable, the *School Act*, R.S.A. 2000, c.S-3, all predecessor *School Act* of the Province of Alberta from 1905 the *School Act*, R.S.A. 2000, c.S-3,, or School Ordinances of the Northwest Territories prior to 1905, applicable in what is now the Province of Alberta, the relevant school provisions of the Alberta Act, S.C. 1905, c.3, The Northwest Territories Acts, S.C. 1875 and 1877, the Constitution Act, 1867, the Constitution Act, 1982, Part I, Canadian Charter of Rights and Freedoms, section 29, and any act or acts in substitution therefore, and any and all regulations in effect from time to time thereunder;
- (j) “Governance Policies” means policies approved by the Board of Trustees and used by the Board to effectively lead, direct, inspire and control the outcomes and operations of the division through a set of carefully crafted policy statement and the effective monitoring of them. The policies include:

“Governance Culture” means policies approved by the Board of Trustees that define the Board’s own work and how it will be carried out. These policies state the expectations the Board has for individual and collective behaviour. The Board of Trustees evaluates its performance in relation to the Governance Culture policies on an annual basis.

“Board/Chief Superintendent Relationship” means policies approved by the Board of Trustees that define how the Board of Trustees delegates authority to the Chief Superintendent and how the Chief Superintendent’s performance will be evaluated. The Board of Trustees evaluates these policies on an annual basis.

“Results” means policies approved by the Board of Trustees that provide stated outcomes for each student in our division. The Results policies become the Chief Superintendent’s and the organization’s performance targets and form the basis for evaluating the organization and Chief Superintendent’s performance. The Board of Trustees monitors Results on an annual basis.

“Operational Expectations” means policies approved by the Board of Trustees that define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Board of Trustees monitors Operational Expectations on an annual basis.

- (k) “Minister” means the Minister of Education, from time to time appointed by the Lieutenant Governor in Council of the Province of Alberta;
- (l) “Pecuniary interest” means, in accordance with Section 85(1)(b) of the *Education Act*, with respect to a person, a direct or indirect interest in a matter before the Board of Trustees that could monetarily affect:
 - (i) the person,
 - (ii) a corporation, other than a distributing corporation, in which the Trustee is a shareholder, director or officer,
 - (iii) a distributing corporation in which the person beneficially owns voting shares carrying at least 10% of the voting rights attached to the voting shares of the corporation or of which the Trustee is a director or officer,
 - (iv) a partnership or firm of which the person is a member,
 - (v) a corporation, partnership, firm, government or person that employs the person,

provided that a person shall not have a Pecuniary interest by reason only of any interest that the person may have by reason of any of the matters referred to in sections 85(3) and 85(4) of the *Education Act*;

For the purposes of the definition of “Pecuniary interest”, “corporation”, “distributing corporation”, “shareholder”, “voting shares”, “voting rights”, “director” and “officer” have the meanings given to them in the *Business Corporations Act* (Alberta); and

“spouse” means the spouse of a married person but does not include a spouse who is living separate and apart from the person if the person and spouse have separated pursuant to a written separation agreement or if their support obligations and family property have been dealt with by a court order.

For the purposes of determining the existence of a Pecuniary interest of a Trustee, the Pecuniary interests of the spouse or adult interdependent partner of that Trustee that are known to such Trustee or of which such Trustee reasonably should know are deemed to be the Pecuniary interests of such Trustee;

- (m) “Policies” means the Board of Trustees’ Governance Culture policies, Board/Chief Superintendent Relationship policies, Operational Expectations policies, Results polices, and the Board Meeting Procedures;
- (n) “Private Agenda” means that part of any Agenda and related information and materials which relate to any meeting or portion of a meeting of the Board of Trustees held in private;
- (o) “Procedures” means the Board Meeting Procedures for meetings of the Board of Trustees;
- (p) “Public Agenda” means that part of any Agenda and related information and materials which relate to any public meeting of the Board of Trustees;

- (q) “Quorum” means a majority of the Trustees that are specified by the Minister, under section 78 of the *Education Act* elected to the Board of Trustees and any Trustees appointed to the Board under section 82 or 84 of the *Education Act*, provided that (i) the Minister may order that when the number of Trustees has fallen below the Quorum, the remaining Trustees are deemed to be a Quorum until elections are held to fill the number of vacancies required to achieve Quorum, and (ii) when the number of Trustees at a meeting is less than a Quorum because one or more Trustees has declared a conflict of interest with respect to a matter before the Board at the meeting, the Minister may order that the remaining Trustees are deemed to be a Quorum for the purpose of deciding that matter. Trustees participating in a meeting of the Board by electronic means or other communication facilities acceptable to the Board of Trustees, as described in section N of these Procedures are deemed to be present at the meeting;
- (r) “Records of the Board” means the official record containing the name, residence address, email address, and electronic receiving number for each member of the Board of Trustees of The Calgary Board of Education; and
- (s) “Trustee” means a member of the Board of Trustees of The Calgary Board of Education.

IV. APPLICATION

- (1) The rules of order to be observed at meetings of the Board of Trustees shall be in accordance firstly with the *Education Act*, and secondly with the provisions of these Procedures. In all cases not provided for by the *Education Act* or these Procedures, the rules and practice of “Robert’s Rules of Order Newly Revised” 12th Edition shall govern insofar as applicable.
- (2) In the event of any conflict between the provisions of these Procedures, and those contained in the *Education Act*, the provisions of the *Education Act* shall prevail and apply.
- (3) These Procedures apply to all regular and special meetings of the Board of Trustees, whether public or private.
- (4) Procedure is a matter of interpretation by the Chair or other person presiding at a meeting, subject to the appeal process as described in these Procedures.
- (5) In the absence of any statutory requirement, any provision of these Procedures may be temporarily altered or suspended by an affirmative vote of a majority of the votes of those Trustees present at the meeting of the Board of Trustees addressing such matter.

V. MEETINGS OF THE BOARD OF TRUSTEES

A. PUBLIC SESSIONS

- (1) The Meetings of the Board of Trustees shall be held in public, except when a majority of the Trustees present at a meeting of the Board of Trustees are of the opinion that it is in the public interest to hold the meeting or a part of the meeting in private. For the purpose of considering any such matter in private, the Board of Trustees may, by motion, exclude any person from the meeting.

- (2) Public meetings are meetings of the Board of Trustees that are held in a public venue. The purpose of the board meeting is to allow the Board to do its job; the meetings are not public forums.

B. PLACE OF MEETINGS

- (1) Public and private meetings of the Board of Trustees shall ordinarily be held ~~in the Multipurpose Room~~ in the Education Centre building. ~~Private meetings shall ordinarily be held in the Trustees' Hearing Room in the Education Centre building.~~ The Board of Trustees may hold public and private meetings virtually, as required. Board Committee meetings may be held where convenient.

C. BOARD ROOM SEATING

- (1) The Board of Trustees' table seating for Board meetings shall be reserved for the Trustees and shall include a seat for the Corporate Secretary.
- (2) The following procedures shall apply to the selection of the Board of Trustees' table seating:
 - (a) the Chair will occupy the last seat to the left at the Board table;
 - (b) the Vice-Chair will occupy the seating position directly to the right of the Chair;
 - (b) the Corporate Secretary will occupy the seating position directly to the left of the Chair;
 - (c) Trustees will occupy the remaining six Board table seats.
- (3) Seating shall be assigned for The Calgary Board of Education superintendents and directors who are required to attend Board meetings on a regular basis.
- (4) Assigned seating may be provided for individuals or groups as necessary, including administrative, student and other stakeholder representatives.
- (5) Limited seating room will be made available for members of the media.
- (6) The remainder of the seating accommodation will be available for the public.

D. CALLING OF MEETINGS

- (1) *Pre-Organizational Meeting of the Trustees*
 - (a) An informal pre-organizational meeting of Trustees shall be called within seven days prior to the Organizational Meeting. The meeting shall be called by the Corporate Secretary. The purpose of this informal meeting shall be for the discussion of the selection of the Chair and Vice-Chair, role and structure of committees, liaison appointments of the Board of Trustees and the annual schedule of Board of Trustees' meetings. A Request for Nominations form shall be circulated to all Trustees in advance of the meeting. No decisions may be taken at this meeting.

(2) *Organizational Meeting of the Board of Trustees*

- (a) The organizational meeting of the Board of Trustees shall be called by the Corporate Secretary as provided in section 1 of the *Board Procedures Regulation*, as follows:
- (i) the organizational meeting shall be held annually in June with the exception of any year in which a general election takes place, the organizational meeting shall be held in accordance with the requirements of the *Board Procedures Regulation*.

(3) *Regular Meetings of the Board of Trustees*

- (a) Regular meetings of the Board of Trustees shall be established by motion of the Board of Trustees. In accordance with section 2 of the *Board Procedures Regulation*, the motion establishing the regular meetings of the Board of Trustees must state the date, time and place of the regular meeting, and the Board shall not be required to give notice of the regular meetings of the Board.
- (b) The Board of Trustees' regular meetings will normally be held during the period of September to June, inclusive, of each calendar year. The Board of Trustees' meetings in July and August may be held in accordance with the Procedures required for holding special meetings of the Board of Trustees, unless the Board determines that regular meeting(s) will be held during those months. In order to allow that the business of the Board of Trustees is not interrupted.
- (c) To determine the schedule of the Board of Trustees' meetings, the following guidelines have been established:
- (i) Regular Board of Trustees' Meetings, Public and Private Agendas
- Two Tuesdays in the months of October, November, January, March, April, May and June of each month – 11:00 a.m. Noon to 4:30 p.m.
 - One Tuesday in the months of September, December and February – 11:00 a.m. to 4:30 p.m.

(4) *Special Meetings of the Board of Trustees*

- (a) Special meetings of the Board of Trustees may be called in accordance with the procedures outlined below, to consider, among other matters, the following items:
- (i) matters of governance,
- (ii) major issues of a specific nature that require lengthy consideration,
- (iii) items of an emergent nature that cannot be postponed until a regular Board of Trustees' meeting is scheduled to be held,
- (iv) collective bargaining and contract negotiations with staff and with applicable third parties,
- (v) petitions, delegations and presentations from any individual, organization, or group, that have been filed with the Corporate Secretary, and
- (vi) conduct of hearings and hearing appeals as required by the *Education Act*, including, without limitation, those relating to employee matters.

- (b) In accordance with section 3 of the *Board Procedures Regulation*, the Chair, a majority of the Trustees, or the Minister may call a special meeting of the Board of Trustees after written notice has been given to each Trustee by the Corporate Secretary in accordance with the following requirements:
- (i) The notice of the special meeting must state the date, time and place of the special meeting, and the nature of the business to be transacted at the special meeting.
 - (ii) The notice of the special meeting shall be sent at least two (2) days before the meeting by:
 - recorded mail to the last known address of each Trustee as shown on the Records of the Board,
 - personal service on the Trustee or a person capable of accepting service at the Trustee's residence, or
 - fax, e-mail or other electronic means to be received at the last fax number, e-mail address or other electronic receiving number of the Trustee as shown on the Records of the Board.
- (c) Notwithstanding the notice requirements prescribed above, a special meeting of the Board of Trustees may be held at any time without notice if every Trustee agrees, in writing, to waive such notice requirements.
- (d) The agreement of each Trustee to waive the notice requirement prescribed above shall be recorded in the minutes of the meeting by the Corporate Secretary and the Waiver of Notice consent form shall be attached with the Minutes of the called special meeting. The *Waiver of Notice* form is attached as Appendix A.
- (e) In the case of special meetings of the Board of Trustees, Trustees participating and present by electronic means as provided for in section N of these Procedures shall be considered present at the meeting.
- (f) As provided in section 3(5) of the *Board Procedures Regulation*, unless all the Trustees are present at the special meeting, no business other than that stated in the notice of special meeting shall be conducted at the special meeting.
- (5) *Other*
- (a) When the Board of Trustees so decides, or when Trustees so agree, informal briefing sessions may be held for the purpose of providing background information, clarification, and in-depth discussion with respect to issues of relevance for Trustees or for the Board of Trustees. The purpose of these meetings will be for the provision of information, and will not include decision-making that advances the work of the Board of Trustees.
 - (b) In accordance with section 34(d) of the *Education Act* and Governance Culture Policy 2: Governing Commitments, the Board of Trustees will plan and implement strategic communication dialogues to ensure the whole Board's ability to engage parents, students and the community in understanding the organization's work as well as sharing viewpoints and values.

E. CANCELLATION OF MEETINGS

- (1) Should there be a need or desire to cancel or reschedule any meeting of the Board of Trustees, the Board of Trustees shall decide on the cancellation or rescheduling of the

meeting to be held on another date. Where possible, the decision to cancel or reschedule a meeting will be made at least two (2) weeks prior to the originally scheduled date.

AGENDA

F. PREPARATION OF AGENDA

- (1) The Board of Trustees' Agenda Planning Committee shall prepare board meeting agendas in accordance with the Terms of Reference approved by the Board. The Chair is authorized to approve emergent agenda decisions, as required, in consultation with the Corporate Secretary.
- (2) To the extent possible, the Board of Trustees' annual work plan, will reflect the content of Board of Trustees' annual meeting Agendas.
- (3) Board meeting Agendas shall include a reminder to Trustees that they must disclose any potential Pecuniary interest that they may have in respect of any of the matters before the Board of Trustees, as set forth in the Agenda as well as any Pecuniary interest that they may have in any contract before the Board requiring the Board's approval and/or ratification.
- (4) The Corporate Secretary shall review each proposed Agenda against the disclosure of information filed with the Corporate Secretary by each Trustee pursuant to section 86(1) of the *Education Act*, in order to identify any potential Pecuniary interests of a Trustee, and, if applicable, bring these to the Trustee(s)' attention prior to the Board meeting. Notwithstanding such review by the Corporate Secretary, it shall ultimately be the personal responsibility of the Trustee to determine whether or not they have a Pecuniary interest in any Board matter being considered, and to act in accordance with the *Education Act* and these Procedures.

G. DISTRIBUTION OF AGENDA – REGULAR MEETINGS

- (1) All regular meeting Agenda materials will be posted on the Board's electronic portal for Trustees and members of Administration, as appropriate, on the Wednesday, six days prior to the applicable meeting. In order to meet this schedule, reports and all other information required to prepare the Agenda must be received in the Corporate Secretary's Office by noon on the Tuesday, seven days prior to the meeting.
- ~~(2) — When printed copies of Board of Trustees' meeting Agenda materials are required, the materials will be on coloured paper in accordance with the following:
(a) — Regular Board of Trustees — Public Agenda — yellow,
(b) — Regular Board of Trustees — Private Agenda — grey,
(c) — Special Meetings — ivory.~~
- (3) Board of Trustees' decisions may be spread over two meetings; the first meeting will accommodate questions and discussion, prior to making a decision at the second meeting.
- (4) Only that material which has been received by the Corporate Secretary by the time prescribed under section G(1) above and included in the distributed information may be considered at a meeting for which the Agenda is prepared. Notwithstanding the foregoing, due to the nature of some Agenda items, it may not be practicable to circulate some reports and information six days prior to the Board of Trustees' meeting. Private

meeting materials will only be circulated to Trustees and Superintendents' Team, to maintain appropriate confidentiality.

- (5) Agenda information for public meetings, including reports attached to the Agenda, shall be made available in an electronic format by the Corporate Secretary to the media and public on the Friday, four (4) days prior to the respective meeting. In the event that the Friday prior to the meeting is a statutory holiday, Board Meeting information will be made available by 10:00 a.m. on the Monday, one (1) day prior to the Board meeting.
- (6) Agenda information for private meetings, which is limited to the template agenda, will be available electronically on the Friday, in accordance with the timelines above, for public meetings.
- (7) All board meeting reports and documents submitted to the Board of Trustees shall be retained in the corporate records of the Division.
- (8) From time to time, private reports may be of such a sensitive nature that they are not distributed in advance of the Board of Trustees' meeting. In these instances, the Corporate Secretary's Office will communicate with Trustees regarding the date, time and location to access these private reports.
- (9) ~~An appropriate number of copies of the Agenda for public meetings shall be printed and made available for members of the public attending such meetings.~~ Public Agendas, with attachments, shall ~~also~~ be available on The Calgary Board of Education website:

<https://www.cbe.ab.ca/about-us/board-of-trustees/Pages/Board-Meetings.aspx>

H. ORDER OF BUSINESS

- (1) Subject to other provisions of these Procedures, the order of business for a Board Meeting shall be the order of the items contained in the template Agendas contained in Appendix C of these Procedures, for regular meetings, special meetings and organizational meetings. A general description of each of the items included in such template Agenda is set forth in section I, below.

I. CONDUCTING BUSINESS AT BOARD OF TRUSTEES' MEETINGS

(1) *General Meeting Procedures*

- (a) No act or proceeding of the Board of Trustees is binding unless it is adopted at a meeting at which a Quorum is present at the time the act or proceeding occurred.
- (b) After the time appointed for a meeting to convene, subject to a Quorum existing, the Chair shall take the chair and call the meeting to order.
- (c) If no Quorum exists within fifteen (15) minutes after the time appointed for a meeting of the Board of Trustees, the Board of Trustees shall stand adjourned until the next applicable regular meeting of the Board of Trustees or until a special meeting may be called in accordance with the prescribed requirements for such meetings.
- (d) If a meeting is not convened due to the lack of a Quorum at the expiration of the said fifteen (15) minutes, the Corporate Secretary shall indicate as such in the Minute book with a record of the names of those members present.

- (e) The Board of Trustees shall adjourn a convened meeting whenever a Quorum is no longer present and the Corporate Secretary shall record the time of adjournment and the names of the Trustees then present.
- (f) When the Board of Trustees is unable to meet for want of a Quorum, the Agenda delivered for that meeting shall be considered at the next scheduled meeting prior to the consideration of the Agenda for that subsequent meeting, or it shall be the Agenda for a special meeting called for that purpose.
- (g) Any remaining Agenda items not dealt with at a meeting shall automatically be placed on the Agenda of the next appropriate Board of Trustees' meeting as unfinished business carried forward. Such material shall take precedence over other items on the subsequent meeting's Agenda.

(2) *Pecuniary Interest*

- (a) When a Trustee has a Pecuniary interest in a matter before the Board, any committee of the Board or any commission, committee or agency to which the Trustee is appointed as a representative of the Board, subject to and in accordance with section 88 of the *Education Act* and Governance Culture Policy 8: Board Member Conflict of Interest, the Trustee shall, if present,
 - (i) disclose the general nature of the Pecuniary interest prior to any discussion of the matter,
 - (ii) abstain from voting on any question relating to the matter,
 - (iii) subject to subsection (3), abstain from discussing the matter, and
 - (iv) subject to subsection (2) and (3), leave the room in which the meeting is being held until the discussion and voting on the matter are concluded.
- (b) If the matter with respect to which the Trustee has a Pecuniary interest is the payment of an account for which funds have previously been committed, it is not necessary for the Trustee to leave the room.
- (c) If a Trustee is temporarily absent from a meeting when a matter in which the Trustee has a Pecuniary interest is introduced, the Trustee shall, immediately on the Trustee's return to the meeting or as soon afterwards as the Trustee becomes aware that the matter has been considered, disclose the general nature of the Trustee's Pecuniary interest in the matter.

(3) *Debrief*

In accordance with Governance Culture Policy 4: Officers' Roles, the Board will assess the quality of Board meetings by debriefing, in order to provide an opportunity for the board to assess what worked and what did not, so that success can be repeated and failure avoided in the future.

J. CONDUCTING BUSINESS AT REGULAR BOARD OF TRUSTEES' MEETINGS – PUBLIC AGENDA

(1) *Call to Order, National Anthem, [Acknowledgement of the Lands](#) and Welcome*

- (a) All regular public meetings of the Board of Trustees shall commence with the

singing of the Canadian national anthem. The Chair shall request everyone present who is able to stand and participate in the singing of the Canadian national anthem.

- (b) The Chair, or other person(s) as authorized by the Chair, shall give the Acknowledgement to the Lands and make general welcome comments to Superintendents, Directors, stakeholders and members of the public. At the commencement of every regular public meeting of the Board of Trustees, the Chair shall indicate which Trustees are absent on Board of Trustees' business or for other purposes, as requested by the relevant Trustee(s).

(2) *Consideration/Approval of Agenda*

Prior to the discussion of business, the Chair may outline the Agenda, make or request any recommendations respecting amendments to the Agenda from the Corporate Secretary ~~and Trustees~~, and entertain any inquiries and conduct any necessary discussion concerning the Agenda. The Chair shall then entertain a motion to approve the Agenda as submitted or amended.

(3) *Awards and Recognitions*

This portion of the Agenda may be used to recognize special achievements of persons or departments within The Calgary Board of Education, educational partnerships or alumni of The Calgary Board of Education.

(4) *Results Focus*

This portion of the Agenda will focus on the important Results that The Calgary Board of Education is expected to achieve. The Board's meeting time will focus on the Results and fulfilling the Board's Job Description as defined in the Board's governance policies. The following are examples of items that may be included in this portion of the Agenda:

(a) *School and System Presentations*

This portion of the Agenda is to accommodate presentations related to educational issues by school and/or system groups, educational liaison groups or partners in education. Presentations are intended as a method of providing information related to Results policies. Up to fifteen (15) minutes will be allotted for each presentation. The ward Trustee, in the case of school presentations, or the Chair, in the case of system or public presentations, will thank the presenters.

(b) *Board Development*

The Board will identify topics for Board development, and the timing for each Board development session. Generally, the purpose of Board development sessions is to assist the Board to develop more complete knowledge and a better understanding of specific Results issues and to support effective policy development and Board monitoring. Prior to the detailed planning for each session, the Board will complete any information requirements, and provide more specific information as may be required to allow presenters to appropriately prepare for Board development sessions

(c) *Results Policy Annual Monitoring*

This section of the Agenda shall include the annual monitoring reports related to the Results policies and school presentations. The timing of such reports shall be in accordance with the Board's Annual Work Plan, as approved in the Board's governance policy, or as otherwise required by the Board.

(5) *Operational Expectations*

This section of the Agenda shall include the annual monitoring reports related to the Operational Expectations policies. The timing of such reports shall be in accordance with the Board's Annual Work Plan, as approved in the Board's governance policy, or as otherwise required by the Board.

(6) *Public Comment*

A member of the public may verbally address the Board of Trustees on any educational issue deemed, by a majority of Trustees present at the particular meeting, to be relevant to any reports reflected on a public Board meeting Agenda, subject to the following procedure:

- (a) A prospective speaker shall notify the Corporate Secretary by noon of the day prior to the board meeting. Prospective presenters must provide the name and contact information for the presenter, the stakeholder or public group that they are representing, if any, their proposed presentation and its relevance to a report on the Agenda for the meeting date the prospective speaker wishes to address the Board.
- (b) If the topic a prospective speaker wishes to address with the Board does not have any relevance to a report on the Agenda, the Corporate Secretary in consultation with the Board Chair will determine whether the prospective speaker may address the Board at a particular board meeting or refer the speaker to a future board meeting date.
- (c) A speaker may speak for up to three minutes. The number of such speakers at any meeting shall not exceed five. To provide fair opportunities for a variety of viewpoints to be presented, exceptions to the time and number of presentations may be made by a majority vote of the Trustees present at the meeting.
- (d) The Board, at its discretion, may restrict the number of times any individual or stakeholder group to a maximum of four times per year, unless the Board, by a majority vote, deems that additional presentations would be beneficial to The Calgary Board of Education.
- (e) A speaker should approach the microphone and wait to be recognized by the Chair. The Chair will ask the speaker to state his or her name, the stakeholder or public group represented, if appropriate, and the topic to be addressed.
- (f) A speaker shall address comments to the Chair of the meeting and use respectful language representative of addressing the office of an elected official. Attacks on the personal character or performance of any individual(s), department or school, or disruptive remarks shall be ruled out of order. The Chair has full authority to maintain decorum and order of the meeting including ruling the speaker out of order and Persistence in such remarks shall terminate the speaker's privilege to address the Board of Trustees.
- (g) Comments with respect to the following ~~issues~~ will not be allowed:
 - (i) the security of the property of The Calgary Board of Education,
 - (ii) profane, vulgar, offensive or disrespectful language, particularly referring to any person, school or department,
 - (iii) attacks on the personal character or performance of any individual(s), student(s), department or school, or disruptive remarks.

- ~~(ii)-(iv)~~ _____ personal information of an individual, including but not limited to a student or an employee of The Calgary Board of Education,
- ~~(iii)-(v)~~ _____ a proposed or pending acquisition or disposition of property by or for The Calgary Board of Education,
- ~~(iv)-(vi)~~ _____ labour relations or employee negotiations,
- ~~(v)-(vii)~~ _____ a law enforcement matter, litigation or potential litigation, including matters before administrative tribunals affecting The Calgary Board of Education, or
- ~~(vi)-(viii)~~ _____ the consideration of a request for access for information under the Freedom of Information and Protection of Privacy Act.

~~(h)~~ _____ With the exception of the Chair, who may provide clarification as required, Trustees will not make comments or ask questions of the speaker. The Chair will thank the speaker.

~~(h)(i)~~ _____ The live streaming of all regular public meetings of the Board of Trustees will not include the Public Comment portion of the meeting.

(7) *Matters Reserved for Board Information*

- (a) This section of the Agenda shall include reports coming to the Board of Trustees for information purposes only.
- (b) All reports to be presented to the Board of Trustees must be in written format in the prescribed report style as attached in Appendix E. In cases where timing is of a critical nature, the Board of Trustees may accept verbal reports.

(8) *Matters Reserved for Board Decision*

- (a) This section of the Agenda shall include reports requiring decision of the Board of Trustees.
- (b) Business introduced by Administration shall proceed by way of recommendation to the Board of Trustees. All reports to be considered by the Board of Trustees must be in written format in the prescribed report style as attached in Appendix E. In cases where timing is of a critical nature, the Board of Trustees may accept verbal reports.
- (c) As described in section G, Board of Trustees' decisions may be spread over two meetings; the first meeting will accommodate questions and discussion, prior to making a decision at the second meeting.

(9) *Consent Agenda*

The Board of Trustees uses a "Consent Agenda" to act on non-controversial and routine items quickly. Items may also be placed on the consent agenda if there has been an opportunity for questions and discussion at a prior meeting. The Consent Agenda is considered approved if no Trustee objects to consideration of the item on the Consent Agenda. Items may be removed from the Consent Agenda and placed on the regular Agenda at the request of a Trustee. The Corporate Secretary must be advised of such request by noon of the day prior to the Board of Trustees' meeting, in order that the appropriate member of administration can attend the meeting for discussion of the item. Reports removed from the Consent Agenda will be dealt with on the regular Agenda,

immediately following the Consent Agenda items.

This section of the Agenda shall include reports relative to approval of minutes of prior meetings of the Board of Trustees, and the Board of Trustees' committees, Trustees' liaison responsibilities, correspondence sent or received by the Board of Trustees, and other routine matters of Board business. These reports must be submitted in a written format and shall be received as part of the record in Board of Trustees' meetings.

In the case of the approval of Board meeting minutes, if the approval of the minutes of any meeting is removed from the Consent Agenda, such approval shall be dealt with as noted in the process above; however, the following limitations shall apply:

- (a) The minutes of a previous meeting shall not be read aloud unless requested by a majority of the Trustees.
- (b) Any Trustee may make a motion requesting that the minutes be amended to correct any inaccuracy or omission. However, the Corporate Secretary should be advised in advance of the challenge to the minutes before they are officially adopted by the Board of Trustees.
- (c) Minor changes may be made to correct errors in grammar, spelling, and punctuation or to correct the omission of a word necessary to the meaning or continuity of a sentence; but no change shall be allowed which would alter or affect, in a material way, any actual decision made by the Board of Trustees. Minor corrections to the minutes can be accomplished by informing the Corporate Secretary of such errors. The minutes do not need to be pulled from the Consent Agenda to make such corrections.

(10) *Recess, Termination and Adjournment*

- (a) A short break may be called during Board of Trustees' meetings at the discretion of the Chair of the meeting. It shall be the responsibility of the Chair of the meeting to bring the meeting back to order.
- (b) The regular ~~termination~~adjournment time for Board of Trustees' meetings shall be at the conclusion of consideration of the approved Agenda items for the meeting, or a maximum duration time of ~~five~~four and half (54½) hours from the scheduled commencement of the meeting. If the business of the meeting is not completed within ~~five~~four and half (54½) hours, the following provision shall apply:
 - (i) Upon the completion of ~~five~~four and half (54½) hours, the Chair will announce that such time has arrived and shall seek the pleasure of the Board of Trustees. If a majority of the members present agree, the meeting may continue until the completion of the scheduled Agenda items or until the time agreed to by the majority.
- (c) When a regular or special meeting adjourns without ending the session, this necessarily means that the time for another meeting to continue the same business or order of business has already been set, or that provision has been made for such a meeting to be held "at the call of the Chair". If a motion to "adjourn to the call of the Chair" is moved prior to the Chair declaring that the meeting is adjourned, an adjourned meeting called accordingly is a continuation of the same session. However, if no such meeting is held before the next regular or special Board of Trustees' meeting, whichever is applicable to the adjourned meeting, the adjournment of the previous Board of Trustees' meeting becomes final retrospectively as of the date the last meeting adjourned, and the Chair's authority

to call an adjourned meeting expires.

K. CONDUCTING BUSINESS AT REGULAR BOARD OF TRUSTEES' MEETINGS – PRIVATE AGENDA

- (1) When a majority of the Trustees present at a meeting of the Board of Trustees are of the opinion that it is in the public interest to hold the meeting or a part of the meeting in private for the purpose of considering any matter, the Board of Trustees may by motion exclude any person from the meeting. As such, the purpose of the Private Agenda is to deal with in camera matters, as determined by the Board of Trustees and/or as described in section 18(1) of the *Alberta Freedom of Information and Protection of Privacy Regulation (AR200/95)*, a copy of which is attached as Appendix B (as amended from time to time). These topics include matters of privacy and matters confidential to the internal governance and management of the Board of Trustees. Each report presented for consideration at a private meeting will include information regarding why the issue should be considered in camera, and whether the report or any part of the report is planned for public release.
- (2) When a meeting is held in private, the Board of Trustees does not have the power to pass a by-law or motion at that meeting apart from the motion necessary to revert to an open meeting.
- (3) When the Board of Trustees resolves to consider any matter in private, any motion(s) arising from the Private Agenda shall not be subject to question or debate.
- (4) Due to the confidential or privileged nature of all private meeting Agenda items and supporting material on which the motions are based, the comments, discussions and supporting material relating to private items shall remain strictly confidential, except in cases when the Board of Trustees determines that the information should be submitted to a public meeting of the Board of Trustees, when the Board of Trustees specifically authorizes its public release, or when legally required to release such information. A motion of the Board of Trustees is required if this information is to be provided to any persons other than to the Board of Trustees or to employees or agents of the Board of Trustees who require such information to carry out the duties of their job.
- (5) As part of the fiduciary duties to which each Trustee is bound is the strict duty of confidentiality. That duty applies to every matter of a confidential nature before the Board or coming to the notice of any Trustee, including the private discussions and deliberations of Trustees during informal work sessions and the agendas, debates and discussions of or that occur during private meetings of the Board. Until such time as any such confidential matters are lawfully and properly disclosed pursuant to public meetings of the Board, such matters remain confidential and any Trustee breaching such obligation of confidentiality may be subject to sanctions anticipated under the *Education Act* and the Board governance processes as well as possible legal claims.
- (6) Motions arising from Private Agenda items must be carefully worded so as to protect the confidentiality and personal privacy around the matter.

L. CONDUCTING BUSINESS AT THE BOARD OF TRUSTEES' SPECIAL MEETINGS

The business of special meetings shall be conducted in accordance with the rules governing regular Board meetings, subject to following the order of business appropriate to the purpose of the meeting, as outlined in Appendix C of these Procedures.

M. CONDUCTING BUSINESS AT THE BOARD OF TRUSTEES' ORGANIZATIONAL MEETINGS

- (1) The Corporate Secretary shall assume the chair as Chair *pro tem*.
- (2) At the organizational meeting following civic elections, after the elected Trustees have taken their oaths of office, as provided in section 75 of the *Education Act*, and have taken their places at the Board table, the Corporate Secretary shall:
 - (a) proceed to read to the Board of Trustees the returns of the election as certified by the Returning Officer; and
 - (b) declare the Board of Trustees to be legally constituted.
- (3) The Corporate Secretary shall then conduct the annual election for the office of the Chair of the Board of Trustees, as provided in section 1(3) of the *Board Procedures Regulation*, which shall be as follows:
 - (a) Call for nominations to be made orally by Trustees in public session.
 - (b) After the nominations have ceased, the nominee(s) shall be requested to inform the meeting whether they elect to stand or decline to stand.
 - (c) If only one person is nominated, that member shall be declared elected by acclamation.
 - (d) Where more than one nominee stands for election, an open vote shall be taken on the nominations in the order in which they were submitted.
 - (e) In the case of election of the Chair or Vice-Chair of the Board of Trustees, one or more Trustees can request that the vote be by secret ballot, as provided in section 9(d) of the *Board Procedures Regulation*.
 - (f) Each Trustee shall vote.
 - (g) The Board of Trustees' member who receives a simple majority of votes cast by the Trustees present shall be declared elected.
 - (h) Where more than two nominees elect to stand, if upon the first vote no nominee receives the majority required for election, the name of the nominee receiving the least number of votes shall be dropped, and the members shall proceed to vote anew and so continue until a nominee receives the majority required for election, at which time such nominee shall be declared elected.
 - (i) In the case of a vote where no nominee receives the majority required for election, and where two or more nominees are tied with the least number of votes, a special vote shall be taken to decide which one of such tied nominees' names shall be dropped from the list of names to be voted on in the next vote.
 - (j) In the case of a two-way tie vote, the Corporate Secretary shall write the names of those nominees separately on blank sheets of paper of equal size and of the same colour and texture, and after folding the sheets of paper in a uniform manner and so that the names are concealed, shall deposit them in a receptacle and direct

some person to withdraw one of the sheets. The Corporate Secretary shall declare the nominee whose name appears on the withdrawn sheet to be elected.

- (k) In the case of a three-way tie vote, the Corporate Secretary shall write the names of those nominees separately on blank sheets of paper of equal size and of the same colour and texture and after folding the sheets of paper in a uniform manner and so that the names are concealed, shall deposit them in a receptacle and direct some person to withdraw one of the sheets. The nominee's name that appears on the withdrawn sheet shall be dropped, and a vote shall then be taken to elect one of the remaining two nominees.
- (4) The Chair shall then assume the chair.
- (5) The Chair shall then conduct the election for the office of Vice-Chair of the Board of Trustees in the same manner as for the election of the Chair of the Board of Trustees as set out in the preceding section.
- (6) *Term of Office, Chair and Vice-Chair*
 - (a) In accordance with section 1(3) of the *Board Procedures Regulations*, the Chair and Vice-Chair shall hold office during the pleasure of the Board of Trustees, which under normal circumstances shall be until the next organizational meeting of the Board of Trustees.
 - (b) In the event that the office of the Chair or Vice-Chair becomes vacant due to death, incapacity, resignation or any other reason, the Board of Trustees shall elect a Trustee to fill the office for the remainder of the term.
 - (c) The position of second Vice-Chair shall be appointed following the organizational meeting on a rotating roster basis, every two months. During the months of July and August a Trustee will be designated as an on call Trustee to assist the Chair and/or Vice-Chair.
- (7) *Establishment of Committees and Liaison Requirements*

The number of committees of the Board of Trustees, their powers and duties, and the membership of each committee, shall be decided by the Board of Trustees, in accordance with the Board's Governance Culture policy 5: Board Committees.
- (8) *Schedule of Meetings and Annual Agendas*
 - (a) The Board of Trustees will determine the schedule of regular meetings for the forthcoming year (up to the date of the next organizational meeting of the Board of Trustees) and shall forthwith, by motion, adopt the calendar of meetings. This does not preclude motions to change the schedule of regular meetings, as required, throughout the year.
 - (b) To the extent possible, the Board of Trustees shall determine the Agendas for meetings of the Board of Trustees for the forthcoming year in accordance with the Board's annual work plan.
- (9) *Delegation of Power*

Any motion of the Board of Trustees to authorize delegation of the Board of Trustees' duties or powers may be made or renewed at the organizational meeting, and/or at such other time as the Board of Trustees determines to be appropriate.

N. CONTROL AND CONDUCT OF BOARD OF TRUSTEES' MEETINGS

(1) Role of Chair in Presiding Over Meetings

- (a) The Chair of the Board of Trustees shall preside over regular and special meetings of the Board of Trustees.
- (b) In the case of the absence of the Chair, the Vice-Chair has all the powers and shall perform all the duties of the Chair during the absence of the Chair. In the case of the absence of both the Chair and the Vice-Chair, the rotating second Vice-Chair shall preside. In the absence of all three of the above, the Corporate Secretary shall call the meeting to order and a Chair shall be chosen by the members of the Board of Trustees present and that individual shall then preside during the meeting, or until the Chair, Vice-Chair or second Vice-Chair arrives.
- (c) Subject to being overruled by a majority vote of Trustees, as outlined in section N(7) of these Procedures, the Chair:
 - (i) shall maintain order and preserve decorum and may, if necessary, call a Trustee to order;
 - (ii) shall decide points of order without debate or comment other than to state the rule applicable to the case;
 - (iii) shall determine which Trustee has a right to speak;
 - (iv) shall ensure that all Trustees who wish to speak on a motion have spoken, that the Trustees are ready to vote and shall subsequently call the vote;
 - (v) shall rule when a motion is out of order; and
 - (vi) may, at any meeting, expel and exclude any person who creates any disturbance or acts improperly.
- (d) When the Chair wishes to make a motion, he/she shall:
 - (i) vacate the chair, and request that the Vice-Chair take the chair; and
 - (ii) remain out of the chair until the motion has been dealt with.

(2) Attendance at Meetings

- (a) Any Trustee who will be absent from a Board of Trustees' meeting must notify the Corporate Secretary in writing as soon as possible in order to accommodate the rescheduling of the meeting, if required.
- (b) No Trustee shall leave the Board of Trustees' meeting (other than for brief periods of time) without written notice being provided through the Corporate Secretary prior to the commencement of the meeting.

(3) Trustees' Attendance at Board Meetings by Electronic Means

- (a) It is the preference of the Board of Trustees to hold its meetings at a common location to conduct Board business, with Trustees and official staff physically

present at the meeting. Notwithstanding this preference, from time to time, one or more Trustees and official staff may participate in a meeting of the Board by electronic means or other communication facilities, subject to satisfying the requirements as outlined in these Procedures.

- (b) Any acceptable electronic means or other communication facilities must permit the Trustee(s) and official staff not physically present at the meeting of the Board of Trustees to hear and be heard or watch and be heard by all other participants and public in attendance at the meeting, as is appropriate. Unless otherwise approved by the Board of Trustees, the electronic means of communication will be limited to land-line telephones, cellular telephones, or communication facilities that provide simultaneous audio and video communication.
- (c) Electronic attendance of Trustees and official staff may be permitted for regular public meetings of the Board of Trustees, special meetings of the Board of Trustees, and private meetings or the private portion of any Board of Trustees meeting. In order to maintain the confidential or privileged nature of all private meeting Agenda items and supporting material, Trustees and official staff attending a private meeting or the private portion of any Board of Trustees' meeting by electronic means must ensure no person is able to hear or watch any portion of the private meeting with the exception of Trustees and official staff attending the meeting.
- (d) Notwithstanding the requirements of these Procedures, a Trustee cannot attend more than four consecutive Board meetings electronically, without being authorized by a resolution of the Board of Trustees to do so.
- (e) At a meeting of the Board at which one or more Trustees is present electronically, voting on all motions shall be done verbally, with the Chair asking each Trustee to indicate whether they are in favour or opposed to each motion by stating their name.
- (f) At a meeting of the Board at which one or more Trustees is present electronically, if a ruling of the Chair is appealed, the Chair will poll Trustees alphabetically by last name to verify the decision.
- (g) Any Trustee wishing to participate in a Board meeting by electronic means must:
 - (i) notify the Corporate Secretary a minimum of twenty-four (24) hours prior to the stated commencement of the meeting that they will be physically absent and wish to participate electronically;
 - (ii) notify the Corporate Secretary of the location at which they can be reached. Notwithstanding that a Trustee has requested to electronically attend a meeting of the Board of Trustees, if a reasonable attempt is made to connect with the Trustee, but for any reason, such connection is not made, the Trustee will be considered to be absent from the meeting. If the connection is lost during the meeting, the Trustee will be considered to be absent from the portion of the meeting during which there is no connection;
 - (iii) be available at the scheduled commencement of the meeting;
 - (iv) formally provide a verbal statement to the Board of their identity in order that the Board can be assured that only Trustees and official staff are participating in the Board meeting;

- (v) verbally or electronically inform the Chair and/or Corporate Secretary if and when they wish to speak;
- (vi) inform the Chair if they depart from a meeting, whether temporary or permanent;
- (vii) ensure that they comply with the requirements of the Act and these Procedures with regard to any Pecuniary interest that they have in any matter before the Board.

(4) *Conduct of Trustees*

- (a) At all regular and special meetings of the Board of Trustees, Trustees will conduct themselves in accordance with the Board's Governance Policies.
- (b) Any Trustee desiring to speak shall so indicate by upraised hand and, upon recognition by the Chair who shall call the Trustee by name, the Trustee may then, but not before, proceed to speak.
- (c) When a Trustee is speaking every other Trustee shall:
 - (i) remain quiet and seated;
 - (ii) not interrupt the speaker, except on a point of order; and
 - (iii) not carry on a private conversation in person, via email, text or social media.
- (d) When a Trustee is speaking the Trustee shall:
 - (i) not speak disrespectfully of ~~His~~ Majesty The ~~King~~Queen, ~~his~~her official representatives or ~~his~~her government;
 - (ii) not use offensive words in referring to any person;
 - (iii) not reflect on any vote of the Board of Trustees except when moving to rescind it, and shall not reflect on the motives of the Trustees who voted on the motion, or the mover of the motion;
 - (iv) not shout or immoderately raise his voice or use profane, vulgar or offensive language; and
 - (v) ensure that any statement made is done so in accordance with the Board's Governance Policies. Any Trustee may request the Board of Trustees to consider a motion directing the speaking Trustee to provide the source of the information stated.

(5) *Conduct of Members of the Public*

The members of the public during a Board of Trustees' meeting shall:

- (a) not address the Board of Trustees without permission;
- (b) maintain order and quiet;
- (c) not interrupt any speech or action of the Board of Trustees, or any other person addressing the Board of Trustees; and
- (d) comply with the Public Comment requirement set out in these Procedures.

(6) *Request for Information, Point of Order*

- (a) A request for information is a request or a statement directed to the Chair, or through the Chair to another Trustee, or to the Chief Superintendent, for or about information relevant to the business at hand, but not related to a point of procedure. When a request for information is raised, the Chair shall answer the question or direct the question to the appropriate Trustee or the Chief Superintendent.
- (b) A point of order is the raising of a question by a Trustee with the view of calling attention to any departure from the Board of Trustees' Procedures or the customary proceedings in debate or in the conduct of the Board of Trustees' business. When any point of order arises, it shall be immediately taken into consideration.
 - (i) When the Chair is called upon to decide a point of order, the point shall be stated without unnecessary comment, and the Chair shall state the rule or authority applicable in the case.
 - (ii) When a point of order is raised, or when a Trustee is called to order by the Chair, the Trustee speaking shall immediately be silent and shall remain silent until the Chair decides the point raised.
 - (iii) The Trustee raising a point of order may be granted permission to explain.

(7) *Ruling of the Chair*

- (a) When the Chair is of the opinion that any motion is contrary to the rules of the Board of Trustees, the Chair shall advise the Trustees immediately, quoting the rule or authority applicable.
- (b) No argument or comment as to the Chair's ruling shall be permitted, and the decision of the Chair shall be final unless a challenge is made.
- (c) When a Trustee wishes to challenge the ruling of the Chair, the motion, "That the decision of the Chair be overruled" shall be made.
- (d) A challenge of the ruling of the Chair shall be decided by a majority of the Trustees present. When the ruling of the Chair is challenged, the Chair shall have the right to state the reasons for the decision given, and shall then call the question, without further debate.

(8) *Calling a Trustee to Order*

- (a) When the Chair calls a Trustee to order, the Trustee shall cease to speak.
- (b) The Chair shall provide the opportunity for the Trustee to apologize and/or to explain the Trustee's position in making the remark for which the Trustee was called to order.
- (c) In the event that a Trustee refuses to remain quiet when called to order, the Chair shall request the Vice-Chair or any Trustee to move a motion to remove the unruly Trustee either:
 - (i) for the balance of the meeting; or

- (ii) until a time stated in the motion;
unless the Trustee makes an apology acceptable to the Board of Trustees for the Trustee's unruly behaviour.
- (iii) When the majority of the Board of Trustees votes in favour of the motion, the Chair shall direct the unruly Trustee to leave the Board Room and, if the Trustee refuses to leave, direct that the Trustee be removed.
- (iv) When the Chair has directed an unruly Trustee to leave the Board Room and the Trustee makes an explanation and apology satisfactory to the Board of Trustees, it may, by a majority vote of the remaining Trustees present, allow the offending Trustee to remain in his or her place.

(9) *Motions in Board of Trustees' Meetings*

- (a) Pursuant to section 8(1) of the *Board Procedures Regulation*, all motions shall be submitted to the Board of Trustees by the Chair or a Trustee and no seconder is required.
- (b) All motions to be brought in connection with the Agenda materials received pursuant to section G of these Procedures shall be handled as follows:
 - (i) Original wording of proposed motions be submitted in writing to all Trustees, Chief Superintendent, and Corporate Secretary by Noon on the Thursday prior to a public meeting, and
 - (ii) Final wording of proposed motions be submitted in writing to all Trustees, Chief Superintendent, and Corporate Secretary by 3:00 pm on the Friday prior to a public meeting.
- (c) Unless exempted by the Chair, motions submitted during the course of debate shall also be submitted to the Corporate Secretary in writing, except motions to refer, to adjourn, to lay on the table, to postpone, to recess, to extend termination of the meeting, or to rise and report to the Board of Trustees.
- (d) After a motion has been moved and prior to it being placed on the floor for debate, it is the property of its mover, who can withdraw it or modify it without asking the consent of anyone.
- (e) When a question is under debate, no motion shall be received, except a motion to extend adjournment, to adjourn, to lay on the table, to postpone to a certain time, to refer to a committee, to amend, or to postpone indefinitely, which motions shall have the precedence in the above order.
- (f) A motion to "lay on the table" should only be used if the purpose is to temporarily put business aside so that the Board of Trustees can take up a more urgent matter. If the motion to "lay on the table" is adopted, it is important to make the motion to "take from the table" after the more important business has been decided, in order that the Board of Trustees can again discuss and vote on the motion that was laid on the table. A tabling motion is not debatable. A question laid on the table remains there until taken from the table or until the close of the next regular meeting; if not taken up by that time, the motion dies.

- (g) A motion to “postpone indefinitely” has the purpose of suppressing the main motion for the duration of the meeting without the Board having to vote on the main motion.
- (h) A motion to “postpone to a certain time” is for the purpose of allowing more time to make a decision about the motion thereby putting off or delaying a decision until that time.
- (k) A motion to “refer” is for the purpose of having another group or committee investigate a proposal, and the motion is debatable. If the motion does not include a time by which the committee is to report, the motion might die in committee.
- (l) Agenda items presented to the Board for information will be retained on the corporate record, and do not require a board motion as such.

(10) *The Handling of a Motion*

- (a) The mover of a motion shall state the motion to be considered.
- (b) A question period will follow, during which Trustees will have an opportunity to ask questions for clarification or information prior to the Chair’s calling for formal debate.
- (c) After a main motion has been made and before the motion has been stated by the chair, any Trustee can informally suggest one or more modifications in the motion, which at this point the maker can accept or reject as the mover wishes.
- (d) Representatives of the Alberta Teachers’ Association Local 38, Canadian Union of Public Employees Local 40, The Calgary Board of Education Staff Association, and Trade Unions, will be permitted to speak during the question period at the discretion of the Chair. Questions to these representatives are to be addressed through the Chair.
- (e) Any Trustee desiring to speak shall so indicate by upraised hand and, upon recognition by the Chair who shall call the Trustee by name, the Trustee may then, but not before, proceed to speak.
- (f) Every individual, prior to speaking, shall address the Chair, and remarks shall be confined to the motion under consideration.
- (g) At the conclusion of the question period, the Chair states the motion, thus placing it on the floor for debate. After the motion has been stated by the Chair, it is the property of the Board of Trustees and the maker must receive the approval of the Board, either by consent or by formal approval, to withdraw or amend the motion.
- (h) The mover of the motion shall be given the opportunity to speak first and open debate.
- (i) No Trustee may speak more than twice during the debate on any motion, except under the following circumstances:
 - (i) When a Trustee feels he/she has been misquoted or misunderstood, the Trustee may, after receiving permission from the Chair, explain a material part of his speech but the Trustee may not introduce any new matter.

- (ii) Before the debate has been closed and the vote called, provided no other Trustee has the floor, a Trustee may request that the motion be read aloud.
- (j) Unless the Board of Trustees by a majority vote extends the time, no Trustee shall speak more than twice for three minutes each on any motion.
- (k) During the debate, each Trustee has the right to speak twice on the same question, but cannot speak a second time so long as any Trustee who has not spoken on that question desires the floor.
- (l) When debate is closed, and prior to calling the question on the motion, the Chair shall always have the right and responsibility to make clear the exact question that the Board of Trustees is deciding and to make sure that Trustees understand the effect of an “aye” and of a “no” vote prior to calling the question on the motion.

(11) *Motion to Adjourn*

- (a) A motion to adjourn is always in order, except when a motion to adjourn was the immediately preceding motion, and takes precedence over all others, but it must not be entertained while a member is speaking nor while a vote is in progress.

(12) *Voting on Motions*

- (a) The Chair and every Trustee present at a meeting must vote on all questions, unless excused from voting in accordance with section 8(2) of the *Board Procedures Regulation*. Each question must be decided by a majority of the votes of the Trustees present. Any question on which there is an equality of votes shall be decided in the negative.
- (b) Notwithstanding the above section, any Trustee who was absent from a Board of Trustees’ meeting is not entitled to vote on the adoption of the minutes arising from that meeting. Such abstention shall be recorded. This provision is deemed to satisfy the requirements of section 8(2)(a) of the *Board Procedure Regulation* and no further motion in this regard is required.
- (c) In accordance with section 88 of the *Education Act* and Governance Culture Policy 8: Board Member Conflict of Interest, if a Trustee has a Pecuniary interest in any matter before the Board of Trustees, the Trustee shall disclose such interest prior to any discussion of the matter, abstain from voting on or discussing the matter, and leave the room in which the meeting is being held until the discussion and voting on the matter are concluded.
- (d) The Chair shall declare the results of all votes, including which Trustees voted for or against the motion in question.

(13) *Motions that Bring a Question Again Before the Board*

- (a) A question once decided cannot be brought up again at the same meeting unless otherwise decided by a majority of the Board of Trustees.
- (b) A question to reconsider must be made by a Trustee who voted on the prevailing side of the original motion and can only be considered on the same day that the original motion was decided. When the question to reconsider is on the table, the

mover shall briefly state his reasons for reconsideration and the motion to reconsider shall then be voted on without further debate. If carried, the original motion shall then be read and is before the Board of Trustees for disposal.

- (c) If the Board of Trustees refuses to reconsider, no other motion to reconsider can be made.
- (d) If it should become necessary to rescind a motion that has passed, at least one weeks' notice in writing must be given unless otherwise decided by a majority of the Board of Trustees. The motion to rescind is then introduced and dealt with at the next regular Board meeting.
- (e) No motion to rescind or to reconsider shall have the effect of delaying or impeding the action necessary to give effect to any motion, unless the Board of Trustees shall order otherwise.

(14) Termination and Adjournment

- (a) At the conclusion of each Board of Trustees' or committee meeting, the Chair must declare the meeting either terminated or adjourned.

O. CORPORATE RECORDS OF MEETINGS

(1) Minutes of all Board of Trustees' meetings, whether public or private, shall be recorded in the official minutes maintained by the Corporate Secretary on behalf of the Board of Trustees in accordance with section 10 of the *Board Procedure Regulation*.

(1)(2) Minutes of Board of Trustees' committee meetings shall be presented to the Board of Trustees as part of the regular committee reports, when applicable in accordance with GC-5E Board Committees Terms of Reference, and shall be retained in the corporate records of the Board of Trustees.

(2)(3) The Minutes for each Board of Trustees' meeting shall include:

- (a) the type of meeting: regular, special, or organizational;
- (b) the name of the assembly;
- (c) the date, time and place of the meeting;
- (d) Trustees in attendance as well as Trustees who are absent;
- (e) main and secondary motions and their disposition; including the names of Trustees voting in favour of, or in opposition to the motion or recommendation and the names of Trustees who were temporarily absent from the meeting at the time the question was called, or who abstained from voting in accordance with section 8(3) of the *Board Procedures Regulation*; points of order and appeals, whether sustained or lost, together with the reasons given by the Chair for his or her ruling;
- (f) in accordance with section 88(4) of the *Education Act*, the abstention of a Trustee under sections 88(1) and 88(3) of the *Education Act*, as related to disclosure of any Pecuniary interests; and
- (g) the hour of adjournment.

- ~~(3)~~(4) The Corporate Secretary shall prepare the minutes of each Board of Trustees' meeting and such minutes shall be considered for adoption at a subsequent meeting of the Board of Trustees.
- ~~(4)~~(5) The minutes shall contain a record of decisions and motions made at the meeting along with a summary of Board deliberations and discussions. The minutes will not contain any deliberations or discussions at a private meeting to protect the confidential and privileged nature of all private meetings.
- ~~(5)~~(6) The Corporate Secretary's office shall cause an audio record of all public meetings of the Board of Trustees to be made and, if any Trustee questions the accuracy of any portion of the minutes of a previous meeting, the audio recording shall be used to decide the question.
- ~~(6)~~(7) The audio recording of a meeting of the Board of Trustees shall be erased immediately following the Board of Trustees' adoption of the minutes unless in the meantime, a written request has been received to retain the audio record, and followed by receipt, within 60 days, of a court order requiring the retention of the audio recording.
- ~~(7)~~(8) Public Board meetings will be broadcast over the internet. Archives of meetings will be accessible to the public for a period of two years from the date of the meeting. The Board of Trustees reserves the right to edit the video in the event that there is an unauthorized release of personal information, or for other legal requirements or emergent issues.
- ~~(8)~~(9) When a Trustee arrives late, leaves early, or is absent from a portion of a meeting due to a conflict of interest, the minutes of such meeting shall reflect the reason for the Trustee's absence.
- ~~(9)~~(10) All reports and documents submitted to the Board of Trustees shall be retained in the corporate records of the Board of Trustees.

P. COMMITTEES OF THE BOARD OF TRUSTEES

- (1) In accordance with section 52 of the *Education Act*, the Board of Trustees will make use of committees to help the Board of Trustees do its work. The functioning of the Board of Trustees' committees will be governed by the Governance Culture Policy 5: Board Committees.
- (2) The terms of reference of each Board of Trustees' committee will set out any reporting requirements to the Board of Trustees.

waiver of notice

APPENDIX A – WAIVER OF NOTICE FOR SPECIAL MEETING

Month/Day/Year
Time

Multipurpose Room,
Education Centre
1221 8 Street SW
Calgary, AB

We, the undersigned Trustees of The Calgary Board of Education of the Province of Alberta, do hereby waive notice for the above-noted Special Meeting of the Board of Trustees. This waiver is completed in accordance with the provisions of section 3(4) (Special Meetings) of the *Board Procedures Regulation*. (This waiver may be signed in counterpart and the counterparts when combined shall be treated as one and the same document.)

The purpose of the Special Meeting of the Board of Trustees scheduled for _____, is to give consideration to the following items:

-
-

Waiver of Notice is hereby granted:

Name of Trustee	Signature of Trustee	Date

| appendix |

APPENDIX B – Excerpt from Alberta Freedom of Information and Protection of Privacy Regulation (AR200/95)

- 18(1) A meeting of a local public body's elected officials, governing body or committee of its governing body may be held in the absence of the public only if the subject-matter being considered in the absence of the public concerns
- (a) the security of the property of the local public body,
 - (b) personal information of an individual, including an employee of a public body,
 - (c) a proposed or pending acquisition or disposition of property by or for a public body,
 - (d) labour relations or employee negotiations,
 - (e) a law enforcement matter, litigation or potential litigation, including matters before administrative tribunals affecting the local public body, or
 - (f) the consideration of a request for access for information under the *Freedom of Information and Protection of Privacy Act* if the governing body or committee of the governing body is itself designated as the head of the local public body for the purposes of the *Freedom of Information and Protection of Privacy Act*,
- and no other subject-matter is considered in the absence of the public.
- (2) Subsection (1) does not apply to a local public body if another Act
- (a) expressly authorizes the local public body to hold meetings in the absence of the public, and
 - (b) specifies the matters that may be discussed at those meetings.

**APPENDIX C - TEMPLATES FOR ORDER OF BUSINESS
FOR BOARD OF TRUSTEES' MEETINGS**

A. The normal order of business for the **Regular Meeting of the Board of Trustees, Public Agendas** shall be as follows:

Time	Topic	Policy Ref
12:00 p.m.	1 Call to Order, National Anthem, <u>Acknowledgement of the Lands</u> and Welcome	
	2 Consideration/Approval of Agenda	GC-2
	3 Awards and Recognitions	<u>GC-3</u>
	4 Results Focus School and System Presentations; Policy Consideration (Reasonable Interpretations, Benchmarks and Targets, Monitoring, Language Changes); Board Development Sessions	
	5 Operational Expectations Policy Consideration (Reasonable Interpretation, Indicators, Evidence Monitoring, Language Changes)	
	6 Public Comment Scheduled only when public comment request(s) comply with the requirements outlined in Board Meeting Procedures	GC-3. 32
	7 Matters Reserved for Board Information	
	8 Matters Reserved for Board Decision	<u>GC-2</u>
	9 Consent Agenda	GC-2.6
4:30 p.m.	10 Adjournment <u>Private Session</u> <u>Termination of Meeting</u>	
	Debrief	GC-2. 43

B. The normal order of business for the **Regular Meeting of the Board of Trustees, Private Agendas** shall be as follows:

Time	Topic	Policy Ref
12:00 p.m.	1 Call to Order	
	1.1 Motion to Move In-Camera	
	2 Consideration/Approval of Agenda	GC-2
	3 Matters Reserved for Board Decision	<u>GC-2</u>
	4 Matters Reserved for Board Information	

Time	Topic	Policy Ref
	4.1 Legal Matters Issues (when required)	OE-1,7,8
	4.2 Labour Matters Issues (when required)	OE-4
	4.3 Land Matters Issues (when required)	OE-9,12
	4.4 Other (when required)	
	5 Consent Agenda	GC-3
	5 6 Strategic Governance Matters (when required)	GC-2,6
	6 7 Motions	
	6 .1 Motion to Move Out of In Camera	
	6 .2 —Action In-Camera Recommendations	
4:30 p.m.	8 Adjournment <u>Termination of Meeting</u>	
	Debrief	GC-2,4,3

C. The normal order of business for **Special Meetings** of the Board of Trustees established for any purpose other than the conducting of hearings and hearing of appeals shall be as follows:

- ~~1.~~ — **Call to Order**
- ~~2.~~ — **Consideration of Agenda** (subject to ~~section 3(5) of the Board Procedures Regulation~~)
- ~~3.~~ — **Action Items**
- ~~4.~~ — **Information Items**
- ~~5.~~ — **Governance/Board of Trustees**
- ~~6.~~ — **Adjournment**

~~Debrief~~

<u>Time</u>	<u>Topic</u>	<u>Policy Ref</u>
	<u>1 Call to Order</u>	
	<u>1.1 Motion to Move In Camera (when required)</u>	
	<u>2 Consideration of Agenda</u>	GC-2
	<u>3 Matters Reserved for Board Decision (when required)</u>	
	<u>4 Matters Reserved for Board Information (when required)</u>	
	<u>5 Strategic Governance Matters (when required)</u>	
	<u>6 Motions</u>	GC-2
	<u>6.1 Motion to Move Out of In Camera (when required)</u>	
	<u>6.2 Action In-Camera Recommendations (when required)</u>	
	<u>Termination of Meeting</u>	
	<u>Debrief</u>	GC-2.4



D. The normal order of business for **Special Meetings** of the Board of Trustees established for employee matters shall be as follows:

<u>Time</u>	<u>Topic</u>	<u>Policy Ref</u>
	<u>1 Call to Order</u>	
	<u>1.1 Motion to Hold the Hearing at a Private Meeting</u>	
	<u>1.2 Welcome and Introductions</u>	
	<u>1.3 Review of Procedures</u>	
	<u>1.4 Preliminary Points Prior to Commencement of Procedures</u>	
	<u>2 Presentations by Parties</u>	
	<u>3 Comments/Responses by Parties</u>	
	<u>4 Board Member Questions</u>	
	<u>5 Concluding Comments by Parties</u>	
	<u>6 Deliberation and Decision</u>	
	<u>7 Motions</u>	<u>GC-2</u>
	<u>7.1 Motion to Move Out of In Camera</u>	
	<u>7.2 Action In-Camera Recommendations</u>	
	<u>Termination of Meeting</u>	

- ~~1. Call to Order
Motion to Consider Agenda In-Camera
Welcome and Introductions
Review of Procedures
Preliminary Points Prior to Commencement of Procedure~~
- ~~2. Presentations, Comments and Responses, Committee Questions, and Concluding Comments of Parties
Written and Oral Presentations
Comments by Way of Response
Trustee Questions
Concluding Remarks~~
- ~~3. Deliberation and Decision
Deliberation
Motion to Revert to Public Meeting
Motion re: Decision~~
- ~~4. Adjournment~~

~~Debrief~~

E. The order of business at the **Organizational Meeting of the Board of Trustees** shall be as follows:

1 | Call to Order (by Corporate Secretary as Chair pro tem)

2 | Consideration/Approval of Agenda

GC-2

3 | Election Returns as certified by the Returning Officer
(only required in a Municipal Election Year)

4 | Declare the Board of Trustees Legally Constituted (only
required in a Municipal Election Year)

5 | Election of Chair (Chair then assumes the Chair and
conducts the remainder of the Organizational Meeting)

6 | Election of Vice-Chair

7 | Establishment of Committees, Committee
Membership, and Liaison Roles

8 | Schedule of Board of Trustees' Meetings and
Annual Agendas

9 | Delegation of Authority to Chief Superintendent (if
required)

Termination of Meeting

Debrief

GC-2.4

1. ~~The Corporate Secretary shall assume the Chair as Chair pro tem and carry out the following:~~

~~Call to order~~

~~Read the returns of the election as certified by the Returning Officer (Election Year)~~

~~Declare the Board of Trustees to be legally constituted (Election Year)~~

~~Election of Chair~~

~~The Chair shall assume the Chair and conduct the remainder of the Organizational Meeting.~~

2. ~~Election of Vice-Chair~~

3. ~~Establishment of Committees, Committee Membership, and Liaison Links~~

4. ~~Schedule of Board of Trustees' Meetings and Annual Agendas~~

5. ~~Delegation Order of the Board of Trustees~~

6. ~~Adjournment~~

APPENDIX D – QUICK REFERENCE GUIDE TO ROBERT’S RULES OF ORDER

PROCEDURES AS ADAPTED FROM QUICK REFERENCE GUIDE TO ROBERT’S RULES OF ORDER					
	ORDER OF MOTIONS	MOVER MUST BE RECOGNIZED	AMENDABLE	DEBATABLE	MAY BE RECONSIDERED
PRIVILEGED					
1	Fix time of next meeting	Yes	Yes	No	Yes
2	Adjourn	Yes	No	No	No
3	Take a recess	Yes	Yes	No	No
4	Question of privilege	No	No	No, but a resulting motion is	No
5	Orders of the day	No	No	No	No
INCIDENTAL (No order of Precedence)					
	Point of order	No	No	No	No
	Appeal	No	No	Usually	Yes
	Suspend the rules	Yes	No	No	No
	Create special orders	Yes	No	Yes	No
	Withdraw (or renew)	Yes	No	No	Negative only
	Objection to consideration	No	No	No	Negative only
SUBSIDIARY					
6a	Table	Yes	No	No	No
6b	Take from the table	Yes	No	No	No
7	Previous question	Yes	No	No	Yes
8	Limit or extend debate	Yes	Yes	No	Yes
9	Postpone definitely	Yes	Yes	Yes	Yes
10	Refer or commit	Yes	Yes	Yes	Yes
11	Amend	Yes	Yes, once	Yes	Yes
12	Postpone indefinitely	Yes	No	Yes	Affirmative only
13	Main question (or motion)	Yes	Yes	Yes	Yes
MOTIONS					
14	Reconsider	No	No	No	No
15	Rescind	Yes	Yes	Yes	Negative only
16	Elections (nominations)	No	No	Yes	Yes

Note: Under the provisions of the *Education Act* and Board Meeting Procedures, a seconder is not required for Board of Trustees resolutions, and each motion shall be decided by a majority of the votes of those Trustees present.’

report to
Board of Trustees

APPENDIX E – BOARD REPORT TEMPLATE

Title of Report: To access title double click blue tab.

Date	Month date, 201X
Meeting Type	Click here to select an optionClick here to select an option
To	Board of Trustees
From	[Name] Chief Superintendent of Schools
Purpose	Click here to selection an option
Originator	First name Last name, title
Governance Policy Reference	Make reference to pertinent Governance Policy type, number and name. State the policy group first; use acronyms for specific references. For example: Board/Chief Superintendent Relationship B/CSR-2: Single Unit Control Operational Expectations OE-3: Instructional Program OE-7: Communication With and Support for the Board
Resource Person(s)	(Those who assist in the generation of the report.) First name Last name, title

NOTE: Include only the sections that are required and appropriate for this report. Not all reports will require all sections.

1 | Recommendation

The recommendation is the proposed Board action and specifies exactly what you want the Board of Trustees to decide. The rest of the report provides context, information and alternatives that support the recommendations. For a given issue, the recommendation proposes a solution.

Recommendations related to private agenda items must be carefully worded so as to protect the confidentiality and personal privacy around the issue.

Use the following format when preparing this section:

It is recommended:

- ~~THAT the Board of Trustees approves...~~All motions to start with the wording "THAT the Board of Trustees..."
- When a motion includes references to an attachment, use the language "Attachment # to this report"
- When the matter being approved by the Board is subject to Ministerial approval, such as use of operating reserves, disposition of schools, etc., the motion to start with the wording "THAT, subject to Ministerial approval, the Board of Trustees approves...."
- If the report is coming for information purposes only then the following wording should be use:

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

2 | Issue

The report and the recommendations exist for a reason. Be concise in describing why this report has been created and brought forward. This section should be brief.

Examples:

At the meeting of Dec. 15, 2010, the Board of Trustees directed the Chief Superintendent to provide further information on the use of capital reserves. The Board asked for the report by the end of January 2011.

Operational Expectations 7: Communication With and Support for the Board requires "the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern." This update meets the requirement of OE-7 for information in a timely, simple and concise form.

3 | Background

This section should answer the question “how did we get here” and provide the context required to understand the analysis.

4 | Analysis

The analysis section does much of the heavy lifting of the report, including:

- describing the problem in greater detail;
- clearly explaining the complexity of issues;
- describing possible risks and how they could/will be mitigated;
- demonstrating how governance policies and their interpretations impact the possible and resulting options;
- explaining measurements and results;
- describing and discussing alternatives; and
- describing the CBE’s position compared to others.

Ultimately, the analysis makes the case for the recommendations. In this section you should present the options you’ve considered (including those you are not recommending) and clearly explain your rationale. When the analysis is excellent, people may not like the outcome but they will understand the rationale.

Writing the report is not the full value of the process. The greatest value comes from thinking and reflection. The analysis section may contain recommendations to continually improve.

5 | Financial Impact

The financial section is important. One pillar of the Three-Year Education Plan is “stewarding our resources.” This section demonstrates our financial sensibility and performance. This section should be as detailed and extensive as possible.

A thorough and compelling presentation of the financial impact may include implications such as:

- cost (e.g., capital, operating, incremental, one-time, ongoing);
- revenue or funding;
- balance sheet, cash flow and income statement;
- legislated or regulatory;
- human resource;
- organizational priorities; and
- opportunity cost

As in all sections, charts, tables and graphics should be used wherever they help to tell the story. At a minimum, a financial section should include figures.

6 | Implementation Consequences

Implementation Consequences is future focused. Explain the effects or expected outcomes that may occur if the report is approved and the recommendation implemented. The consequences may be positive or negative. In some cases, this section may underscore the risks of inaction as well. Regardless of how complex the situation, it must be explained simply and in plain language.

7 | Conclusion

The conclusion should recap the essence of the report. It is the last thing most people will read before turning back to the recommendations. The conclusion is not the place to introduce new information. It connects back to the stated issue and confirms that the report serves the purpose for which it was written.

Be brief. Be direct. Be persuasive.

[NAME]

CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

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

Attachment I: Name of Attachment

Attachment II: Name of Attachment

Attachment III: Name of Attachment

APPENDICES

An appendix is a document that provides additional reference information and supplements the original report. When numbering appendices, use Appendix Numbering Style

Appendix I: Name of Appendix

Appendix II: Name of Appendix

Appendix III: Name of Appendix

Please do not edit, add to or delete from the Glossary.

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: ~~The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour. 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 how authority is delegated to its only point of connection—the Chief Superintendent—and how the Chief Superintendent's performance will be evaluated. 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.~~

Operational Expectations: ~~These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.~~

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. 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.~~

report to Board of Trustees

Board of Trustees' Committee Appointments – Engagement Planning Committee

Date	January 31, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor, Corporate Secretary
Purpose	Decision
Governance Policy Reference	GC-3: Board Job Description GC-5: Board Committees GC-5E: Engagement Planning Committee Terms of Reference

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the appointment of Trustee Charlene May to the Engagement Planning Committee, effective February 1, 2023 to June 13, 2023.

2 | Background

The Terms of Reference for the Engagement Planning Committee, as outlined in Governance Culture Policy GC-5E, states the following:

“Membership”

1. The Committee shall be comprised of:
 - Three trustees, one of whom will serve as Chair of the Committee
 - Chief Superintendent, or designee
 - Chief Communications Officer, or designee
 - Corporate Secretary, or designee



At the Board of Trustees' organizational meeting held on June 14, 2022 Trustees Nancy Close, Dana Downey and Laura Hack were appointed to the Engagement Planning Committee. Trustee Nancy Close has resigned from the Committee effective January 31, 2023, which has resulted in a vacancy on the Committee. The appointment of Trustee Charlene May will fill the vacancy.

3 | Conclusion

The Board of Trustees to consider the trustee membership appointment to the Engagement Planning Committee.

report to Board of Trustees

Revision to the Schedule of Regular Meetings

Date	January 31, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor Corporate Secretary
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments GC-6: Annual Work Plan

1 | Recommendation

- THAT the Board of Trustees approves revisions to the Schedule of Regular Meetings, to:
 - 1) remove the public meeting scheduled for Tuesday, May 9, 2023, commencing at 11:00 a.m., in the Multipurpose Room at 1221 - 8 Street SW, Calgary, Alberta; and
 - 2) add a public meeting to be held on Tuesday, May 30, 2023, commencing at 11:00 a.m., in the Multipurpose Room at 1221 - 8 Street SW, Calgary, Alberta.

2 | Background

On June 14, 2022, at the Board of Trustees' Organizational Meeting, the Board approved the Schedule of Regular Meetings for September 2022 through June 2023. It has been brought to the Board's attention that it would be beneficial to revise the Schedule of Regular Meetings so that Board business can be dealt with in a timely manner.

Attachment I: Schedule of Regular Meetings – revision in tracked changes



report to Board of Trustees

First Quarter Budget Variance Report

Date	January 31, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy, Superintendent Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	OE-5: Financial Planning GC-5E: Board Committees
Resource Person(s)	Tanya Scanga, Manager of Corporate Planning & Reporting

1 | Recommendation

This report is provided for the information of the Board of Trustees. No decision is required.

2 | Issue

Operational Expectations OE-5: Financial Planning requires that quarterly variance reports are prepared, and explanations provided for variances over 1% and \$500,000 between the CBE's budget and this forecasted quarter. This report serves as the first-quarter report for the 2022-23 fiscal year ending August 31st, 2023.

Governance Culture GC-5E requires that quarterly financial variance reports and the financial health matrix be presented to the Audit and Risk Committee. The Audit and Risk Committee is to pay particular attention to the presentation of unusual, sensitive and/or significant variances from the budget.

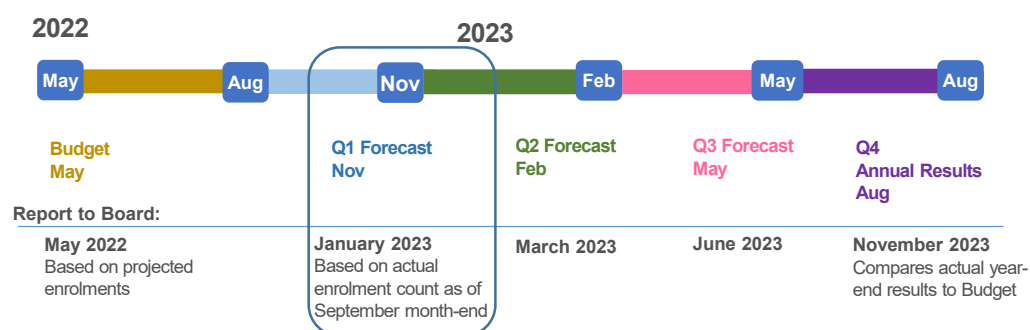
3 | Background

Quarterly variance and annual financial reports presented to the Audit and Risk Committee and the Board of Trustees, provide an update on the results of CBE operations. This report compares the 2022-23 first-quarter forecast to the 2022-23 budget in compliance with Operational Expectations OE-5: Financial Planning.

Included in this report:

- Attachment I: First-quarter budget variance report
- Attachment II: Spending by schools and service units
- Attachment III: Use of reserves
- Attachment IV: Capital budget report
- Attachment V: Financial Health Matrix

4 | Analysis



The first-quarter budget variance report reflects impacts of changes in actual student enrolment from estimated student enrolment incorporated into the budget. Attachment I summarizes the forecasted activity compared to budgeted revenues and expenses, reserve transfers and capital transactions.

Operating deficit

The projected deficit for the year is \$10.9 million (0.8% of budgeted expenditures). This is an unfavourable variance of \$7.7 million from the 2022-23 budget, which included a request to draw from reserves of \$3.2 million.

Overall revenues are higher than budgeted by \$41.5 million and expenses have increased by \$49.2 million. Revenue increased mainly due to the accrual of provincial grant funding based on higher actual enrolment from forecasted enrolment in Budget 2022-23, the ATA salary increase settlement funding, Supplemental Enrolment Growth grant, and new curriculum funding.

Expenditures increased mainly due to additional staffing costs due to higher enrolment, the ATA salary increase settlement, increase in utility rates, new curriculum implementation and resource costs, complexity in schools and learning disruption funding related costs.

Please refer to the line-item analysis for further details. Spending by schools and service units is provided in Attachment II with explanations of significant variances from Budget 2022-23.

Capital Activities

Board-funded capital expenditures allow various projects necessary to support the continued operations of the CBE, that are not funded through Alberta Education (e.g. technology upgrades,

new school commissioning, non-school building upgrades, air-conditioning, modular classroom installations, etc.), to continue.

The board-funded capital expenditures are expected to be \$47.8 million, which is an increase of \$27.3 million from the budgeted expenditures of \$20.5 million.

The forecasted board-funded capital expense of \$47.8 million includes:

- \$22.7 million for various maintenance projects including Client Access Technology Refresh, information technology infrastructure renewal and growth, transition to SharePoint Online and Next Generation Solutions;
- \$13.3 million for new school commissioning, and solar power projects;
- \$5.3 million for strategic projects including CCTV upgrade and enterprise implementation, learning management system development, and Oracle upgrade;
- \$3.4 million for the purchase of custodial and trades equipment, recycling equipment, and School wiring closets remediation;
- \$2.5 million for principal repayments of capital leases;
- \$0.6 million for future board funded projects;

A total of \$21.9 million in expenses, included above, is related to board-funded capital projects initiated in 2021-22, to be continued into the 2022-23 fiscal year. These capital expenses carried forward include new school commissioning, solar power system and various technology upgrade and maintenance projects.

The 2022-23 first-quarter capital budget report in Attachment IV highlights significant variances from the Budget.

Use of reserves and balancing

The CBE submitted a balanced 2022-23 budget that required a draw of \$3.2 million from operating reserves. The first quarter forecasts a draw of \$19.6 million from operating reserves and designated funds, and a draw of \$21.9 million from capital reserves. Expenditures forecasted for carry-forward as of August 31, 2022, are shown as an offsetting contribution to the reserves and any changes in the forecast may result in a request to access operating reserves. Any access to operating reserves will require Board of Trustee and Ministerial approval.

Operating Reserve

The forecasted operating reserve balance of \$17.8 million is a decrease of \$19.6 million from \$37.4 million at August 31, 2022. This is a forecast and only incorporates the net difference between revenue and expenses at this point. The CBE has consistently carried forward projects of operating and capital nature and given how early we are in the year, no forecast has been established for carryforwards. This carryforward will potentially reduce the draw on operating reserves. The CBE's reserves will continue to be deployed to maintain core programs, services and supports through these challenging times. Access to operating and capital reserves is subject to approval from the Minister of Education until August 31, 2023.

Guidance from Alberta Education's Funding Manual mandates a prescribed level of operating reserves that each jurisdiction must maintain. Each jurisdiction must maintain a minimum operating reserve percentage of 1% and a maximum of 3.15% (equivalent to the System Administration grant) of its prior-year operating expenses. Any operating reserve balance in excess of the operating reserve maximum will be recovered by Alberta Education through a reduction in scheduled payments.

The CBE's forecasted operating reserve percentage of 1.3% is within the mandated guidelines. The CBE has adequate operating reserves to address most non-grant funding risks and operational needs.

Capital Reserve

Alberta Education has not mandated a minimum or maximum level of capital reserves that each jurisdiction must maintain. The forecasted capital reserves balance of \$27.9 million represents a decrease of \$21.9 million from \$49.9 million as a result of new school commissioning and solar panel projects. As a result of the recent sales of CBE properties, net proceeds will be added to the capital reserves. This will be reflected in future quarter reporting for the 2022-23 school year.

Further details are provided in Attachment III – first-quarter use of reserves.

Revenue

(in \$ thousands)	
Q1 Forecast Revenue	1,412,567
Budget 2022-23 Revenue	1,371,098
Variance Favourable / (Unfavourable)	41,469

Significant contributions to this favourable (increase) in revenue include:

- Favourable variance of \$38.6 million in Government of Alberta funding resulting from the net impact of:
 - \$15.4 million for the accrual of provincial grant funding based on higher than forecasted enrolment in Budget 2022-23;
 - \$11.6 million for ATA salary increase settlement cost;
 - \$5.1 million as CBE's enrolment growth is within the range to qualify for additional Supplemental Enrolment Growth Grant;
 - \$4.8 million for new curriculum implementation and resources;
 - \$3.9 million in exceptional funding for displaced Ukrainian students;
 - \$2.1 million for targeted Learning Disruption Grant for received to mitigate pandemic-related learning disruptions. This is a targeted grant for grades 2 - 4 students;
 - \$2.1 million various increase in funding including: Adolescent Mental Health, environmental sustainability and indigenous start up;
 - \$1.1 million increase in French language funding due to higher enrolment;
 - \$0.4 million Safe Indoor Air Funding revenue;
 - \$0.4 million additional funding from the Fuel Contingency Program;
 - \$6.0 million decreased expense with offsetting revenue for IMR deferral; and
 - \$1.2 million decrease in amortization expense due to delay of 2 new school openings.
 - Partially offset by:
 - \$6.0 million decreased expense with offsetting revenue for IMR deferral; and
 - \$1.2 million decrease in amortization expense due to delay of 2 new school openings.
- Favourable variance of \$0.4 million in Federal Government and First Nations revenue due to:
 - \$0.4 million funding in support of complex needs indigenous students.
- Unfavourable variance of \$0.2 million in Other Sales and Services revenue due to:
 - \$0.2 million lower Continuing Education registrations.
- Favourable variance of \$0.5 million in Fees from the net impact of:

- \$1.3 million increase fee revenue from lunchroom supervision and student supplies fee due to an increase in enrolment;
- Partially offset by
 - \$0.8 million net decrease in transportation fee revenue. Although there is an increase in ridership, due to the ongoing disruption to transportation services, the CBE has made the decision to reduce transportation fees by 20 per cent for the school year.
- Favourable variance of \$2.8 million in Investment Income due to:
 - \$2.8 million increase in interest rates.
- Unfavourable variance of \$0.6 million in All Other Revenues due to:
 - \$0.6 million slow uptake for rentals since elimination of COVID-19 restrictions.

Expenses

(in \$ thousands)	
Q1 Forecast Expense	1,423,474
Budget 2022-23 Expense	1,374,253
Variance Favourable / (Unfavourable)	(49,221)

Significant contributions to this unfavourable (increase) in expenses include:

- Unfavourable variance of \$31.0 million in Certificated salaries, wages and benefits due to:
 - \$15.5 million staff and supply redeployment decisions made by principals to accommodate for students' learning needs based on actual enrolment. This adjustment is a normal part of the CBE's budget cycle;
 - \$12.9 million for ATA salary increase settlement cost;
 - \$2.1 million for targeted Learning Disruption Grant for received to mitigate pandemic-related learning disruptions. This is a targeted grant for grades 2 - 4 students;
 - \$2.0 million for new curriculum implementation and resources;
 - \$0.3 million for costs related to Official Languages in Education Program (OLEP); and
 - \$0.2 million for increase staff at the Welcome Centre.
- Unfavourable variance of \$4.9 million in Non-certificated salaries, wages and benefits due to:
 - \$3.0 million staff and supply redeployment decisions made by principals to accommodate for students' learning needs based on actual enrolment. This adjustment is a normal part of the CBE's budget cycle;
 - \$1.7 million carried pressure based on the historical vacancies calculated at budget. Anticipated offset with realized vacancies throughout the year;
 - \$0.3 million lunchroom supervision increase because of increased enrolment; and
 - \$0.2 million for increase staff at the Welcome Centre.
 - Partially offset by:
 - \$0.3 million decreased rentals resulting in decrease in overtime related to rentals.
- Unfavourable variance of \$14.7 million in Services, Contracts and Supplies resulting from the net impact of:
 - \$4.8 million increase utility rates and usage;
 - \$3.9 million reduced supplies and services redeployment decisions made by principals to accommodate for students' learning needs based on actual enrolment. This adjustment is a normal part of the CBE's budget cycle;
 - \$3.8 million board approved carry forward expenditures from the 2021-22 school year;
 - \$2.8 million for new curriculum implementation and resources;
 - \$1.9 million Safe Indoor Air Funding expense, including high-cost filters;
 - \$1.5 million increase transportation expense due to increased ridership and fuel costs;

- \$1.0 million board approved carry forward expenditures from the 2021-22 school year;
- \$0.4 million for various change in estimates to contracts compared to budget;
- \$0.4 million costs related to OLEP;
- \$0.2 million increase in education centre operating costs; and
- Partially offset by:
 - \$6.0 million decreased expense with offsetting revenue for IMR deferral.
- Favourable variance of \$3.6 million in Other (Interest, Amortization and Bad Debt) resulting from the net impact of:
 - \$4.1 million due to adjustments in estimated amortization expense for the year as asset capitalization was lower than expected from the budget; and
 - Partially offset by:
 - \$0.5 million decrease in bad debt, uncollectible and waiver expenses.

5 | Conclusion

This report represents information to the Audit and Risk Committee in connection with Governance Culture GC-5E: Board Committees and Board of Trustees in connection with Operational Expectations OE-5: Financial Planning.

The CBE will continue to practice prudent financial decision making and maximize the value from funds received to provide programs and services to support student achievement, equity and well-being. The CBE continues to monitor the risks that may impact CBE operations.

The CBE will maintain focus on our core values: students come first, learning is our central purpose and public education serves the common good.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: First quarter budget variance report
- Attachment II: Spending by schools and service units
- Attachment III: Use of reserves
- Attachment IV: Capital budget report
- Attachment V: Financial Health Matrix

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

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

Attachment I: First-quarter budget variance report

Description	2022-23	Forecast for the	Variance	
	Budget ^(A)	year ending	Favourable/	(Unfavourable) ^(B)
	(in \$ thousands)			%
Revenues				
Government of Alberta	1,288,174	1,326,706	38,532	3%
Federal Government and First Nations	631	977	346	55%
Other sales and services	16,789	16,633	(156)	(1%)
Fees	46,099	46,640	541	1%
Investment income	3,682	6,482	2,800	76%
All other	15,723	15,129	(594)	(4%)
Total revenues	1,371,098	1,412,567	41,469	3%
Expenses				
Certificated salaries, wages and benefits	811,902	845,043	(33,141)	(4%)
Non-certificated salaries, wages and benefits	254,220	259,134	(4,914)	(2%)
Services, contracts and supplies	215,834	230,545	(14,711)	(7%)
Amortization	85,629	81,484	4,145	5%
Interest	1,715	1,715	0	0%
All other	4,953	5,553	(600)	(12%)
Total expenses	1,374,253	1,423,474	(49,221)	(4%)
Projected annual deficit	(3,155)	(10,907)	(7,752)	(246%)
Transfer from operating reserves/designated funds	-	(19,569)	19,569	(100%)
Add/(deduct) capital items paid by operating funds				
Capital assets acquired	(25,830)	(56,392)	(30,562)	54%
Board funded amortization	25,830	25,830	0	0%
Transfer from / (to) capital reserves	-	21,900	21,900	100%
	-	(8,662)	(8,662)	100%

^{A)} Approved by the Board of Trustees on May 24, 2022.

^{B)} Refer to line-item analysis for further details on these variances.

Attachment II: Spending by schools and service units



	Forecast 2022-23	Salaries and benefits	Supplies and services	Other (interest, amortization and uncollectible accounts)	Q1 Forecast 2022-23	Budget 2022-23	Increase/ (decrease)	
	FTEs	(in \$ thousands)						%
Schools and Areas	9,117	978,131	80,624	-	1,058,756	1,016,486	42,270	4% (1)
Service Unit System Budgets	14	8,744	129,588	78,574	216,906	217,325	(419)	(0%)
Facilities and Environmental Services	208	22,070	9,287	2,313	33,670	33,227	443	1%
School Improvement	408	53,896	6,820	136	60,852	52,649	8,203	16% (2)
Finance and Technology Services	204	23,514	1,577	7,729	32,820	33,854	(1,034)	(3%) (3)
Human Resources	109	12,688	1,286	-	13,975	14,038	(63)	(0%)
Communications	21	2,549	49	-	2,598	2,598	-	0%
General Counsel	12	1,647	91	-	1,738	1,769	(31)	(2%)
Chief Superintendent's Office	3	502	122	-	624	744	(120)	(16%)
Board of Trustees	-	435	1,099	-	1,535	1,562	(27)	(2%)
Total	10,096	1,104,177	230,545	88,752	1,423,474	1,374,253	49,221	3%

- (1) **Schools and Areas:** Increase is mainly due to the settlement cost of ATA salary increase, additional staffing due to the increase in enrolment and board approved school carryforwards.
- (2) **School Improvement:** Increase is mainly due to new curriculum implementation and resources, additional costs for Learning Disruption Grant, increase Welcome Centre staff due to the increase of new immigrant students.
- (3) **Finance and Technology Services:** decrease in amortization adjustments in estimated amortization expense for the year as asset capitalization was lower than expected from the budget.

Attachment III: Use of reserves

CALGARY BOARD OF EDUCATION 2022-23 PROPOSED USE OF OPERATING RESERVES (in \$ thousands)

<u>Description</u>	Reserves balance Sep. 1, 2022	2022-23 Budget planned use of reserves ⁽¹⁾	Forecasted use of reserves	Forecasted reserves balance Aug. 31, 2023
Accumulated operating reserves				
<u>Available for use reserves</u>				
Fiscal stabilization reserve	37,364	-	(11,267)	26,097
<u>Restricted reserves</u>				
EducationMatters flow-through funds ⁽²⁾	1,929	-	-	1,929
Changes in accounting policy reserve	(10,164)	-	-	(10,164)
Total operating reserves	29,129	-	(11,267)	17,862
Designated operating reserves				
School decentralized budgets	3,700	-	(3,700)	-
Instructional and service unit initiatives	4,602	-	(4,602)	-
Total designated funds	8,302	-	(8,302)	-
Total operating reserves and designated	37,431	-	(19,569)	17,862
Capital reserves				
Building reserve	21,481	-	-	21,481
Other capital reserves ⁽³⁾	27,603	-	(21,900)	5,703
Plant, operations and maintenance	798	-	-	798
Total capital reserves	49,882	-	(21,900)	27,982
Total reserves	87,313	-	(41,469)	45,844

(1) Approved by the Board of Trustees on May 24, 2022.

(2) This reserve is the result of consolidating EducationMatters into the CBE's financial statements in accordance with accounting standards.

(3) The forecasted use of reserves is the amount of the carryforward from prior year board funded assets.

The forecasted operating reserve balance of \$17.8 million is a decrease of \$19.6 million from \$37.4 million at August 31, 2022. This is a forecast and only incorporates the net difference between revenue and expenses at this point. The CBE has consistently carried forward projects of operating and capital nature and given how early we are in the year, no forecast has been established for carryforwards. This carryforward will potentially reduce the draw on operating reserves. The CBE's reserves will continue to be deployed to maintain core programs, services and supports through these challenging times. Access to operating and capital reserves is subject to approval from the Minister of Education until August 31, 2023.

Attachment IV: Capital Budget

	Budget 2022-23	Approved carryforward and revisions	Q1 Forecast 2022-23	Variance Favourable/ (Unfavourable)	
	(in \$ thousands)				
Capital lease payments (contracts)					
Performance contracts	2,500	-	2,500	-	0%
Total Capital Lease Payments	2,500	-	2,500	-	0%
Non-facility related projects					
Strategic	4,096	1,231	5,327	(1,231)	(30%)
Enhancement	2,505	927	3,432	(927)	(37%)
Maintenance	16,125	6,504	22,629	(6,504)	(40%)
Total non-facility related projects	22,726	8,662	31,388	(8,662)	(38%)
Capital reserve projects					
New school Commissioning	8,632	6,514	15,146	(6,514)	(100%)
Solar Power System	-	6,754	6,754	(6,754)	(100%)
Total capital reserve projects	8,632	13,268	21,900	(13,268)	(100%)
Unallocated board funded projects	604	-	604	-	-
Total non-facility capital expenditures	34,462	21,930	56,392	(21,930)	(64%)
Financed by the following:					
Contribution from operating activities	-	-	8,662	(8,662)	(100%)
Total amortization expense (non-cash)	25,830	-	25,830	-	0%
Transfer from / (to) capital reserves	8,632	-	21,900	(13,268)	(100%)
Total board-funded financing	34,462	-	56,392	(21,930)	(64%)

Definitions:

Maintenance - Projects that are required to maintain current processes and systems in good working condition.

Enhancement - Projects that improve or extend the functionality of existing systems, technologies, and processes.

Strategic - Projects that open up new horizons, learning methods, organization models, and value propositions that reach across the organization or physical facility.

Attachment VI: Financial Health Matrix

Financial Health Matrix

In the interest of transparency and accountability, the CBE developed a financial health matrix. This matrix is designed to assist CBE administration and the Board of Trustees in monitoring the overall financial health of the CBE. Financial health is the ability of the CBE to achieve its Results policies in the short and long term.

The CBE's financial health is indicated by both short and long term financial health indices as well as other operational indicators. Taken together, these indices and indicators allow for an assessment of the CBE's ability to continue providing the programs, services and supports that students and families expect and rely on.

Monitoring the financial health matrix along with the numerous reports from the CBE administration to the Board of Trustees allows stakeholders (students, staff, the public, and government) to gain a comprehensive view of the CBE and its activities.

From a short-term perspective, the indicators outline a trend of continuing to be able to sustain annual operations and meet near-term financial commitments with modest room available on short-term borrowing and reserves should unanticipated events arise, where appropriate and approved.

From a longer-term perspective, near-term operational capabilities may be constrained should the recent decline in the funding per student, increasing enrolment and continued cost increases resulting from inflation and contractual commitments continue. School capacity utilization is in a reasonable target zone to accommodate current enrolment growth, but with deferred maintenance on schools over \$160 million, the effective utilization of IMR and CMR funds is increasingly important in maintaining safe and healthy learning spaces for students.

In summary, short-term operational needs are being met through a balance of financial support and operational effectiveness in delivering programs, services and support to students.

At this time, the most significant area of concern relates to the overall level of government funding. In addition to inflationary pressures, enrolment and complexity of students has outpaced the rate of funding. The CBE will be challenged to find new, different and more efficient ways to provide high quality public education.

Financial Health Indicators
Current Year – Short Term

	Status: Favourable		Trend: Neutral			
	Q1					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23*

Liquidity Ratio: 1.15 1.24 1.19 1.24 1.22 1.22
(Financial Assets / Liabilities less Spent Deferred Capital Contributions)

Liquidity Ratio reflects the CBE's ability to pay current financial obligations as they are due. A liquidity ratio higher than one is desirable. A higher liquidity ratio shows that CBE has the ability to better respond to rapidly changing circumstances. A liquidity ratio of less than one would indicate the need to borrow money to meet current obligations.

	Status: Favourable		Trend: Neutral			
	Q1					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23*

Net Asset: (in millions) \$ 214 \$ 213 \$ 225 \$ 217 \$ 204 \$ 204
(Total Assets - Total Liabilities less Spent Deferred Capital Contributions)

Positive Net Asset position is a good indicator of the CBE's overall financial health. This means that CBE is managing its costs and assets in a sustainable way.

	Status: Favourable		Trend: Neutral			
	Q1					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23*

Debt-to-Asset Ratio: 0.87% 0.88% 0.86% 0.86% 0.87% 0.87%
(Total Debt / Total Assets)

This ratio measures the amount of debt that CBE owes as a percentage of total assets. This reflects the extent to which the CBE relies on borrowed funds to finance its operations. The lower percentage is favourable as it means the CBE has the ability to take on debt to address emerging unfunded infrastructure cost.

	Status: Favourable		Trend: Favourable			
	Q1					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23*

Cash Asset Ratio: 1.22 1.22 1.77 1.72 1.77 1.77
(Cash and Cash Equivalents / Current Liabilities)

This ratio measures the organization's ability to fund its current liabilities with available cash. A Cash Asset Ratio of higher than 1 is optimal as it shows the organization's ability to meet any unexpected challenges through the available cash assets.

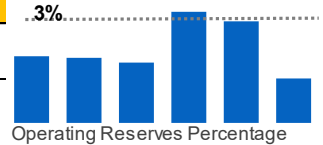
	Status: Favourable		Trend: Favourable			
	Q1					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23*

Working capital per student: \$ 219 \$ 310 \$ 251 \$ 415 \$ 346 \$ 346

Working capital is the amount of money available after discharging all liabilities. Working capital allows the CBE to meet emergent needs and new initiatives. Working capital is compared to student enrolment to determine the amount of funds available per student that could be spent in the future.

	Status: Neutral		Trend: Neutral			
	Q1					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23*

Expense (\$ millions) 1,365 1,391 1,311 1,341 1,371 1,423
Operating Reserves Percentage 1.9% 1.9% 1.7% 3.2% 2.9% 1.3%



(Operating Reserves / Expenditures)

Operating reserves provide the CBE with short-term flexibility to address unanticipated unfunded costs. Operating Reserve to Expense percentage determines the Board's ability to react to emergent situations and fund special initiatives. Alberta Education mandates a minimum Operating Reserves Percentage of 1% and a maximum of 3.15%. Any Operating Reserves in excess of the maximum would be deducted from future payment by Alberta Education.

Financial Health Indicators

Medium - Long Term

	Status: Neutral		Trend: Favourable			
	Q1					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23

Capital Reserves (\$ millions)	24,200	15,887	28,846	41,863	49,882	49,882
Capital Reserves per Student	199	129	229	341	398	380

Capital reserves provide funds for future replacement of the Board's capital assets. Capital Reserves per student indicates the amount of capital reserves on a per student basis.

	Status: Unfavourable		Trend: Neutral			
	Q1					
(in \$ millions)	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23*

Estimated Deferred Maintenance	162	173	173	171	162	162
IMR Carryforward less Deferred Maintenance	155	168	163	141	152	152

Deferred maintenance is the estimated cost to repair/upgrade the major building systems that are currently operating beyond their designed service life. An increase in deferred maintenance over time is an indicator of significant future cost and risk. IMR carryforward is deducted from deferred maintenance as it relates to deferred revenue recognition from Alberta Education.

	Status: Neutral		Trend: Neutral			
	Q1					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23

Revenues (\$ millions)	1,363	1,390	1,323	1,332	1,360	1,413
Expenses (\$ millions)	1,365	1,391	1,311	1,341	1,371	1,423
Surplus/(Deficit) (\$ millions)	(2.1)	(0.8)	11.5	(9.1)	(10.9)	(10.9)

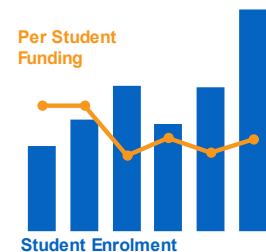
The CBE relies on a steady and predictable stream of revenues in order to effectively plan expenditures. Any unexpected fluctuations in funding can cause a significant variance in budgeted annual surplus/deficit. Revenues are primarily impacted by enrolment and grants rates, while expenditures are mainly impacted by staffing decisions.

	Status: Neutral		Trend: Unfavourable			
	Q1					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23

Per Student Funding	9,048	9,054	8,638	8,783	8,662	8,772
Student Enrolment	120,438	122,400	124,939	122,117	124,802	130,654

Per student funding from Alberta Education excludes targeted funding. These targeted funds are removed from the funding per student calculation as they are not available to directly support teaching and learning in the classroom. That is, the targeted funds cannot be used to hire and deploy additional school based staff.

Per student funding is an indicator of the stability of revenue over time. Increasing funding per student generally indicates an increased ability to maintain programs, services and supports. Decreasing per student funding over time is an indicator that programs, services and supports will need to be re-structured to fit within available resources.



	Status: Neutral		Trend: Neutral			
	Q1					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23

Percent of Expenses						
Salaries & Benefits	78%	78%	79%	81%	79%	78%
Supplies & Services	16%	17%	14%	13%	15%	16%
Other	5%	6%	6%	6%	6%	6%

This chart shows the percentage of CBE's budget allocated to various expenditure categories over the last 5 years. Salaries and Benefits have steadily increased as a percentage of total expenses, which is offset by a similar decrease in Supplies and Services.

	CBE	Other Metro School Boards
--	-----	---------------------------

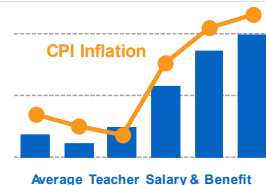
Salaries & Benefits as % of Total System Administration Expenses	47%	77%
---	-----	-----

The CBE spends considerably less portion of its System Administration block expenses towards Salaries & Benefits, as compared to other metro school boards. This reflects the management's prudent financial management to ensure efficient operations.

	Status: Unfavourable		Trend: Unfavourable			
	Q1					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23**

Average Teacher Salary & Benefit	100,771	100,453	101,000	102,334	103,490	103,990
CPI Inflation	2.26%	1.64%	1.19%	4.90%	6.70%	7.40%

The average teacher salary is the most significant driver in total CBE spending. Flat or falling average teacher salaries indicates an ongoing ability to fund programs, services and supports. An increase in average teacher salaries over time may impact on the ability to maintain programs, services and supports. Monitoring the inflation rate for Calgary over time allows decision makers to assess the continued affordability and sustainability of programs, services and supports.



* Amounts are not adjusted until year end, thus there is no change on a quarterly basis.

** October 2022 Calgary CPI

report to Board of Trustees

Construction Projects Status Report

Date	January 31, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih 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, Project Manager, Facility Projects

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 new and replacement facilities under development or construction.



3 | Background

The Calgary Board of Education (CBE) is currently undertaking eight new school construction projects.

On March 21, 2017, the Alberta Government announced the approval of three new elementary schools: Dr. Freda Miller School (Evergreen); Sibylla Kiddle School (Cranston); and Northern Lights School (Coventry Hills/Country Hills). Construction and all deficiencies for the three schools is complete, pending the results of ongoing radon testing. All three schools opened on September 8, 2020.

On March 23, 2018, the Alberta Government announced the approval of an elementary school for Mahogany (Mahogany School) and a K-9 school for Skyview Ranch (Prairie Sky School). They also provided design approval for a middle school in Auburn Bay (Lakeshore School) and a new north Calgary high school to be located in Coventry Hills.

On November 1, 2019, the Government of Alberta approved full construction funding for a middle school in Auburn Bay (Lakeshore School), and a new north Calgary high school in Coventry Hills. The Government of Alberta also announced the approval of a second elementary school for Auburn Bay (Bayside School).

On March 4, 2022, the Government of Alberta announced the approval of a middle school for Evanston. On December 14, 2022, Alberta Infrastructure advised the CBE that Evanston middle will be delivered via a Design-Build delivery method.

On November 29, 2022, the Board of Trustees approved the closure of the Louise Dean School effective June 28, 2024 for the purpose of relocation to Jack James High School. Procurement of design services is underway.

4 | Analysis

Information on the current status of the projects under development and being administered by the CBE and Alberta Infrastructure is provided in **Attachment I**.

The locations of the various new school and modernization capital projects under development are shown in **Attachment II**.

Also included in **Attachment III** are a series of onsite photographs to provide you with a visual of construction progress for the five schools with projected openings between 2022 and 2023. No material changes were made to the three schools opened in 2020, thus progress photos are excluded.

There are two Project Steering Committees set up for the current school projects as follows:

- New Elementary/Middle Schools (Mahogany, Skyview Ranch, Auburn Bay)
- North Calgary HS

5 | Conclusion

This report provides the current update on the status of new and modernized facilities under development or construction by the CBE.

It is provided to the Board of Trustees for informational purposes in compliance with Operational Expectation 7: Communication With and Support for the Board.



CHRISTOPHER USIH
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 its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

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's performance.

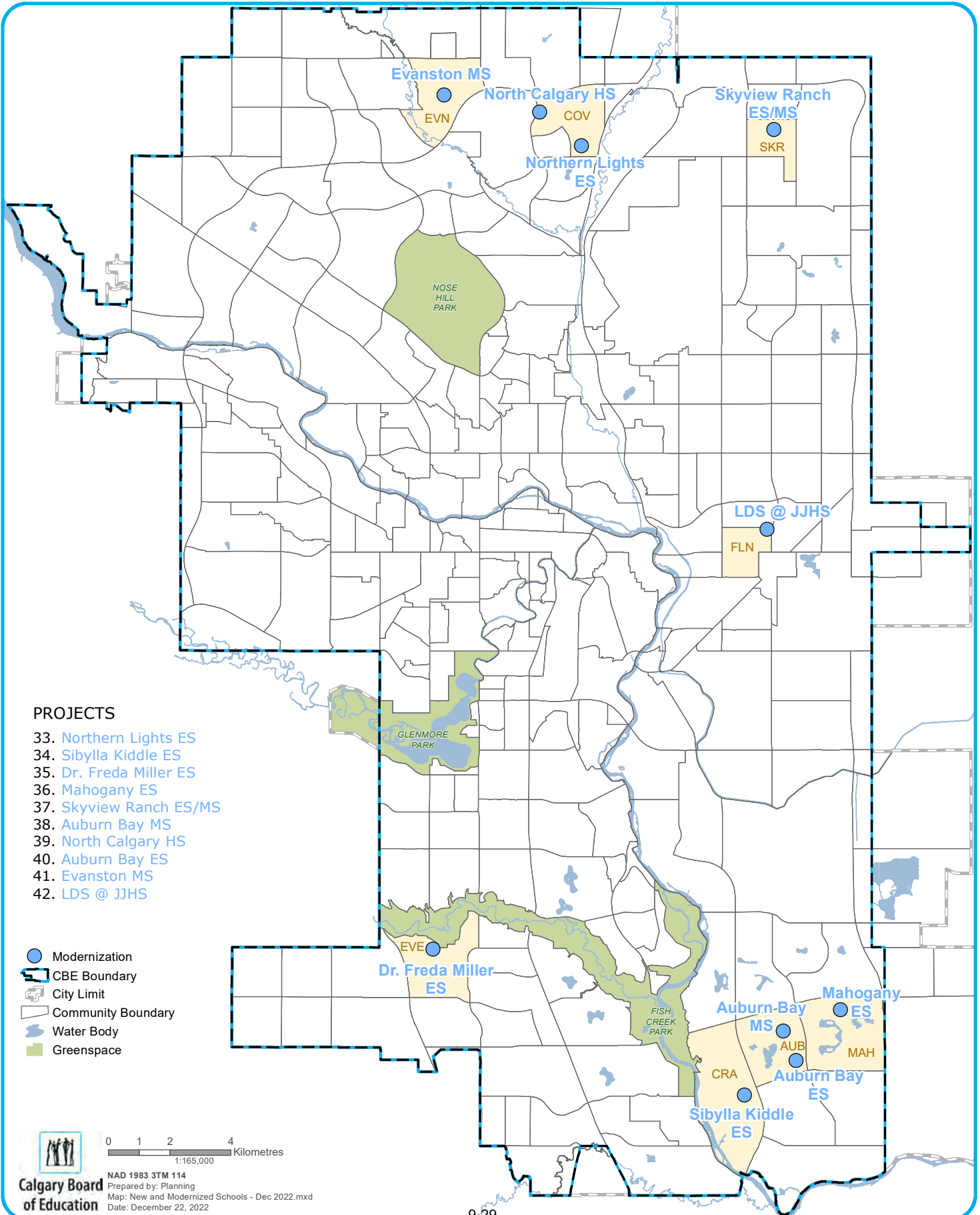
**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
January 31, 2023**

Building	Opening Date	Notes/Comments	
33. Northern Lights School (Coventry Hills) Grades K-4 Capacity 600 students	Sept. 8, 2020	Design and specifications	100%
		Construction Award	100%
		Construction Progress	100%
		Note: Project Managed by Alberta Infrastructure. School complete; warranty issue remediation underway.	
34. Sibylla Kiddle School (Cranston) Grades K-4 Capacity 600 students	Sept. 8, 2020	Design and specifications	100%
		Construction Award	100%
		Construction Progress	100%
		Note: Project Managed by Alberta Infrastructure. School complete; warranty issue remediation underway.	
35. Dr. Freda Miller School (Evergreen) Grades K-4 Capacity 600 students	Sept. 8, 2020	Design and specifications	100%
		Construction Award	100%
		Construction Progress	100%
		Note: Project Managed by Alberta Infrastructure. School complete; warranty issue remediation underway.	
36. Mahogany School Grades K-4 Capacity 600 students	Sept. 1, 2022	Design and Specifications	100%
		Construction Award	100%
		Construction Progress	100%
		Note: Project managed by Alberta Infrastructure. School complete; warranty issue remediation underway.	
37. Prairie Sky School Grades K-9 Capacity 900 students	TBD	Design and Specifications	100%
		Construction Award	100%
		Construction Progress	90%
		Note: Project managed by Alberta Infrastructure. Interior finishes ongoing, mechanical and electrical ongoing, exterior hardscapes completed, landscaping on hold until Spring.	

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
January 31, 2023**

Building	Opening Date	Notes/Comments	
38. Lakeshore School Grades 5-9 Capacity 900 students	October 2022	Design and Specifications	100%
		Construction Award	100%
		Construction Progress	100%
		Note: Project managed by Alberta Infrastructure. Correction of deficiencies ongoing, exterior landscapes to be completed spring 2023.	
39. North Calgary HS Grades 10-12 Capacity 1800 students	Aug. 31, 2023	Design and Specifications	100%
		Construction Award	100%
		Construction Progress	80%
		Note: Project managed by Alberta Infrastructure. Building envelope ongoing, electrical and mechanical ongoing, interior & exterior glass installation ongoing, interior finishes ongoing, hardscapes completed.	
40. Bayside School Grades K-4 Capacity 600 students	Sept. 1 2022	Design Build - Basis of Design/Bid package	100%
		Construction Award	100%
		Design and Specifications	100%
		Construction Progress	100%
		Note: Project managed by Alberta Infrastructure. School complete; warranty issue remediation underway.	
41. Evanston School Grades 5-9 Capacity 900 students	TBD	Design Build - Basis of Design/Bid package	10%
		Construction Award	0%
		Design and Specifications	0%
		Construction Progress	0%
		Note: Project managed by Alberta Infrastructure. Preliminary design underway	
42. Louise Dean School Grades 9-12	TBD	Design and Specifications	0%
		Construction Award	0%
		Construction Progress	0%
		Note: Project managed by Calgary Board of Education Procurement of Design Services underway.	

New and Modernized Schools As of December 2022



PROJECTS

- 33. Northern Lights ES
- 34. Sibylla Kiddle ES
- 35. Dr. Freda Miller ES
- 36. Mahogany ES
- 37. Skyview Ranch ES/MS
- 38. Auburn Bay MS
- 39. North Calgary HS
- 40. Auburn Bay ES
- 41. Evanston MS
- 42. LDS @ JJHS

- Modernization
- CBE Boundary
- City Limit
- Community Boundary
- Water Body
- Greenspace

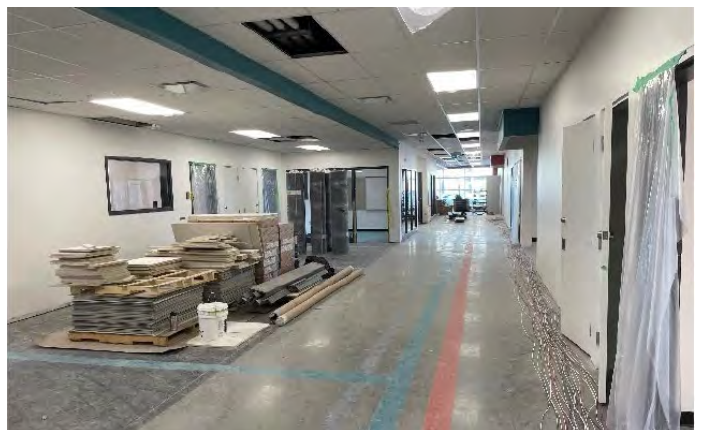
0 1 2 4
Kilometres
1:165,000

NAD 1983 3TM 114
Prepared by: Planning
Map: New and Modernized Schools - Dec 2022.mxd
Date: December 22, 2022

Mahogany Elementary School



Prairie Sky School



Lakeshore School



North Calgary High School



Bayside School



**report to
Board of Trustees**

**OE-5: Financial Planning
OE-8: Communicating and Engaging With the Public**

Date	January 31, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Information
Originator	Brad Grundy, Superintendent, Finance/Technology Services Chief Financial Officer, Corporate Treasurer Marla Martin-Esposito, Chief Communications Officer
Governance Policy Reference	Board/Chief Superintendent Relationship GC 2: Governing Commitments B/CSR -1: Single Point of Control Operational Expectations OE-5: Financial Planning OE-8 Communicating and Engaging With the Public

1 | Recommendation

It is recommended:

- THAT the Board of Trustees receives this report for information.

2 | Issue

The Board of Trustees reviewed and passed the first reading of proposed policy amendments to Operational Expectations policies OE-5: Financial Planning and OE-8: Communicating and Engaging With the Public. Prior to approving the changes, the Board of Trustees requires an understanding of potential operational impacts of those changes on the organization. On October 25, 2022, the Board of Trustees passed the following motion:

THAT the Board of Trustees gives first reading to the amendments of Operational Expectations 5: Financial Planning and Operational Expectations 8: Communicating and Engaging With the Public policies as provided in the attachments to the report.

This report provides the requested operational impacts in response to that motion.

3 | Background

The Board of Trustees uses a policy governance model to govern and provide oversight of the CBE. 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. The Board governs the CBE through policies that set out the Results (learning outcomes for each student), Operational Expectations (the boundaries of day-to-day operations including both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate), Governance Culture (how the Board works) and the Board/Chief Superintendent Relationship (delegation to and evaluation of the Board's single employee). The Chief Superintendent must demonstrate reasonable progress towards achieving Results and compliance with Board Operational Expectations.

On October 25, 2022, the Board of Trustees passed the first reading of the proposed policy amendments to two of its Operational Expectation Policies; namely Operational Expectation 5: Financial Planning and Operational Expectation 8: Communication and Engagement with the Public.

For Operational Expectation 5: Financial Planning (OE-5), the Board of Trustees debated an amendment to policy subsection 5.5(d) of this policy relating to operational reserves retained by the CBE on a yearly basis. The current policy requires the CBE's operating reserves to be maintained at a minimum of 3%. This minimum threshold was established by the Board of Trustees in the fall of 2020.

Guidance from Alberta Education's Funding Manual for School Authorities mandates a prescribed level of operating reserves that each jurisdiction must maintain. Each jurisdiction must maintain a minimum operating reserve percentage of 1% and a maximum of 3.15% (equivalent to the System

Administration grant) of its prior-year operating expenses. Any operating reserve balance in excess of the operating reserve maximum will be recovered by Alberta Education through a reduction in scheduled payments.

The proposed amendment revises subsection 5.5(d) to remove the prescribed minimum 3% operation reserve balance. All other parts of this policy remain the same.

For Operational Expectation 8: Communication and Engagement with the Public, the Board of Trustees debated amendments to the overarching policy. This amendment is consistent with the Board of Trustee responsibilities as set out in section 33(1)(g) of the *Education Act*, which stipulates that boards have a responsibility to “collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education”.

4 | Analysis

The proposed policy amendments were reviewed to assess the operational impacts, if any, of these changes. This review indicates that the proposed amendments will have a beneficial impact on the CBE.

With respect to the proposed amendment to OE-5: Financial Planning, the change introduces flexibility for CBE administration when setting operational reserve levels. It also avoids duplication of the guidance provided by Alberta Education. Alberta Education’s Funding Manual for School Authorities provides guidelines on acceptable operating reserves. Provincial direction sets the range between 1% and 3.15% (upper end being equivalent to system administration costs). For the 2022-2023 school year, a 1% balance would be approximately \$13M and 3.15% would be \$41M.

Operational impacts for the proposed policy amendments to OE-5: Financial Planning include:

- *Clarify expectations that enables CBE to align with provincial standards:* alignment to the provincial guidelines ensures that Board of Trustee decisions, relating to budget approval and use of reserves, is congruent with provincial expectations;
- *Greater flexibility in budget planning:* having flexibility within a defined range provides flexibility to CBE administration to maximize use of available funds while protecting CBE’s long term financial sustainability;
- *Provides for consistency:* enables CBE messaging to the public that CBE’s operational reserve levels are in line with the province and other school boards;

- *Provides less certainty:* in operating reserve balances, increasing risk to CBE in managing unforeseen and unbudgeted events requiring draws on reserves; and
- *Necessitates review and revision to the Reasonable Interpretation and Indicators:* for OE-5: Financial Planning must ensure the Board of Trustee's amendments are reflected in the annual monitoring reporting. It is anticipated that this will be relatively straightforward.

With respect to the proposed amendment to OE 8: Communication and Engagement with the Public, the proposed amendment reflects the current practice of CBE administration working with post-secondary institutions to promote opportunities for students. Operational impacts include:

- *Makes Board values explicit:* specifically, including post-secondary as a community partner makes the Board of Trustee's commitment to meeting its oversight function explicit;
- *Clarity of direction:* the amendment provides direction to CBE administration ensuring that it considers when and how CBE partners engage with post-secondary institutions as partners within the community;
- *Aligns with CBE's current strategic priorities:* CBE's Education Plan includes specific goals on partnerships and strategic resources, which includes key actions using partnerships to promote student achievement and wellbeing.
- *Necessitates review and possible revision to the Reasonable Interpretation and Indicators:* for OE-8: Communication and Engagement with the Public. This is cross-functional work requiring collaboration between several service units.

There may be other impacts once the policy amendments are implemented.

5 | Financial Consequences

Amending the operational reserve limits for CBE is likely to result in CBE having a smaller operational reserve fund than is provided under the current policy statement. A 1% balance would put CBE's reserves at \$13M as compared to a 3.15% balance of \$41M. Having fewer dollars set aside for unanticipated financial and operational issues means the Board of Trustees will have to prudently monitor CBE's quarterly variances to ensure that non-funded expenditures can be managed within the available budget and/or operational reserves.

Providing flexibility in operating reserve levels has positive impacts for the system. It provides CBE administration with flexibility to be responsive in maximizing funding while maintaining financial sustainability. The policy

change enables CBE administration to deploy more funds to schools and the system within the year. It is anticipated that any non-funded related risks can be managed with the provincial guidelines on operating reserves.

Should the Board adopt the proposed amendments, human resources and capital will be required to revise and propose new reasonable interpretations and indicators to the Board of Trustees. This work will engage staff across multiple service units. While it is anticipated that this in-kind cost can be absorbed within current resources, it will impact the prioritization of other work within each service unit.

6| Implementation Consequences

If approved, the immediate implementation consequences will be to re-prioritize existing workloads to support the completion of the Reasonable Interpretations and Indicators and to secure Board approval of those revised documents.

From thereafter, CBE administration will use the new policies to guide the administration decision-making on financial management and in partnering and engaging with post-secondary institutions.

7| Conclusion

This report provides a concise summary of the potential operational impacts of the proposed policy amendments to OE-5: Financial Planning and OE-8: Communication and Engagement with the Public. It is anticipated that the proposed amendments will have a net benefit to CBE administration by clarifying expectations, supporting strategic priorities, providing greater flexibility, and ensuring alignment with legislative and applicable provincial guidance.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent’s performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

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

report to Board of Trustees

Correspondence

Date	January 31, 2023
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

1 | Recommendation

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

2 | Background

The following is a summary of correspondence that has not been placed on regular schedule Board meeting agendas:

- Letter dated April 29, 2021 to The Hon. A. LaGrange, Education Minister re: disposition of Rosscarrock School property (Page 9-43)
- Letter dated May 20, 2021 from The Hon. A. LaGrange, Education Minister re: closure of Rosscarrock School (Page 9-45)
- Letter dated October 28, 2021 from The Hon. A. Tremblay, Deputy Education Minister re: disposition of Rosscarrock School property (Page 9-47)
- Letter dated June 9, 2022 from The Hon. A. LaGrange, Education Minister, re: lease of Rosscarrock School (Page 9-48)
- Letter dated June 22, 2022 to The Hon. A. LaGrange, Education Minister, re: Disposition of Rosscarrock Property (Page 9-49)



- Letter dated December 9, 2021 to The Hon. A. LaGrange, Education Minister re: Charter School Applications (Page 9-50)
- Letter dated January 24, 2022 from The Hon. A. LaGrange, Education Minister re: Charter School Applications (Page 9-51)
- Letter dated March 30, 2022 to The Hon. A. LaGrange, Education Minister re: Charter School Application Process (Page 9-53)
- Letter dated April 26, 2022 from The Hon. A. LaGrange, Education Minister re: Charter School Application Process (Page 9-55)

- Letter dated February 24, 2022 to The Hon. A. LaGrange, Education Minister re: Sale of Tuxedo Park School to the City of Calgary (Page 9-57)
- Letter dated May 19, 2022 from The Hon. A. Tremblay, Deputy Education Minister re: Sale of Tuxedo Park School to the City of Calgary (Page 9-152)

- Letter dated June 22, 2022 to the Hon. A. LaGrange, Education Minister, and the Hon. P. Panda, Transportation Minister re: P3 Model (Page 9-153)
- Letter dated July 12, 2022 from the Hon. A. LaGrange, Education Minister re: P3 Model (Page 9-155)

- Letter dated August 23, 2022 to the Hon. A. LaGrange, Education Minister re: Follow-up to July 12, 2022 Meeting (Page 9-157)
- Letter dated September 14, 2022 from the Hon. A. LaGrange, Education Minister re: Follow-up to July 12, 2022 Meeting (Page 9-160)

- Letter dated October 13, 2022 to the Hon. A. LaGrange, Education Minister re: Opening of the North Calgary High School (Page 9-161)
- Letter dated October 26, 2022 from the Hon. A. LaGrange, Education Minister re: Opening of the North Calgary High School (Page 9-162)

- Letter dated November 20, 2022 from the Hon. A. LaGrange, Education Minister re: Fire at Norman Bethune School (Page 9-163)

- Letter dated November 30, 2022 to the Hon. A. LaGrange, Education Minister re: Louise Dean School Closure for the Purpose of Relocation (Page 9-164)

- Letter dated December 14, 2022 from the Hon. N. Neudorf, Deputy Premier and Minister of Infrastructure re: New Middle School in Evanston (Page 9-165)

Attachments: Relevant Correspondence



www.cbe.ab.ca

Board Chair
Marilyn Dennis Wards 5 & 10

Vice-Chair
Althea Adams Wards 3 & 4

Trustees
Trina Hurdman Wards 1 & 2
Board of Trustees Wards 6 & 7
Richard Hehr Wards 8 & 9
Julie Hrdlicka Wards 11 & 13
Mike Bradshaw Wards 12 & 14

April 29, 2021

Honourable Adriana LaGrange
Minister of Education
10800 - 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister LaGrange:

Re: Disposition of Rosscarrock School Property

The Calgary Board of Education (CBE) requests approval to sell its Rosscarrock School property.

The CBE Board of Trustees approved the closure of Rosscarrock School on January 26, 2021, following years of declining enrolment. The school will officially close on June 30, 2021.

The CBE has nine other elementary schools located a short distance from Rosscarrock, offering families both regular and alternative programming options. These schools have the capacity to serve the educational needs of the Rosscarrock community in both the immediate and long term. The Rosscarrock community is an older community and small in comparison to newer community developments in the city of Calgary, with a population that would not be sufficient to qualify for school construction under today's standards.

The Rosscarrock School lands are Non-Reserve and owned in fee simple by the Calgary Board of Education. The CBE seeks to sell the lands for the purpose of replenishing CBE capital reserves used to procure items for new school openings that are not covered by the government construction grant. With five schools opening within the next two to three years, the CBE believes that a sale of the property is a prudent financial decision that aligns with the CBE's commitment to supporting sustainability of its schools.

On April 27, 2021, the CBE Board of Trustees declared the Rosscarrock School property permanently surplus to CBE requirements, and the following motion was passed:

"THAT the Board of Trustees approves disposition of the Rosscarrock School property."

The Rosscarrock School property is located at 1406 - 40 Street SW, Calgary, Alberta, described legally as Plan 795FK; Block A.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Marilyn Dennis', with a stylized flourish at the end.

Marilyn Dennis, Chair
Board of Trustees

cc Christopher Usih, Chief Superintendent
Dany Breton, Superintendent, Facilities and Environmental Services



Office of the Minister



AR114951

MAY 20 2021

Ms. Marilyn Dennis
Chair
Calgary Board of Education
1221 – 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Dennis:

Thank you for your January 27, 2021 letter regarding the permanent closure of the Rosscarrock School in the Calgary Board of Education (CBE). I apologize for the delay in responding.

In Alberta, school boards have the autonomy and accountability to make decisions about programming and the operation of their schools, including decisions about school closures, as locally elected trustees are in the best position to evaluate and respond to the unique circumstances and priorities of the communities they serve.

Section 62 of the *Education Act* outlines details of the closure of schools process, including that the school board shall establish, implement and make publicly available policies regarding school closures. Under section 62(6), if a board decides to close a school permanently, the board shall notify the Minister in writing and include the name of the school and the effective date of closure.

I see from the January 26, 2021 board meeting highlights that the Board of Trustees of the CBE approved a motion regarding the permanent closure of Rosscarrock School and the relocation of students to either Glendale School or Wildwood School, effective June 30, 2021. It is my understanding that the CBE Board of Trustees made these decisions following multiple consultations on December 2, 2020 and January 6, 2021, and that public comments or concerns were accepted until January 20, 2021. I also understand that the CBE has provided written notification to parents of every student enrolled in the Rosscarrock School.

.../2

Ms. Marilyn Dennis
Page Two

I have also received your April 29, 2021 letter, which requests the disposition of the Rosscarrock School property. My staff are currently reviewing this request, and I plan to follow up with you by the end of the school year regarding the disposition of this property.

Should you require further assistance from Alberta Education staff, please contact Todd Sieben, Field Services Consultant, South Services Branch, at todd.sieben@gov.ab.ca or 403-297-6239 (toll-free by first dialing 310-0000).

I wish you all the best as you proceed with the school closure process.

Sincerely,

A handwritten signature in black ink, appearing to read 'Adriana LaGrange', written in a cursive style.

Adriana LaGrange
Minister

cc: Christopher Usih, Chief Superintendent of Schools
Calgary Board of Education

Dany Breton, Superintendent, Facilities and Environmental Services
Calgary Board of Education

RECEIVED

NOV 2 2021

CHIEF SUPERINTENDENT'S OFFICE

Deputy Minister
7th floor Commerce Place
10155 - 102 Street
Edmonton, Alberta T5J 4L5
Canada
Telephone 780-427-3659
Fax 780-427-7733

AR115819

OCT 28 2021

Mr. Christopher Usih
Chief Superintendent of Schools
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Mr. Usih:

I have received the April 29, 2021 letter to the Honourable Adriana LaGrange requesting approval to sell the Rosscarrock School property. As Deputy Minister of Education, I am pleased to respond, and I apologize for the delay in getting back to you.

I understand that on January 26, 2021, Calgary Board of Education trustees voted to close Rosscarrock School effective June 30, 2021, and that the disposition of the school was approved at their April 27, 2021 meeting.

Alberta Education is still in the process of exploring alternative government uses for this school. Our preliminary findings indicate there are a number of potential uses for this building, including accommodation of a charter school, and that there may be interest in the using the Rosscarrock facility for education programming.

Until this review is completed, please do not proceed with the disposition of the Rosscarrock School property.

If you have any further questions about this issue, please contact Glen Gamble, Director, Capital Planning South, at glen.gamble@gov.ab.ca or 780-644-5752.

Sincerely,



Andre Tremblay
Deputy Minister



Office of the Minister

JUN 09 2022

AR118722

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

Dear Ms. Hack:

Further to my Deputy Minister's October 28, 2021 letter to your Chief Superintendent of Schools, Christopher Usih, I am writing regarding Rosscarrock School.

In the previous letter to your division, Alberta Education indicated it was in the process of exploring alternative government uses for Rosscarrock School. Over the past number of months, Alberta Education has received numerous requests for school facilities, including the accommodation of public charter schools, in the City of Calgary. Alberta Education staff have analyzed and reviewed these requests in order to support infrastructure solutions for them.

As a result of this review, I am requesting that Rosscarrock School be leased to Calgary Arts Academy for a period of up to two school years, beginning in September 2022. This will allow Calgary Arts Academy to accommodate its high school program until a permanent infrastructure solution can be found.

I request that your administration work with Alberta Education's Capital Planning Branch, specifically Glen Gamble, Director, Capital Planning South. Mr. Gamble can be contacted at glen.gamble@gov.ab.ca or 780-644-5752 (toll-free by first dialing 310-0000).

Thank you in advance for your continued support of public charter schools in Calgary Board of Education facilities. Alberta Education will work with your administration over the two-year term of this lease to determine the longer-term future of the Rosscarrock School site.

Sincerely,

Adriana LaGrange
Minister

cc: Andre Tremblay, Deputy Minister
Christopher Usih, Chief Superintendent of Schools, Calgary Board of Education



www.cbe.ab.ca

- Board Chair
Laura Hack Wards 3 & 4

- Vice-Chair
Susan Vukadinovic Wards 8 & 9

- Trustees
Dana Downey Wards 1 & 2
Marilyn Dennis Wards 5 & 10
Patricia Bolger Wards 6 & 7
Nancy Close Wards 11 & 13
Charlene May Wards 12 & 14

June 22, 2022

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

Dear Minister LaGrange

Re: Disposition of Rosscarrock Property

This letter is in response to your letter dated June 9, 2022 requesting the Calgary Board of Education (CBE) lease Rosscarrock School to a charter school for up to two school years.

Rosscarrock School is situated on non-reserve property held in fee simple, and as shared with you in our letter dated April 29, 2021, the CBE desires to sell the property to support fit-up costs associated with the opening of six new schools that were recently announced or are currently under construction. Your continued support for new schools is very much appreciated, and we wish to ensure that these new learning environments are resourced to ensure students can attain their full potential on opening day.

The CBE will of course comply and enter into a lease with the charter school, beginning in the 2022-23 school year, for a two year period as requested. However, we also wanted to explore with you the possibility of discussing the potential next steps for transferring the property. The transfer of the property accompanied with either a transfer of cash (preferred), an incremental operating grant or a one-time restricted capital grant from Alberta Education would help contribute towards the aforementioned fit-up costs anticipated over the next few school years.

Thank you for your consideration on this matter.

Yours sincerely,

Laura Hack, Chair
Board of Trustees

cc: Christopher Usih, Chief Superintendent of Schools
Dany Breton, Superintendent of Facilities and Environmental Services



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
 Susan Vukadinovic Wards 8 & 9

Trustees
 Dana Downey Wards 1 & 2
 Marilyn Dennis Wards 5 & 10
 Patricia Bolger Wards 6 & 7
 Nancy Close Wards 11 & 13
 Charlene May Wards 12 & 14

December 09, 2021

Honourable Adriana LaGrange
 Minister of Education
 10800 – 97 Avenue
 Edmonton, AB T5K 2B6

Dear Minister LaGrange:

Re: Charter School Applications

We are writing to you today to inquire about the status of the decisions regarding charter school applications in June 2021.

In a letter dated June 29, 2021, the CBE Board of Trustees provided feedback regarding two charter school applications: Calgary Classical Academy and European Skills for Careers Charter Academy. The Ministry confirmed receipt of our response and indicated that:

“As per Sections 3(5) and (6) of the Charter Schools Regulation, a decision on the preliminary application will be made within 60 days of receiving the application and will be communicated to the applicants and to your board within 15 days of the decision being made – on or before August 15, 2021.”

On September 8, 2021, the CBE Board Chair inquired as to the status of the charter applications. Following this communication and through a phone conversation with the Board Chair, it was shared by the Chief of Staff, Nicole Williams, that the CBE would receive notification by the end of September 2021.

At the time of writing, no such notice has been provided by the Ministry.

We would like to once again reiterate the position that both charter school applications are duplications of existing programming in CBE schools. Investing in duplicate programs further fragments funding thus impacting services to all students. We look forward to receiving written notification of decisions in the coming weeks.

Sincerely,

Laura Hack, Chair
Board of Trustees

cc: Christopher Usih, Chief Superintendent

learning | as unique | as every student



Office of the Minister

AR117443

JAN 24 2022

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

Dear Ms. Hack:

Thank you for your December 9, 2021 letter regarding the status of charter school application decisions in Calgary.

The Government of Alberta followed through on a platform commitment by passing the *Choice in Education Act* in June 2020. This act amended the *Education Act* to affirm that parents have the right to choose the kind of education they feel is best for their children.

The *Choice in Education Act* strengthens Alberta's successful tradition of education choice, including public and separate schools, francophone schools, charter schools, independent (private) schools, home education and early childhood education.

The European Skills for Careers Charter Academy proposed a Calgary vocational program, offering students from Grades 9 to 12 access to skilled trades professions through co-ops, internships, entrepreneurship, service learning, applied research projects, practicums, field placement and work experience to develop skills for workplace success. On September 20, 2021, European Skills for Careers Charter Academy withdrew its preliminary application.

The Calgary Classical Academy proposes a Calgary Kindergarten to Grade 12 classical liberal arts education with a focus on enduring works of art, literature, science and philosophy from around the world through the use of primary classical texts. The pedagogy would be based on the Trivium model (grammar, logic, rhetoric) using explicit instruction in teacher-led classrooms and adopting the Socratic method to inspire a sense of philosophic wonder and curiosity. A decision on the application was made in early January and was shared with you at that time.

.../2

Ms. Laura Hack
Page Two

Should you have any questions, please contact Maurice Trottier, Field Services Manager, Central Services Branch, at maurice.trottier@gov.ab.ca or 780-427-6714 (toll-free by first dialing 310-0000).

I hope this information is helpful, and I appreciate all the work you are doing to support student success.

Sincerely,

A handwritten signature in blue ink that reads "Adriana LaGrange". The signature is written in a cursive style with a large, stylized initial 'A'.

Adriana LaGrange
Minister

cc: Christopher Usih
Chief Superintendent, Calgary Board of Education



www.cbe.ab.ca

Board Chair
Laura Hack Wards 3 & 4

Vice-Chair
Susan Vukadinovic Wards 8 & 9

Trustees
Dana Downey Wards 1 & 2
Marilyn Dennis Wards 5 & 10
Patricia Bolger Wards 6 & 7
Nancy Close Wards 11 & 13
Charlene May Wards 12 & 14

March 30, 2022

Honourable Adriana LaGrange
Minister of Education
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister LaGrange:

During our meeting on December 15, 2021, we appreciated the opportunity to briefly discuss the charter school application and notification process with you. Since the fall of 2020, we have experienced the notification and approval process for new charter applications and appreciate your openness in considering our feedback. Our interest is in collaborating on a process that is robust, fair and transparent, and avoids duplication of programming already offered, this with the ultimate goal of ensuring education dollars are maximized in support of all students. With that said, we offer the following for your consideration

Provide access to the preliminary and the final charter application package.

When notification is provided indicating that a charter application has been received by the Ministry, it is important for school jurisdictions to be given both a copy of the preliminary application package, and then also the final application package. This would increase transparency and facilitate our ability to provide your department with detailed information in support of a well-informed decision. Currently the lack of content in the notification email limits our ability to provide you with comprehensive feedback related to the establishment of a charter school pursuant to the *Education Act*, section 25 that:

- (a) focuses on
 - (i) a learning style, a teaching style, approach or philosophy or pedagogy that is not already being offered by a board of a public or separate school division or Francophone regional authority operating within the geographic area in which the charter school will be located;
 - (ii) vocation-based education
- (b) has the potential to improve student learning outcomes,
- (c) demonstrates collaboration or engagement with a post-secondary institution or a school division, and
- (d) has the potential to provide improvements to the education system as a whole and to enhance education research and innovation in Alberta.

Extend the feedback timeline.

With the current notification process, school jurisdictions are given approximately two weeks to respond and provide feedback. It is recommended that the timeline be extended to allow more time to fully understand the charter application, seek any

necessary clarification and provide specific feedback on any possible duplication of programming within our division.

Enhance procedural fairness by expanding information pertaining to the approval (or rejection) of the Charter and also introduce an appeal process.

At this time, feedback provided by school jurisdictions is not acknowledged when receiving notification of a charter approval (or a rejection of the proposed charter). In addition to acknowledging the input from impacted school division(s), we would recommend providing context around the decision in accordance with Section 25 of the *Education Act*. This measure, coupled with the introduction of an appeal process, would go a long way to enhance procedural fairness as well as the quality of the feedback provided to help information decision making.

Overall, we would like to see an elevated level of procedural fairness for everyone engaged in these matters.

Provide clarity pertaining to innovation-sharing.

Section 25 of the Education Act identifies that the offering of a charter school should demonstrate how it has “the potential to provide improvements to the education system as a whole and to enhance education research and innovation”. It is not evident as to how or if charter schools have shared their innovations with public school authorities.

We support quality education in Alberta. We believe it is important to ensure the system is operating as efficiently as possible and ensuring the best use of public dollars for the greatest public good. We are committed to delivering education and quality programming in a manner that is effective, economical and efficient, serving the needs of a broad range of students and families.

We look forward to further opportunity to discuss this matter with you.

Sincerely,



Laura Hack, Chair
Board of Trustees

cc: Andre Tremblay, Deputy Minister of Education
Marilyn Dennis, President, Alberta School Board Association
Christopher Usih, Chief Superintendent



Office of the Minister

AR118403

APR 26 2022

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

Dear Ms. Hack: *Laura,*

Thank you for your March 30, 2022 letter regarding the public charter school application and notification process.

I believe that all Albertans share the same values in wanting a strong, vibrant education system that meets the learning needs of all students and gives them the skills and knowledge they will need to be successful in school, work and life.

In June 2020, the Government of Alberta passed the *Choice in Education Act*, which amended the *Education Act* to affirm that parents have the right to choose the kind of education they feel is best for their children. The act also strengthens Alberta's successful history of education choice, including public and separate schools, francophone schools, public charter schools, independent schools, home education and early childhood education. The choices of delivery methods allow parents to select the path they feel will best help their child reach their potential.

I appreciate you sharing your perspectives on the public charter school approval process and the role of public charter schools in the province, as well as your feedback on the notification process, including the information provided as part of that process. I also wanted to acknowledge the individuals from your school division who contributed to the public charter school application process engagement, which took place in January and February 2022. A review of the public charter school application process is currently underway, and it will consider Calgary Board of Education's feedback.

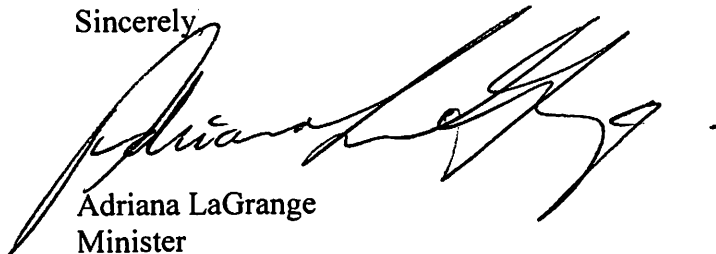
.../2

Ms. Laura Hack
Page Two

Should you require further information from Alberta Education staff about the charter school application and notification processes, I encourage school administration staff to contact Maurice Trottier, Field Services Manager, Central Services Branch, at 780-427-6714 (toll-free by first dialing 310-0000) or maurice.trottier@gov.ab.ca.

I appreciate you taking the time to write, and I commend you for your ongoing support to student learning in Alberta.

Sincerely,

A handwritten signature in black ink, appearing to read 'Adriana LaGrange', with a long horizontal stroke extending to the left.

Adriana LaGrange
Minister

cc: Marilyn Dennis, President, Alberta School Board Association
Christopher Usih, Chief Superintendent, Calgary Board of Education



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
Susan Vukadinovic Wards 8 & 9
- Trustees
Dana Downey Wards 1 & 2
Marilyn Dennis Wards 5 & 10
Patricia Bolger Wards 6 & 7
Nancy Close Wards 11 & 13
Charlene May Wards 12 & 14

February 24, 2022

Honourable Adriana LaGrange
Minister of Education
10800 - 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister LaGrange:

Re: Sale of Tuxedo Park School to the City of Calgary

The Calgary Board of Education (CBE) is requesting approval to sell its Tuxedo Park School property to the City of Calgary for \$6,292,093.42.

The Tuxedo Park School is currently vacant and was previously approved for disposition by the Minister on July 23, 2015. The lands are non-reserve and therefore may be sold for market value.

In accordance with the Joint Use Agreement, the CBE provided the City of Calgary with a Right of First Refusal, and the City of Calgary has confirmed its interest in acquiring the property. Both parties obtained independent property appraisals (Attachment II and III), and have agreed to financial compensation for the property based on property appraisals, survey confirmation of site area, and offset for costs to demolish the existing school building (Attachment I).

On February 22, 2022, the CBE Board of Trustees passed the following motion:

“THAT the Board of Trustees accept the City of Calgary’s purchase offer for the Tuxedo Park School property”

The Tuxedo Park School property is located at 130 – 28 Avenue NE, Calgary, Alberta, described legally as Plan 3980AM; Block 40; Lots 1-16, 27-42 and Lane.

Sincerely,

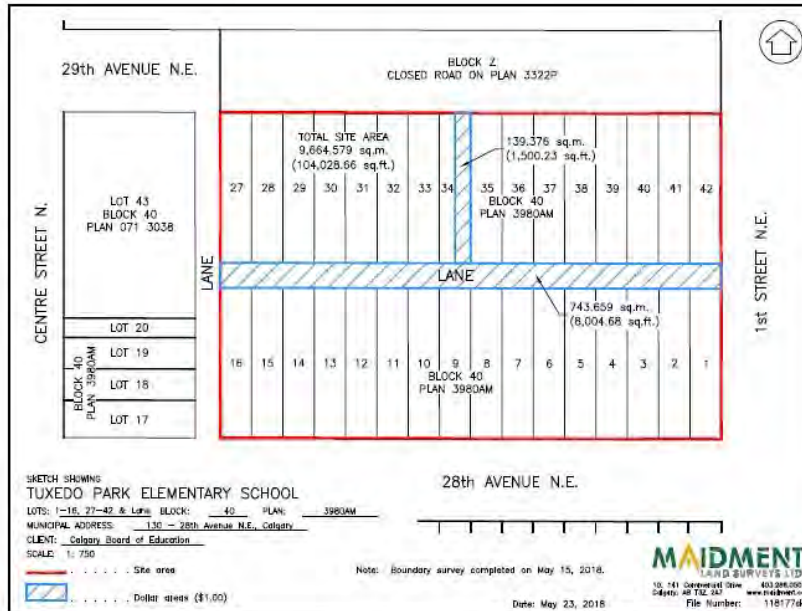
Laura Hack, Chair
Board of Trustees

cc Christopher Usih, Chief Superintendent
Dany Breton, Superintendent, Facilities and Environmental Services

- Attachment I: Calculation of Property Value
- Attachment II: Avison Young Property Appraisal
- Attachment III: Cushman & Wakefield Property Appraisal

Tuxedo Park Valuation Calculation

Confirmation of Site Area:



Site Area: 104,029 sq. feet
 Less: Closed Lanes*: (9,505) sq. feet

Total Site Area: 94,524 sq. feet

*Closed Lanes revert to the City of Calgary for \$1.00, since they do not have a market value, the area of the closed lanes was deducted from site area considered for compensation (see blue hatched area in the diagram to the left).

Site area was measured and confirmed by a third party land surveyor.

Appraisal Value:

	Appraisal Value	Appraisal Value Per Square Foot
Avison Young	\$7,960,000 (based on estimated land area of 93,626 sq. ft)	\$85.00 per square foot (see page 13 of appraisal document)
Cushman & Wakefield	\$8,850,000 (based on estimated land area of 104,108 sq. ft)	\$85.00 per square foot (see Executive Summary in appraisal document)

Land Compensation:

Site Area	94,524 square feet
Appraisal Value	<u>X \$ 85.00</u> per square foot
Subtotal	\$8,034,540.00
Less: Demolition Estimate	<u>(\$1,742,446.58)</u>
Final Sale Price	<u>\$6,292,093.42</u>



SHORT FORMAT APPRAISAL REPORT

Subject Property : Tuxedo School Property
129 - 29th Avenue NE, Calgary, Alberta

Effective Appraisal Date : July 6, 2018

Report Prepared For : Calgary Board of Education

Report Prepared By : Robert C. Lipman, B.Sc., AACI, P.App.



Intelligent
Real Estate
Solutions

1039 - 17th Avenue SW
Suite 802
Calgary, AB
T2T 0B2
Canada

T 403.228.4001
F 403.245.3426

avisonyoung.com

July 12, 2018

Calgary Board of Education
Real Estate and Leasing Department
1221 - 8th Street SW
Calgary, Alberta
T2R 0L4



ATTENTION: Ms. Sherri Lambourne, Manager Real Estate & Leasing

Dear Sherri :

Re : **Short Format Appraisal Report**
Tuxedo School Property : 129 - 29th Avenue NE, Calgary, Alberta
OUR FILE NO. 10889

We have conducted the required investigation, gathered the necessary market data, and made certain analyses that have enabled us to form an updated opinion of fair market value, in Fee Simple Estate, on the above referenced improved school property.

After analysing all available information, it is our opinion the market value of the property, as of July 6, 2018, based on its Highest and Best Use as a residential redevelopment site, with a preceding exposure time of up to six months, is estimated to be:

-- SEVEN MILLION NINE HUNDRED SIXTY THOUSAND DOLLARS --

-- (\$7,960,000.00) --

The 16 page **Short Format Appraisal Report** that follows sets forth a brief land description, a synopsis of the appraisal process used, and the reconciled estimate of value. Report use is restricted to representatives of the Calgary Board of Education for information purposes.

Yours truly,

Avison Young Valuation & Advisory Services Alberta, Inc.



Robert C. Lipman, B.Sc., AACI, P. App
(RECA licensed Alberta Real Estate Appraiser

... Cont'd Page 2

SUBJECT OF THE APPRAISAL

PROPERTY TYPE

- ▶ Institutional - School Building and Land

LOCATION PROFILE

- ▶ Good inner - city location in the Tuxedo residential community next to a park site
- ▶ Close proximity to downtown core district and Green Line LRT expansion alignment
- ▶ Older housing stock and active re development in the immediate vicinity

MUNICIPAL AND LEGAL DESCRIPTION

- ▶ 129 - 29th Avenue NE, Calgary, Alberta
- ▶ There are 16 Certificates of Title which legally define the property as follows :

Title #	Legal Description
1. 36B175	Plan 3980 AM, Block 40, Lots 1 to 4
2. 32H131	Plan 3980 AM, Block 40, Lot 5
3. 32H132	Plan 3980 AM, Block 40, Lot 6
4. 61J195	Plan 3980 AM, Block 40, Lots 7 to 13, E ½ of 34 and Lots 35 to 36
5. 102N83	Plan 3980 AM, Block 40, Lot 14 & E ½ Lot 15
6. 102F100	Plan 3980 AM, Block 40, W ½ Lot 15 & Lot 16
7. 102S102	Plan 3980 AM, Block 40, Lots 27 & 28
8. 102V75	Plan 3980 AM, Block 40, Lot 29 & W ½ Lot 30
9. 102N125	Plan 3980 AM, Block 40, E ½ Lot 30 & Lot 31
10. 102V76	Plan 3980 AM, Block 40, Lots 32 & 33
11. 132Q29	Plan 3980 AM, Block 40, W ½ Lot 34
12. 24P37	Plan 3980 AM, Block 40, Lots 37 to 42
13. 132Q27	Plan 3980 AM, Block 40, Portion of lane west of Lot 33
14. 132Q28	Plan 3980 AM, Block 40, Portion of lane between Lots 5 to 9
15. 33L112	Plan 3980 AM, Block 40, Portion of lane E of Lot 4 to Lot 39
16. 62I4	Plan 3980 AM, Block 40, Portion of lane between Lots 5 to 9
ESTATE : FEE SIMPLE MUNICIPALITY : CITY OF CALGARY SOUTH ALBERTA LAND REGISTRATION DISTRICT	

LAND DESCRIPTION

- ▶ Site size of 104,029 square feet or 2.388 acres more or less
- ▶ Rectangular shaped, accessible from adjacent streets, and serviced to the perimeter
- ▶ R - C2, Residential Contextual One / Two District land use guidelines apply

BUILDING DESCRIPTION

- ▶ Building Type : Institutional / school structure
- ▶ Age of Structure : 1920 plus 1957 addition
- ▶ Total gross area : 42,194 square feet on two levels
- ▶ Number of floors : Two (2) storeys
- ▶ Other : Original 1920 structure is of historic interest (see Addenda of this report)
- ▶ Site features : Parking and playing fields / 24± % site coverage ratio as improved

PURPOSE AND INTENDED USE OF THE APPRAISAL

The purpose of the appraisal is to estimate the fair market value of the subject property as defined herein. The appraisal report may be relied upon by the Calgary Board of Education for information purposes relating to potential disposition of the asset as surplus to CBE's requirements.

SCOPE OF THE APPRAISAL

The scope of this appraisal pertains to the extent of the process in which market data is collected, confirmed and reported. The research conducted in this analysis relative to comparable residential land sales has included data from our own files (Avison Young) as well as real estate brokers, property owners and developers, Real Net, Commercial Edge and the Calgary Real Estate Board. The subject land was inspected by the appraiser as at the date specified herein. Techniques used in this appraisal are deemed relevant for the particular valuation.

OWNERSHIP AND SALES HISTORY

Certificates of Title associated with the subject property indicate ownership in the name of The Board of Trustees of the Calgary School District No. 19 (ie. Calgary Board of Education). Title numbers are date from 1920 to 1963. Title numbers are as noted on page 2 of this report.

Titles to the property were created from 1920 to 1963 as the result of additional purchase of land over time to be used to accommodate development of Tuxedo Park Elementary School in the early 1900's, and further expansion in the 1950's. There have been no recent ownership changes.

The property was used for school purposes by the Calgary Board of Education for many years. Due to declining enrollment, school closure occurred in June 2003. After this date the facility housed the CBE's ESL program until 2014. The property has remained vacant for the past four years.

The property is surplus to the CBE's required school inventory. It may be put up for sale in the near future. Title caveats indicate the City of Calgary has registered an interest in the land relating to a right of first refusal to purchase. Provincial ministerial approval will be required prior to sale.

DEFINITION OF MARKET VALUE

Market Value is defined as :

"The most probable price which a property should bring in a competitive and open market as of the specified date under all conditions requisite to a fair sale, the buyer and seller each acting prudently and knowledgeably, and assuming the price is not affected by undue stimulus."

Implicit in this definition are the consummation of a sale as of the specified date and the passing of title from seller to buyer under conditions whereby :

1. buyer and seller are typically motivated;
2. both parties are well informed or well advised, and acting in what they consider their best interests;
3. a reasonable time is allowed for exposure in the open market;
4. payment is made in terms of cash in Canadian dollars or in terms of financial arrangements comparable thereto;
5. the price represents the normal consideration for the property sold unaffected by special or creative financing or sales concessions granted by anyone associated with the sale.

Market Value Basis of Valuation, sub - section 3.1 of the International Valuation Standards (Eighth Edition, 2007), defines market value as follows :

"The estimated amount for which a property should exchange on the date of valuation between a willing buyer and a willing seller in an arms-length transaction after proper marketing wherein the parties had each acted knowledgeably, prudently and without compulsion."

EXPOSURE TIME

Exposure time is the estimated length of time the property interest being appraised would have been offered on the market prior to the hypothetical consummation of a sale at market value on the effective date of the appraisal. Exposure time is always presumed to occur prior to the effective date of the appraisal. The overall concept of reasonable exposure encompasses not only adequate, sufficient and reasonable time but also adequate, sufficient and reasonable effort.

With respect to a reasonable time frame for exposure of the subject property required to achieve a sale in the open market, we are of the opinion a period of up to six months is realistic. The local economy is recovering from deep recession which extended through all of 2015 and 2016. The property's redevelopment potential to a residential end use remains a viable near term option.

PROPERTY RIGHTS APPRAISED

The ownership rights relating to the subject land are of a Fee Simple Estate, which is defined as:

"Absolute ownership unencumbered by any other interest or estate, subject only to the limitations imposed by the governmental powers of taxation, eminent domain, police power, and escheat."

DATE OF THE APPRAISAL

DATE OF VALUE/INSPECTION : July 6, 2018
INSPECTED BY : Robert C. Lipman

HIGHEST AND BEST USE ANALYSIS

I. H & BU of Land as though Vacant

The subject parcel is generally level in topography, rectangular in shape, and contains an area of 2.388 acres. Given the large size, the site could accommodate large scale and comprehensive development. The land is fully serviced with all municipal utilities and is accessible from adjacent streets. There are no apparent physical deficiencies that would preclude typical development.

The site is zoned according to R - C2, Residential Contextual One / Two District land use guidelines. This classification is intended to accommodate existing residential development and contextually sensitive redevelopment in the form of duplex dwellings, semi - detached dwellings and single family dwellings. The residential density range allows for development of single dwellings on sites of at least 2,500 ± sf and duplex dwellings on sites of a minimum size of 4,300 ± sf.

While lower density development is specified for the R - C2 district, there is potential for greater multi-family density. A review of surrounding land uses is warranted to determine compatible use potential for the subject site. Most of land in the immediate area is designated R - C2, however, commercial and alternate higher density multi - family zoning is in place in some areas. Apart from R - C2 zoned land, other multi family designations evident in north central Calgary include :

- M - C1 : Multi residential low profile housing at low height and medium (60 upa) density.
- M - C2 : Multi residential medium profile housing at medium height and density (2.5x FAR).

M - CG : Multi residential grade oriented housing at low height and low (45 upa) density.

While R - C2 zoning applies at this time, we are of the opinion a higher development density will maximize land value. City of Calgary planning officials are generally supportive of higher density inner - city residential development in favour of continued suburban sprawl at lower densities.

Of the uses which could be physically and legally accommodated, the economics are such that residential development of the land is economically feasible. The property's desirable Tuxedo location is conducive to such a land use. This community is situated relatively close to Calgary's downtown core in a desirable inner - city locale. Further to existing residential land uses encompassing older housing stock, redevelopment is occurring in the immediate vicinity. This includes home renovations as well as new single family, duplex and multi family development.

Calgary's economy is recovering from deep recession. While the subject land benefits from very good location attributes in an area experiencing redevelopment, Calgary's multi family residential market remains relatively soft in terms of supply and demand dynamics, pricing, and construction starts. Purchasers would take these factors into account relating to the current value of the subject land. A longer build - out and land absorption horizon translates into greater risk.

Given the physical attributes of the subject land, as well as permitted legal uses and financial feasibility of development, we are of the opinion, residential development will maximize underlying land value. This type of urban use will provide the greatest long term return to the land.

Considering the location and current zoning of the land, as well as supply and demand dynamics evident in Calgary's residential real estate market, development potential is feasible in the low density range. Our valuation is based on the subject site's existing R - C2 zoning, but with consideration given to potential for land use re - designation to a more intense residential land use classification. Should densification be approved, we are of the opinion a low to medium density multi family use (ie. townhouse or low rise apartment) is viable at the subject locale.

II. H & BU of Land as Improved

The current use of the land as improved with a two storey school building is existing, neither speculative nor conjectural, and appears to be tolerated according to R - C2 zoning guidelines.

The improvement comprises 42,194 sf built in stages from 1920 to 1957. It had been continually operated as a CBE elementary school until 2003, following by use and occupancy for the CBE's ESL program until 2014. The property is now vacant. The structure has been minimally maintained in recent years is in a fair to poor overall state of repair considering the age of same.

Given the large land area of 2.388 acres associated with the building, the property is presently improved to a relatively low site coverage and density potential. This is typical for school facilities which require a large land area for playground and recreational purposes.

A continuation of the historical building use is possible, although the layout and functional utility of the structure is not up to modern school standards. Continued school use would be contingent upon completion of major renovations, including code compliance issues, to increase useful and economic life. New construction may be more efficient than retaining the existing building.

In the event that continued school use does not occur, the property is considered to be a prime redevelopment holding. Given the large site size and excellent location attributes in an established inner - city residential community, residential redevelopment is a viable option.

It is our opinion that the existing building does not contribute to underlying land value. While the structure could be retained and either fully or partially used and renovated, in our opinion there is no value associated with the existing structure. In fact, redevelopment and renovation of the building could be more costly than removal and development of the site as though vacant.

CRITICAL ASSUMPTIONS

- a. It is assumed there are no adverse environmental issues associated with the subject land and building improvement. Services of an appropriate expert in environmental matters should be obtained for a thorough analysis of environmental factors affecting the property.
- b. The land size of 2.388 acres associated with the property is based on a survey, dated May 23, 2018, completed by Maidment Land Surveys Ltd. A copy of this survey is included in the Exhibits and Addenda section of this report. The reported size is assumed to be accurate.
- c. The market value estimate presented herein pertains to the value of the property based on its Highest and Best Use as a redevelopment site to accommodate a residential end use compliant with R - C2 land use guidelines, but with potential for a more intense residential end use. As determined in previous appraisals of the property, the existing building does not maximize the use and market value of the land. Relating to our market value estimate, the cost of razing and removing the Tuxedo School building has not been considered.
- d. Use of this Short Format Appraisal Report is limited to representatives of the Calgary Board of Education only for information purposes. This report has been prepared in a condensed summary format as an update to previous appraisals completed by our office.

APPRAISAL PROCEDURE AND VALUATION

The subject consists of an old school structure on valuable inner - city land. Based on our Highest and Best Use analysis, the property's maximum value has been determined to relate to underlying land as a redevelopment site capable of accommodating a low to medium density residential use.

For appraisal purposes, we will value the property as to its underlying land value. This analysis assumes the land is vacant, with no consideration given to the cost of building removal.

The Direct Comparison Approach will apply to determine land value. This method is the most common technique for valuing land and it is the preferred method when comparable sales are available. The advantage is that this technique reflects the actual actions of buyers and sellers.

To apply this method, sales and other data for similar parcels of land are analysed, compared, and weighed, to provide a value indication for the land being appraised. In the comparison process, the similarity or dissimilarity of the parcels is considered.

The subject is a 2.388 acre site located in the Tuxedo community. It encompasses most of a city block situated in a desirable inner city residential district. The immediate locale is primarily improved with low density residential dwellings compliant with R - C2 zoning. The area continues to experience active residential redevelopment including low to medium density product.

The land is located in a mature and built - out community. Most of the land sales in Tuxedo consist of improved R - C2 lots acquired for redevelopment purposes. Older homes are often being razed to accommodate new construction. These transactions essentially reflect land value only.

Given the location of the subject land and the fact that most of the holding consists of legally subdivided 25' x 125' lots, our analysis will primarily rely on similar lot sales in the immediate area.

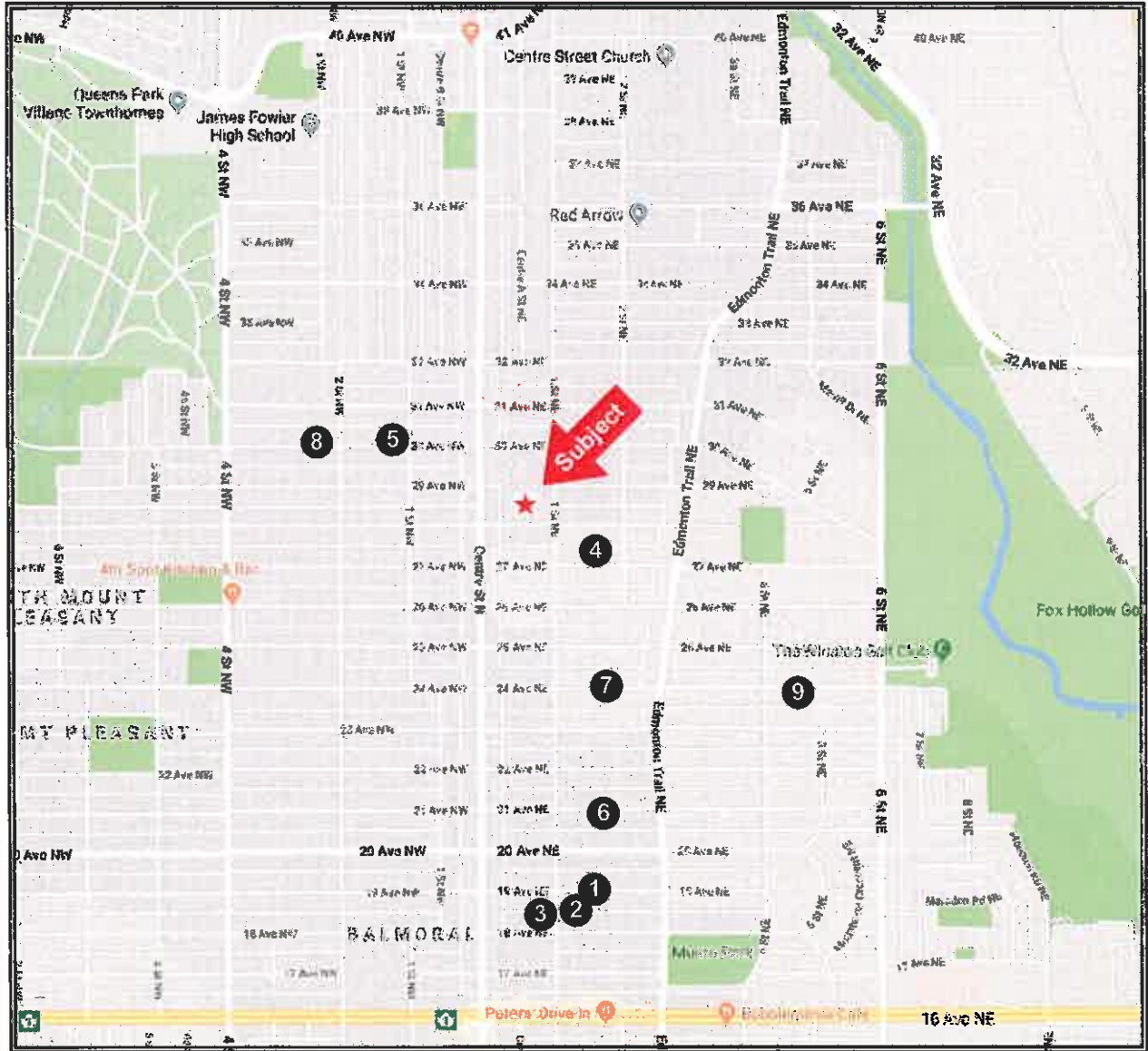
The following sales were considered most significant in our analysis, having been selected from a larger sample in Tuxedo and surrounding residential communities :

SALES SUMMARY : R - C2 LAND VALUE ANALYSIS				
Comparable Sale Identification	Purchase Date	Sale Price	Land Size (sf)	Land Value (\$/sq. ft.)
TUXEDO				
1. 225 - 19 Avenue NE PI 13670 Block 1, Lots 52 & 53	June 16, 2018 Title transfer date	\$567,000	6,250	\$90.72
Comments : Redevelopment land located in Tuxedo on the south side of 19 th Avenue NE between Edmonton Trail NE and 1 st Street NE. The site has 50' of frontage and a depth of 125'. R - C2 zoning applies. The site was improved with a small residential home (ca 1913) at the time of sale. The building is considered to be of no value. The list price was \$609,900. Sale occurred within 61 days.				
2. 214 - 18 Avenue NE PI 13670 Block 1, E ½ Lot 6 & all of 7	June 5, 2018 MLS sale date	\$385,000	4,688	\$82.12
Comments : Redevelopment site located in Tuxedo on the north side of 18 th Avenue NE between Edmonton Trail NE and 1 st Street NE. The site has 37.5' of frontage and a depth of 125'. R - C2 zoning applies. Although improved with a small residential home (ca 1912) at the time of sale, the building is considered to be of no value. The list price was \$419,900. Sale occurred in 28 days.				
3. 140 - 18 Avenue NE PI 21290 Block 11, Lot 1 & E ½ of 2	May 25, 2018 MLS sale date	\$468,000	5,750	\$81.39
Comments : Under utilized site located in Tuxedo at the northwest corner of 18 th Avenue and 1 st Street NE. The site has 46' of frontage and a depth of 125'. The land is zoned R - C2. The property was marketed as to its RC - 2 redevelopment potential. The existing small residential dwelling (ca 1942) on site at the time of sale does not contribute to underlying vacant land value. Originally listed for sale at \$479,900, the property sold within 11 days of coming to market.				
4. 235 - 28th Avenue NE PI 2167AG, Block 30, Lot 38 & W ½ of 39	May 3, 2018 Title transfer date	\$400,000	4,500	\$88.89
Comments : Improved property located in Tuxedo on the south side of 28 th Avenue NE between 1 st and 2 nd Streets NE. The site has 37.5' of frontage and a depth of 120'. It is zoned R - C2. The existing residential home (ca 1945) on site at the time of sale was partially renovated, but is a very small dwelling of only 655 sf. It is not considered to have contributed substantially to vacant land value. The list price was \$429,900. Property sale occurred within 37 days.				

Tuxedo School - Update Appraisal, Cont'd

Comparable Sale Identification	Purchase Date	Sale Price	Land Size (sf)	Land Value (\$/sq. ft.)
5. 226 - 30th Avenue NW PI 2617AG, Blk 60, Lots 13 & 14	April 13, 2018 Title transfer date	\$555,000	6,000	\$92.50
Comments : Under utilized redevelopment site located in Tuxedo on the north side of 30 th Avenue NW between 1 st and 2 nd Streets NW. The site has 50' of frontage and a depth of 120'. R - C2 zoning applies. The property was marketed as for sale to developers. A small residential dwelling (ca 1925) on site at the time of sale was not considered to contribute to the property's value. The property was listed for sale at an asking price of \$539,900. Sale occurred in only 1 day.				
6. 226 - 21st Avenue NE PI 9110546, Blk 4, Lot 64	November 2, 2017 Title transfer date	\$595,000	6,875	\$86.54
Comments : Redevelopment site located in Tuxedo on the north side of 21 st Avenue NE between 1 st Street NE and Edmonton Trail NE. The site has 55' of frontage and a depth of 125'. It is zoned R - C2. The property was acquired for development of a new side by side duplex. The existing residential home (ca 1945) on site at the time of sale was considered to be of no value. The asking price was \$619,900. Sale of the property occurred within 10 days.				
7. 246 - 24th Avenue NE PI 2617AG, Blk 4, Lots 59 & 60	September 25, 2017 Title transfer date	\$547,000	6,000	\$91.17
Comments : Improved property located in Tuxedo on the north side of 24 th Avenue NE between 1 st Street NE and Edmonton Trail NE. The parcel has 50' of frontage and a depth of 120'. R - C2 zoning applies. The property was acquired for development of a new upscale duplex dwelling. The residential dwelling (ca 1951) on site at the time of sale is of no value over and above vacant land value. The site sold within 6 days of becoming available at an asking price of \$559,900.				
SURROUNDING COMMUNITIES - MOUNT PLEASANT & WINSTON HEIGHTS / MOUNTVIEW				
8. 407 - 30th Avenue NW PI 2617AG, Blk 44, Lots 65 & 66	March 29, 2018 Title transfer date	\$565,000	6,000	\$94.16
Comments : Property located in Mount Pleasant on the south side of 30 th Avenue NW between 2 nd and 4 th Streets NW. The site has 50' of frontage and a depth of 120'. R - C2 zoning applies. The land was acquired for duplex development. An existing older (circa 1937) home on site at the time of sale is to be razed. Sale occurred in 1 day at the full asking price.				
9. 507 - 24th Avenue NE PI 1552W, Blk 11 Lots 13 & 14	December 1, 2017 Title transfer date	\$550,000	6,250	\$88.00
Comments : Redevelopment site located in Winston Heights / Mountview on the south side of 24 th Avenue NE between 4 th and 5 th Streets NE. The land has 50' of frontage and a depth of 125'. R - C2 zoning applies. An existing smaller home (circa 1949) on site at the time of sale is to be razed to accommodate duplex development. The list price was \$569,900. Sale occurred in 17 days.				

Tuxedo School - Update Appraisal, Cont'd



An effort has been made to identify R - C2 lot sales in the immediate area of the subject land. The sales encompass lots located in Tuxedo, Mount Pleasant and Winston Heights / Mountie. They offer varying degrees of similarity to the subject in terms of location and development potential.

The comparable sales consist of under - utilized R - C2 lots considered to be prime candidates for residential redevelopment. Sites range in size from 4,500 to 6,875 sf, consisting of parcels with anywhere from 37.5' to 55' of street frontage. This compares favourably to the subdivided subject lots, comprising most of the aggregate land holding, which average 3,000 sf (25' x 120') each.

The sales occurred during the past ten months, providing reasonably recent evidence for R - C2 zoned land value in the subject community. Six of the nine sales occurred in 2018. The remainder sold and transferred in the latter part of 2017. In all cases time adjustments are not necessary.

Relating the comparable evidence to the subject, Index Nos. 1 to 7 are located in the immediate vicinity within Tuxedo. A consistent sale price range of \$81.39 to \$91.17/sf is displayed. Land value parameters for sales that occurred in the subject Tuxedo community are as follows :

Average Sale Price	: \$87.61/sf	High Sale Price	: \$92.50/sf
Median Sale Price	: \$88.89/sf	Low Sale Price	: \$81.39/sf

Index Nos 1 to 7 are all more or less equally relevant as compared to the subject land. Index Nos. 1, 2, 3 and 6 are located closer to a Green Line LRT Station to be developed at 16th Avenue NE. Despite this fact, land values are not substantially different than sales located further north.

Index Nos. 8 and 9 are located in nearby communities similarly experiencing residential redevelopment. These sales frame an R - C2 land value range of \$88.00 to \$94.16/sf.

In comparison to the sales, the subject consists of thirty two 25' x 120' legally subdivided lots plus an additional lane closure area. As per Highest and Best Use criteria, low density residential development is feasible. The location in Tuxedo is desirable as this community is fully established and is situated close to the downtown core. The property is surrounded by residential land uses.

While the aggregate land area is much larger in size as compared to the sales, most of the subject property consists of smaller legally subdivided lots. We are of the opinion risk of prolonged absorption of the lots is mitigated to a large degree by the prime location of the land in a desirable inner city community which is experiencing redevelopment. The large size of the site can be viewed as a positive in terms of the potential for large scale coordinated and complimentary residential development with multiple housing units and types. On the other hand, the build - out horizon will be longer as compared to a smaller redevelopment site. For this reason, a -5% adjustment will apply to all of the sales to equate then to the subject holding in terms of land size.

In conclusion, a value range of \$82.50 to \$87.50 per square foot is realistic for the subject land. We have reconciled with a single point value mid point of this range at \$85.00 per square foot.

In order to account for the fact that re - subdivision of the land may be required should large scale development be considered, and also to incorporate the lane component of the site, a municipal reserve deduction will be applied in our valuation. A standard 10% municipal reserve deduction reduces the gross site area of 104,029 square feet to a develop able size of 93,626 square feet.

Therefore :

$$93,626 \text{ square feet} \times \$85.00 \text{ per square foot} = \$7,960,000 \text{ rounded}$$

The aforementioned value pertains to the land as zoned according to R - C2 guidelines, but with potential for densification. As discussed in our Highest and Best Use analysis, up - zoning to a more intense density may be feasible for all or portions of the site. This would enhance land value.

Secondary Valuation Scenario :

Further to our analysis of R - C2 lot sales, consideration will be given to larger site sales displaying similarity to the subject in terms of location, development potential etc. This analysis will be relied upon to test the “reasonableness” or our previously determinate value estimate of \$7.96 million.

Relevant land sales include the following :

SALES SUMMARY : LARGER LOW TO MEDIUM DENSITY RESIDENTIAL SITES					
Property Location	Land Use	Land Size (ac)	Sale Date	Sale Price	Sale Indication (\$/sf land area)
10. 101 - 29th Avenue NE (Plan 0713038, Block 40, Lot 43)					
Currie Barracks Community	DC #163D2016	49,384	April 17, 2018	\$4,300,000	\$87.07
Comments : Vacant land located in the developing Currie community of southwest Calgary. This area is undergoing coordinated large scale redevelopment including residential and complimentary retail etc land uses. Location attributes are very desirable from a residential land use perspective. The site is a corner parcel situated internal to the community. The DC zoning permits residential development. The Currie Barracks CFB West Master Plan indicates low to medium density (up to six floors) residential land uses are permitted. The purchaser intends to develop the parcel with townhouse and mid rise apartment units to be marketed to first time buyers, students and young families. A precise development density is not known as a DP has yet to be issued.					
11. 101 - 29th Avenue NE (Plan 0713038, Block 40, Lot 43)					
Tuxedo Community	DC #2Z2006 / RM - 5	17,206	April 16, 2018	\$2,100,000	\$122.05
Comments : Vacant site located in the established Tuxedo residential community of north central Calgary. This neighbourhood is undergoing residential redevelopment and rejuvenation inclusive of new duplex, single family and multi family land uses. The site is a corner parcel that prominently fronts Centre Street N. It is situated adjacent to a large park and the subject property as improved with Tuxedo School. The DC zoning generally follows RM - 5, Residential Medium Density District guidelines. This multi family designation permits a maximum building height of 4 storeys and density of 85 units per acre (upa).					

Property Location	Land Use	Land Size (ac)	Sale Date	Sale Price	Sale Indication (\$/sf land area)
12. 1623 - 48th Avenue SW (Plan 1610554, Block 20, Lot 39)					
Altadore Community	M - CG	30,477	March 14, 2018	\$3,800,000	\$124.68
<p>Comments : Vacant land located in the established inner city community of Altadore. This area is undergoing extensive redevelopment and rejuvenation inclusive of low to medium density multi family product. The community is situated close to the Marda Loop retail district. Low density and low profile residential uses are permitted as per the site's M - CG, Multi Residential - Contextual Grade Oriented land use classification. A Development Permit (DP2017-5153) has been submitted to accommodate development of 20 townhouse units in four building clusters at a proposed density of 28 units per acre (upa).</p>					
13. 1424 to 1430 - 23rd Avenue NW (Plan 3150P, Block 36, Lots 11 to 19 & E 18' of Lot 20)					
Capitol Hill Community	M - CG	29,160	January 5, 2018	\$3,403,000	\$116.70
<p>Comments : Redevelopment property located in the established Capitol Hill community of north central Calgary. This district is primary single family, but with pockets of low to medium density housing. The site is located at the northeast corner of 23rd Avenue NW and 14th Street NW. It backs onto Confederation Park. The land was improved with four older single family homes at the time of sale. Low density and low profile residential uses are permitted as per the site's M - CGd89, Multi Residential - Contextual Grade Oriented land use classification. A Development Permit (DP2017-4413) has been submitted to accommodate development of a 24 unit, 4 building multi residential project. Development density is proposed at 36 units per acre (upa).</p>					
14. 2634 - 12th Avenue NW (Plan 0313499, Block R, Lot 2)					
St Andrews Heights Community	DC #19Z2003 / R - 1	94,080	November 1, 2016	\$5,700,000	\$60.58
<p>Comments : Redevelopment property located in the established St Andrews Heights community of northwest Calgary. This neighbourhood is situated very close to the University of Calgary. It is entirely designated R - C1 and is improved with single family homes only. The site is internal to the community. It is improved with an older (circa 1955 / 1960) school structure comprising 20,447 sf on one level. The building provides for a very low 21.7% site coverage ratio as improved. While the school is occupied, it requires substantial capital expenditures to accommodate long term continued school use and occupancy. The property's Highest and Best Use is for residential redevelopment. The site is zoned DC / R - 1 which permits single family development, as well as the existing school use. Should redevelopment be initiated, density potential is low in keeping with existing nearby land uses.</p>					

The sales display a wide value range of \$60.58 to \$124.68/sf for sites ranging in size from 0.395 to 2.159 acres. All of the sites benefit from good inner - city locations in desirable residential communities. Land use designations permit low to medium density residential development.

Index No. 10 : Recent 2018 sale date. The site is vacant. It benefits from very good location attributes in terms of residential development appeal. The land size is smaller as compared to the subject parcel. The DC land use designation is superior as low to medium density residential development is permitted inclusive of townhouse and low rise apartment style units. All factors considered, downward adjustment to the \$87.07/sf sale price is required to equate to the subject.

Index No. 11 : Recent 2018 sale of a vacant site. The parcel is similarly located in Tuxedo immediately west of the subject. It offers prime frontage to busy Centre Street N. The land size is substantially smaller as compared to the subject. Small sites tend to sell for more on a per unit area basis. The DC zoning is superior as it permits residential development at a much higher RM - 5 multi family density of 85 units per acre (upa). Relating mainly to site size and residential density variances to the subject, the sale price of \$122.05/sf requires significant downward adjustment.

Index No. 12 : Recent 2018 sale of a vacant site located in southwest Calgary. The Albacore district in which the land is located is superior to the subject locale in terms of community appeal and residential price point. The parcel is smaller in size which translates into a quicker build - out horizon and reduced developer risk. The DC / M - CG land use designation is superior in terms of guaranteed residential density approval as compared to the subject's R - C2 zoning with potential for densification. Relating mainly to location, site size and zoning variances to the subject property, a substantial negative adjustment to the \$124.68/sf purchase price indication is warranted.

Index No. 13 : Early 2018 sale of an improved redevelopment site located in north central Calgary. The Capitol Hill location is superior as compared to the subject Tuxedo community. Further, the specific location of this site adjacent to Confederation Park is also superior from a residential use perspective. The size of the site is much smaller. The site's M - CG land use designation is superior as it guarantees residential land use at a much higher density as compared to R - C2. The subject land has potential for up - zoning, but there is no guarantee of attaining more intense residential land use approval. A significant negative adjustment to the \$116.70/sf sale price is required to account for location, land size and zoning differences to the subject property.

Index No. 14 : Dated 2016 sale that requires an upward time adjustment as the site sold during the depths of the recession. The land benefits from superior location attributes in terms of community appeal and price point. It is similarly improved with an older school structure. The land size is comparable to the subject. The DC/R - 1 land use designation is inferior to the subject's R - C2 classification. Given this discrepancy, and considering the fact that prospects for up - zoning in St Andrews Heights (entirely improved with single family homes) are very poor, the \$60.58/sf sale price indication requires significant upward adjustment to equate to the subject land.

After considering all adjustments, we are of the opinion the value of the subject land should fall within a range of \$70.00 to \$80.00/sf on the basis of the site's gross size of 104,029 sf prior to adjustment for municipal reserve and / or cash in lieu. Applying this range yields the following:

Low End of Market Range	104,029 sf x \$70.00/sf	=	\$7,280,000
High End of Market Range	104,029 sf x \$80.00/sf	=	\$8,320,000

The above noted value range of \$7.280 to \$8.320 million supports our previously determined value estimate of \$7.96 million. We have therefore reconciled with a final a final Fee Simple Estate value of \$7,960,000 for the land, as though vacant, as of the July 6, 2018 effective appraisal date.

CERTIFICATION

Re : 129 - 29th Avenue NE, Calgary, Ab., I certify that to the best of my knowledge and belief :

- the statements of fact contained in this report are true and correct.
- the reported analyses, opinions, and conclusions are limited only by the reported assumptions and contingent and limiting conditions, and are my personal, unbiased professional analyses, opinions, and conclusions.
- I have no present or prospective interest in the property that is the subject of this report, and I have no personal interest or bias with respect to the parties involved.
- my compensation is not contingent upon the reporting of a predetermined value or direction in value that favours the cause of the client, the amount of the value estimate, the attainment of a stipulated result, or the occurrence of a subsequent event.
- my analyses, opinions, and conclusions were developed, and this report has been prepared, in conformity with the Canadian Uniform Standards of Professional Appraisal Practice as mandated by the Appraisal Institute of Canada (AID).
- I have made a personal inspection of the property that is the subject of this report.
- no one provided significant professional assistance to the person signing this report.
- the appraiser has fulfilled all mandatory Continuing Professional Development program requirements for designed members of the Appraisal Institute of Canada.
- the appraiser is registered in the Professional Liability Insurance Program of the AID.
- the appraiser is licensed in the Province of Alberta as a member of the Real Estate Council of Alberta (RCA).

After analysing all available information, it is our opinion, the market value of the subject property, in Fee Simple Estate, as of July 6, 2018, on the basis of the property's Highest and Best Use as a residential redevelopment site, with a preceding exposure time of six months, is estimated to be:

-- SEVEN MILLION NINE HUNDRED SIXTY THOUSAND DOLLARS --

-- (\$7,960,000.00) --

APPRAISER :

Signature: _____

Name: Robert C. Lipman, BSC.

Inspected Property: X Yes No

Date of Inspection: July 6, 2018

Date Signed: July 12, 2018

Designation: AAC, P.App.

ADDENDA

FILE NO. 10889

- **Photographs**
- **Site Survey / Plan**
- **Certificates of Title (2 Sample Titles)**
- **R - C2 Land Use Guidelines**
- **Tuxedo Park School - Historical Interest**
- **Contingent & Limiting Conditions**
- **Qualifications of Your Appraiser**



1. AERIAL VIEW OF THE SUBJECT PROPERTY



2. VIEW OF THE SUBJECT PROPERTY LOOKING TO THE NORTHEAST



3. VIEW OF THE SUBJECT PROPERTY LOOKING TO THE SOUTHWEST



4. VIEW OF THE SUBJECT PROPERTY LOOKING TO THE NORTHWEST



5. VIEW OF THE SUBJECT PROPERTY LOOKING TO THE SOUTHEAST



6. ORIGINAL TUXEDO SCHOOL BUILDING (ca 1920) AT THE EAST END OF THE SUBJECT SITE



7. TUXEDO SCHOOL ADDITION (ca 1957) IN THE CENTRAL PORTION OF SUBJECT PROPERTY



8. PARK & PATHWAY NORTH OF THE SUBJECT



9. PARK & PATHWAY NORTH OF THE SUBJECT PROPERTY



10. PARK NORTH OF THE SUBJECT PROPERTY



11. LOOKING NORTH ALONG 1ST STREET NE PAST THE SUBJECT PROPERTY



12. LOOKING WEST ALONG 28TH AVENUE NE PAST THE SUBJECT PROPERTY

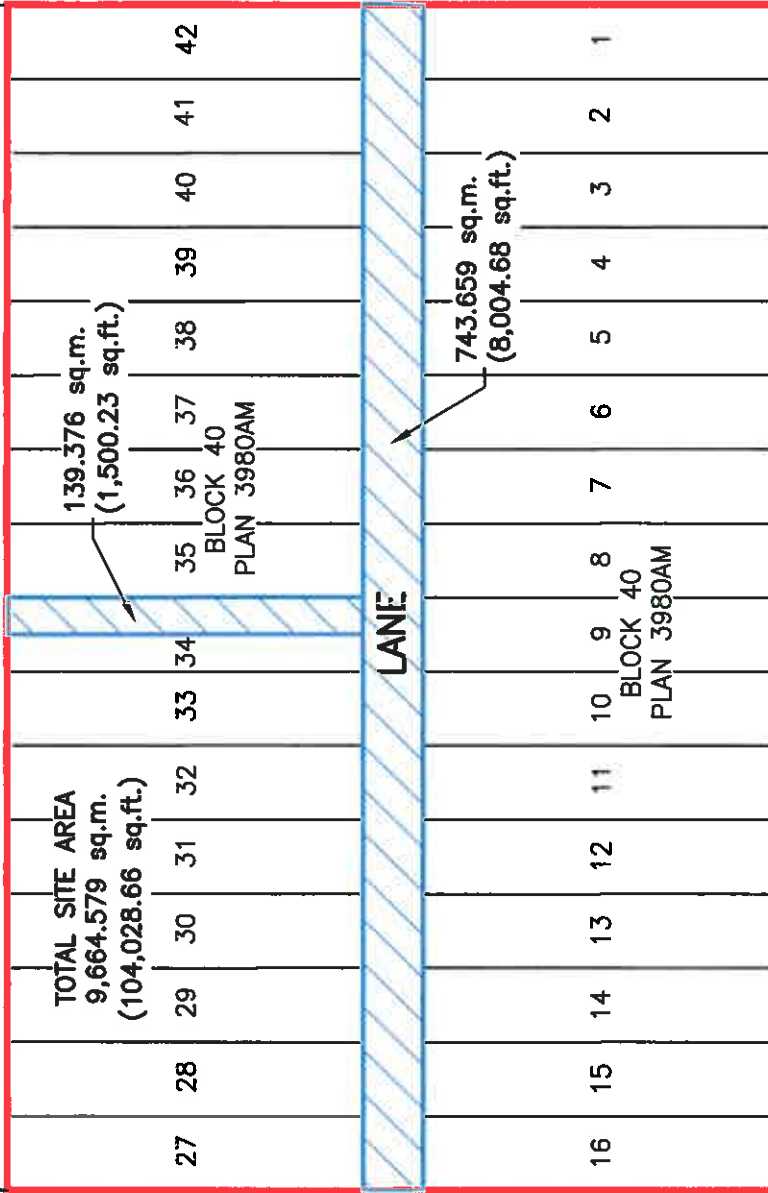


13. LOOKING SOUTH ALONG LANE FORMING THE EAST BOUNDARY OF THE SUBJECT SITE

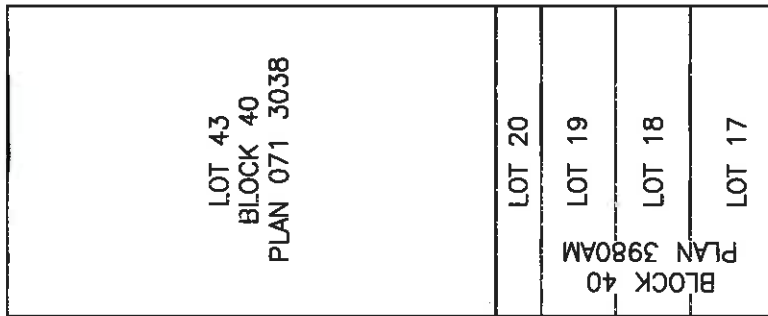


1st STREET N.E.

BLOCK Z
CLOSED ROAD ON PLAN 3322P



29th AVENUE N.E.



CENTRE STREET N.

28th AVENUE N.E.

SKETCH SHOWING TUXEDO PARK ELEMENTARY SCHOOL

LOTS: 1-16, 27-42 & Lane BLOCK: 40 PLAN: 3980AM

MUNICIPAL ADDRESS: 130 - 28th Avenue N.E., Calgary

CLIENT: Calgary Board of Education

SCALE: 1: 750

Site area



Dollar areas (\$1.00)

Note: Boundary survey completed on May 15, 2018.

Date: May 23, 2018

MAIDMENT

LAND SURVEYS LTD.

10, 141 Commercial Drive
Calgary, AB T3Z 2A7
www.maidment.ca

File Number: 118177sk



LAND TITLE CERTIFICATE

B
LINC SHORT LEGAL TITLE NUMBER
0019 656 925 3980AM;40;5 32H131

LEGAL DESCRIPTION
PLAN 3980AM
BLOCK 40
LOT 5

ESTATE: FEE SIMPLE
ATS REFERENCE: 5;1;24;27;N

MUNICIPALITY: CITY OF CALGARY

REGISTERED OWNER(S)				
REGISTRATION	DATE (DMY)	DOCUMENT TYPE	VALUE	CONSIDERATION
32H131	25/10/1924		\$225	REF. 6828DH

OWNERS

CALGARY SCHOOL DISTRICT NO 19.
OF 1221 8TH STREET SW
CALGARY
ALBERTA T2R 0L4

(DATA UPDATED BY: CHANGE OF ADDRESS 131098061)

ENCUMBRANCES, LIENS & INTERESTS

REGISTRATION NUMBER	DATE (D/M/Y)	PARTICULARS
771 147 064	20/10/1977	ZONING REGULATIONS SUBJECT TO CALGARY INTERNATIONAL AIRPORT ZONING REGULATIONS
041 211 572	09/06/2004	CAVEAT RE : RIGHT OF FIRST REFUSAL CAVEATOR - THE CITY OF CALGARY. CITY SOLICITOR, 12TH FLOOR 800 MACLEOD TRAIL S.E., CALGARY ALBERTA T2G2M3 AGENT - CRAIG S HARKNESS

TOTAL INSTRUMENTS: 002

THE REGISTRAR OF TITLES CERTIFIES THIS TO BE AN
ACCURATE REPRODUCTION OF THE CERTIFICATE OF
TITLE REPRESENTED HEREIN THIS 9 DAY OF JULY,
2018 AT 09:36 A.M.

ORDER NUMBER: 35460474

CUSTOMER FILE NUMBER: 10889



END OF CERTIFICATE

THIS ELECTRONICALLY TRANSMITTED LAND TITLES PRODUCT IS INTENDED
FOR THE SOLE USE OF THE ORIGINAL PURCHASER, AND NONE OTHER,
SUBJECT TO WHAT IS SET OUT IN THE PARAGRAPH BELOW.

THE ABOVE PROVISIONS DO NOT PROHIBIT THE ORIGINAL PURCHASER FROM
INCLUDING THIS UNMODIFIED PRODUCT IN ANY REPORT, OPINION,
APPRAISAL OR OTHER ADVICE PREPARED BY THE ORIGINAL PURCHASER AS
PART OF THE ORIGINAL PURCHASER APPLYING PROFESSIONAL, CONSULTING
OR TECHNICAL EXPERTISE FOR THE BENEFIT OF CLIENT(S).

ENCUMBRANCES, LIENS & INTERESTS

PAGE 2
102V76

REGISTRATION
NUMBER DATE (D/M/Y) PARTICULARS

CALGARY
ALBERTA T2G2M3
AGENT - CRAIG S HARKNESS

TOTAL INSTRUMENTS: 003

THE REGISTRAR OF TITLES CERTIFIES THIS TO BE AN
ACCURATE REPRODUCTION OF THE CERTIFICATE OF
TITLE REPRESENTED HEREIN THIS 9 DAY OF JULY,
2018 AT 09:36 A.M.

ORDER NUMBER: 35460474

CUSTOMER FILE NUMBER: 10889



END OF CERTIFICATE

THIS ELECTRONICALLY TRANSMITTED LAND TITLES PRODUCT IS INTENDED
FOR THE SOLE USE OF THE ORIGINAL PURCHASER, AND NONE OTHER,
SUBJECT TO WHAT IS SET OUT IN THE PARAGRAPH BELOW.

THE ABOVE PROVISIONS DO NOT PROHIBIT THE ORIGINAL PURCHASER FROM
INCLUDING THIS UNMODIFIED PRODUCT IN ANY REPORT, OPINION,
APPRAISAL OR OTHER ADVICE PREPARED BY THE ORIGINAL PURCHASER AS
PART OF THE ORIGINAL PURCHASER APPLYING PROFESSIONAL, CONSULTING
OR TECHNICAL EXPERTISE FOR THE BENEFIT OF CLIENT(S).

PART 5: LOW DENSITY RESIDENTIAL DISTRICTS

Division 5: Residential – Contextual One / Two Dwelling (R-C2) District

Purpose

424 The Residential – Contextual One / Two Dwelling District is intended to accommodate existing residential **development** and contextually sensitive redevelopment in the form of **Duplex Dwellings**, **Semi-detached Dwellings**, and **Single Detached Dwellings** in the **Developed Area** .

[Back to Top](#)

Permitted Uses

425 (1) The following **uses** are **permitted uses** in the Residential – Contextual One / Two Dwelling District:

- (a) **Accessory Residential Building**;
- (a.1) **Contextual Semi-detached Dwelling**;
- (b) **Contextual Single Detached Dwelling**;
- (b.1) **Home Based Child Care – Class 1**;
- (c) **Home Occupation – Class 1**;
- (d) *deleted*
- (e) **Park**;
- (f) **Protective and Emergency Service**;
- (f.1) **Secondary Suite**;
- (g) **Sign – Class A**; and
- (h) *deleted*
- (i) **Utilities**.

(2) The following **uses** are **permitted uses** on a **parcel** that has a **building** used or previously used as a **Community Recreation Facility** or **School Authority – School**:

- (a) **Community Recreation Facility**;
- (b) **School Authority – School**; and
- (c) **School Authority Purpose – Minor**.

Discretionary Uses

426 (1)

The following uses are discretionary uses in the Residential – Contextual One / Two Dwelling District:

- (a) Addiction Treatment;
- (a.1) Assisted Living;
- (a.2) Backyard Suite;
- (b) Bed and Breakfast;
- (c) Community Entrance Feature;
- (d) Custodial Care;
- (d.1) *deleted*
- (e) Duplex Dwelling;
- (e.1) Home Based Child Care – Class 2;
- (f) Home Occupation – Class 2;
- (g) Place of Worship – Small;
- (h) Power Generation Facility – Small;
- (i) Residential Care;
- (j) *deleted*
- (j.1) *deleted*
- (j.2) *deleted*
- (k) Semi-detached Dwelling;
- (l) Sign – Class B;
- (m) Sign – Class C;
- (n) Sign – Class E;
- (o) Single Detached Dwelling;
- (p) Temporary Residential Sales Centre; and
- (q) Utility Building.

24P2014

[Back to Top](#)

(2)

The following uses are additional discretionary uses if they are located in buildings used or previously used as Community Recreation Facility or School Authority – School in the Residential – Contextual One / Two Dwelling District:

- (a) Child Care Service;
- (b) Library;
- (c) Museum;

- (d) [School Authority Purpose – Major](#)
 - (e) [School – Private](#); and
 - (f) [Service Organization](#).
- (3) The following [uses](#) are additional [discretionary uses](#) on a [parcel](#) in the Residential – Contextual One / Two Dwelling District that has a [building](#) used or previously used as [School Authority – School](#):
- (a) [Community Recreation Facility](#);
 - (b) [Food Kiosk](#);
 - (c) [Indoor Recreation Facility](#);
 - (d) [Outdoor Recreation Area](#);
 - (e) [Park Maintenance Facility – Large](#); and
 - (f) [Park Maintenance Facility – Small](#).
- (4) The following [uses](#) are additional [discretionary uses](#) on a [parcel](#) that has an existing [building](#) used as a [Place of Worship – Large](#) or [Place of Worship – Medium](#) provided any new [development](#) proposed does not result in the increase of any [assembly area](#):
- (a) [Place of Worship – Large](#); and
 - (b) [Place of Worship – Medium](#).

53P2008, 17P2009, 46P2009, 33P2011, 9P2012, 22P2016

[Back to Top](#)

Rules

427 In addition to the rules in this District, all [uses](#) in this District must comply with:

- (a) the General Rules for Low Density Residential Land Use Districts referenced in [Part 5, Division 1](#);
- (b) the Rules Governing All Districts referenced in [Part 3](#);
- (c) the applicable Uses And Use Rules referenced in [Part 4](#); and
- (d) the applicable rules for the [Special Purpose – Community Service District](#) for those [uses](#) referenced in [sections 425\(2\) and 426\(2\) and \(3\)](#).

Number of Main Residential Buildings on a Parcel

428 The maximum number of [main residential buildings](#) on a [parcel](#) is one.

13P2008

[Back to Top](#)

Parcel Width

429 The minimum [parcel width](#) is:

- (a) [7.5 metres](#) for a [parcel](#) containing a [Contextual Single Detached Dwelling](#) or [Single Detached Dwelling](#);

- (a.1) 9.0 metres for a parcel containing a Backyard Suite or Secondary Suite, unless otherwise referenced in subsection a.2;
- (a.2) 7.5 metres for a parcel containing a Backyard Suite or Secondary Suite where:
 - (i) it is located on a corner parcel or laned parcel; and
 - (ii) 3.0 or more motor vehicle parking stalls are provided on the parcel.
- (b) 13.0 metres for a parcel containing a Duplex Dwelling; and
- (c) *deleted*
- (d) 13.0 metres for a parcel containing a Contextual Semi-detached Dwelling or a Semi-detached Dwelling, and if a parcel containing a Contextual Semi-detached Dwelling or a Semi-detached Dwelling is subsequently subdivided, a minimum parcel width of 6.0 metres must be provided for each Dwelling Unit.

12P2010, 34P2010, 27P2011, 24P2014, 23P2016

Parcel Depth

430 The minimum parcel depth is 22.0 metres.

12P2010, 24P2014, 23P2016

[Back to Top](#)

Parcel Area

431 The minimum area of a parcel is:

- (a) 233.0 square metres for a parcel containing a Contextual Single Detached Dwelling or Single Detached Dwelling;
- (b) 400.0 square metres for a parcel containing a Duplex Dwelling; and
- (c) *deleted*
- (d) 400.0 square metres for a parcel containing a Contextual Semi-detached Dwelling or a Semi-detached Dwelling, and if a parcel containing a Contextual Semi-detached Dwelling or a Semi-detached Dwelling is subsequently subdivided, a minimum parcel area of 180.0 square metres must be provided for each Dwelling Unit.

12P2010, 34P2010, 24P2014, 23P2016

[Back to Top](#)

Parcel Coverage

432 The maximum parcel coverage is 45.0 per cent of the area of a parcel, which must be reduced by 21.0 square metres for each required motor vehicle parking stall that is not provided in a private garage.

433 *deleted*
3P2011

Building Setback Areas

434 The minimum depth of all setback areas must be equal to the minimum building setback required in sections 435, 436 and 437.

Building Setback from Front Property Line

- 435 (1) For a **Contextual Semi-detached Dwelling**, **Contextual Single Detached Dwelling**, **Duplex Dwelling**, **Semi-detached Dwelling** and a **Single Detached Dwelling**, the minimum **building setback** from a **front property line** is the greater of:
- (a) the **contextual front setback** less **1.5 metres**; or
 - (b) **3.0 metres**.
- (2) *deleted*
- (3) For an addition or exterior alteration to a **Duplex Dwelling**, **Semi-detached Dwelling**, or **Single Detached Dwelling** which was legally existing or approved prior to the effective date of this Bylaw, the minimum **building setback** from a **front property line** is the lesser of:
- (a) the **contextual front setback** less **1.5 metres** to a minimum of **3.0 metres**; or
 - (b) the existing **building setback** less **1.5 metres** to a minimum of **3.0 metres**.
- (4) *deleted*
- (5) For all other **uses**, the minimum **building setback** from a **front property line** is **3.0 metres**.

46P2009, 3P2010

[Back to Top](#)

Building Setback from Side Property Line

- 436 (1) For a **laned parcel**, the minimum **building setback** from any **side property line** is **1.2 metres**.
- (2) For a **laneless parcel**, the minimum **building setback** from any **side property line** is:
- (a) **1.2 metres**; or
 - (b) **3.0 metres** on one side of the **parcel** when no provision is made for a **private garage** on the front or side of a **building**.
- (3) For a **parcel** containing a **Contextual Semi-detached Dwelling** or a **Semi-detached Dwelling**, there is no requirement for a **building setback** from the **property line** upon which the party wall is located.
- (4) Unless otherwise referenced in subsection (5), for a **corner parcel**, the minimum **building setback** from a **side property line** shared with a **street** is **1.2 metres**, provided there is no portion of a **building**, except for a projection allowed in 337(3), located within **3.0 metres** of:
- (a) the back of the public sidewalk; or
 - (b) the curb where there is no public sidewalk.
- (5) Where a **corner parcel** shares a **side property line** with a **street** and the **parcel** forms part of a **plan of subdivision** approved by the Calgary Planning Commission prior to March 31, 1980, the minimum **building setback** from that **side property line** is **1.2 metres**.
- (6) The **building setback** from a **side property line** of **3.0 metres** required in subsection 2(b) may be reduced where the owner of the **parcel** proposed for **development** and the owner of the **adjacent parcel** register, against both titles, an exclusive private access easement:

- (a) where the width of the easement, in combination with the reduced **building setback**, must be at least **3.0 metres**; and
- (b) that provides unrestricted vehicle access to the rear of the **parcel**.

(7) One **building setback** from a **side property line** may be reduced to zero metres where:

- (a) the owner of the **parcel** proposed for **development** and the owner of the **adjacent parcel** register, against both titles, a **2.4 metre** private maintenance easement that provides for a **0.60 metre** eave and footing encroachment easement; and
- (b) all roof drainage from the **building** is discharged through eave troughs and downspouts onto the **parcel** on which the **building** is located.

44P2013

[Back to Top](#)

Building Setback from Rear Property Line

437 The minimum **building setback** from a **rear property line** is **7.5 metres**.

Building Height

438 (1) For a **Contextual Semi-detached Dwelling**, **Contextual Single Detached Dwelling**, **Duplex Dwelling**, **Semi-detached Dwelling** and a **Single Detached Dwelling**, the maximum building height is the greater of:

- (a) **8.6 metres**; or
- (b) the **contextual height** plus **1.5 metres**, to a maximum of **10.0 metres**.

(2) *deleted*

(3) For all other **uses**, the maximum **building height** is **10.0 metres**.

3P2010

439 *deleted*
3P2010

440 *deleted*
3P2010

441 *deleted*
3P2010

442 *deleted*
3P2010

Motor Vehicle Parking Stalls

443 The minimum number of **motor vehicle parking stalls** for each **Contextual Single Detached Dwelling**, **Duplex Dwelling**, **Semi-detached Dwelling**, and **Single Detached Dwelling** is 2.0 stalls per **Dwelling Unit** where:

- (a) the **parcel width** is less than **9.0 metres** and the **parcel** is part of a plan of subdivision approved after September 7, 1982; or

- (b) the area of the parcel is less than 270.0 square metres and the parcel is part of a plan of subdivision approved after September 7, 1982.

13P2008, 28P2009

[Back to Top](#)

[NEXT DIVISION](#)

Select Language  Powered by  Translate

Discover Historic Calgary resources

SEARCH THE INVENTORY OF EVALUATED HISTORIC RESOURCES

Tuxedo Park Elementary School

Alternate Names: N/A

Address: 130 28 AV NE

Year of Construction: 1920

Community: TUXEDO PARK

Resource Type: City Wide Historic Resource

Original Use Type: Education

Original Use SubType: School (Primary)

Architectural Style: Bungalow

Architect: Branton, William

Builder: Public Works

Provincial Master Plan Theme: Education [Tuxedo Park Elementary School](#)

Development Era: 1919 to 1929 (Post [1920](#))

WWI to Stock Market Crash)

Legal Description: N/A

Other Significant Dates: N/A



[Tuxedo Park Elementary School](#)
(1920)

Legally Protected/Federally Recognized:

Federal: No

Provincial: No

Registered: No

Municipal: No

Significance Summary:

In the years between 1913 and 1920 the school board reacted to Calgary's rapid growth by erecting a series of small "bungalow" schools. It was intended that these buildings would be converted to four-unit apartment buildings when larger schools were built. As it happened, several continue in their original use as schools to this day. Tuxedo Park Bungalow School was erected in 1920, and is one of the last of its type, Cliff Bungalow being another (Clengary burned in the 1970s and is slated for complete demolition as of fall, 1982).

In plan, Tuxedo Park is very similar to Balmoral Bungalow School, but like Cliff Bungalow, it is finished in brick and topped by a gabled roof. The stepped gable by the entrance is vaguely reminiscent of Collegiate Gothic educational buildings, although the windows are more Georgian in inspiration. A broad eyebrow dormer with seven lights illuminates the partial upper storey. The school was designed by W.A. Branton, the architect of the Calgary School Board for many years. A large wing was added behind the school in 1952, but despite its size it stands apart from the original building and allows the bungalow school to be perceived as it was originally built. (1982)

Statement of Significance

Description:

N/A

Heritage Value:

N/A

CONTINGENT AND LIMITING CONDITIONS

The certification that appears in the appraisal report is subject to the following conditions:

1. The use of our appraisal for the purpose of a tax assessment appeal may require different or other data to be scrutinized which may conflict with the conclusions reached in a report prepared for a different purpose or value. Unless expressly authorized in writing this report and contents are not to be used for the purposes of a tax assessment appeal by third parties other than the client to whom this report is addressed.
2. Because market conditions, including economic, social and political factors change rapidly and on occasion, without warning, the market value estimate expressed as of the date of appraisal cannot be relied upon as of any other date except with further advice from the appraiser confirmed in writing.
3. No responsibility is assumed for matters of a legal nature that affect either the property being appraised or the title to it. It has been assumed that the title is good and marketable and, therefore, no opinion is rendered about the title. The subject property must comply with government regulations, including zoning, building code and health regulations and, if it doesn't comply, its non-compliance may affect market value. To be certain of compliance, further investigation may be necessary. The property is appraised on the basis of it being under responsible ownership.
4. No survey of the property has been made. Any sketch in the appraisal report shows approximate dimensions and is included only to assist the reader of the report in visualizing the property.
5. This report is completed on the basis that testimony or appearance in court is not required as a result of this appraisal unless specific arrangements to do so have been made beforehand. Such arrangements will include, but not necessarily be limited to, adequate time to review the appraisal report and data related thereto and the provision of appropriate compensation.
6. The appraiser is not qualified to comment on environmental issues that may affect the market value of the property appraised, including but not limited to pollution or contamination of land, buildings, water, groundwater or air. Unless expressly stated, the property is assumed to be free and clear of pollutants and contaminants, including but not limited to moulds or mildews or the conditions that might give rise to either, and in compliance with all regulatory environmental requirements, government or otherwise, and free of any environmental condition, past, present or future, that might affect the market value of the property appraised. If the party relying on this report requires information about environmental issues the party is cautioned to retain an expert qualified in such issues. We expressly deny any legal liability relating to the effect of adverse environmental issues on the fair market value of the appraised property.

7. Information, estimates, and opinions expressed in the appraisal report are obtained from sources considered to be reliable and they are believed to be true and correct. No responsibility is assumed for the accuracy of such items that were furnished by other parties.
8. The opinions of value and other conclusions contained herein assume satisfactory completion of any work remaining to be completed in a good workmanlike manner. Further inspection may be required to confirm completion of such work.
9. The contents of this report are considered confidential and will not be disclosed by the author to any party except as provided for in "The Standards" of professional appraisal Practice of the Appraisal Institute of Canada and/or when properly entered into evidence of a duly qualified judicial or quasi-judicial body.
10. Other than the permitted users and uses of the appraisal report outlined under the heading Purpose and Intended Use of the Appraisal, written consent from the author must be obtained before all (or any part) of the content of the appraisal report can be used for any purposes by anyone except: the client specified in the report and, where the client is the mortgagee, its insurer and the borrower, if he/she paid the appraisal fee. The author's written consent and approval must also be obtained before the appraisal (or any part of it) can be conveyed by anyone to any other parties, including mortgagees other than the client and the public through prospectus, offering memo, advertising, public relations, news, sales, or other media.
11. All factors known to the appraiser (and to the extent that the data permits) that have an impact on value have been taken into consideration to the extent felt necessary in rendering a considered opinion of value. No significant information has been knowingly withheld from the appraisal report and it is believed, to the best of my knowledge, that all statements and information in the appraisal report are true and correct.
12. This appraisal has been performed in conformity with the Standards of the Appraisal Institute of Canada, as well as the Canada Deposit Insurance Corporation Standards of Sound Business and Financial Practices - Real Estate Appraisals, and the appraisal standards under the regulations of the Canadian and British Insurance Companies Act.
13. No authorization has been given to anyone other than the appraiser to make a change to any item in the report; therefore, if an unauthorized change is made to the appraisal report, no responsibility for such changes is assumed.
14. The appraiser has no liability, obligation, or responsibility to any other person or organization other than the party to whom the report is addressed and/or those specifically described as permitted users in the "Purpose and Intended Use of the Appraisal" section of the report.

ROBERT C. LIPMAN, B.Sc., AACI, P. App
Avison Young Valuation & Advisory Services Alberta, Inc.



Expertise in:

Commercial Real Property Valuation and Consultation
Downtown Calgary Office Market Valuations
Market Rent Studies and Lease Arbitrations
Real Estate Litigation, Arbitration and Expropriation

Robert Lipman is a principal at Avison Young Valuation & Advisory Services Alberta, Inc. (April 2016 - Present). Previously Robert was a principal and partner at Linnell Taylor Lipman & Associates Ltd. from July 1990 to March 2016. With twenty seven years of commercial real estate appraisal and consulting experience, Mr. Lipman has extensive expertise in various Alberta real estate markets, as well as British Columbia, Saskatchewan and the Northwest Territories.

Property types appraised by Robert include warehouse and industrial building, hotels and mountain resorts, automobile dealerships, restaurants, strip, neighbourhood and regional shopping centres, office buildings, condominiums, rental apartment and townhouse projects. Experience includes vacant and serviced land appraisals for expropriation and cash in lieu assignments. Mr. Lipman has extensive expertise in the downtown Calgary office and land markets including appraisal assignments, general consulting, legal support and arbitration matters.

Assignment types include appraising and consulting for financing and general information purposes, court presentation and arbitration involving real estate matters, expropriation, feasibility and market studies, and general consulting. Mr. Lipman has provided expert witness testimony in numerous Arbitration Hearings as well as the Land Compensation Board (LCB), Assessment Review Board (ARB), and the Court of Queen's Bench of Alberta. Mr. Lipman is also experienced in providing due diligence expertise with respect to real estate purchases and sales.

Mr. Lipman has provided valuation and consultancy services to a broad array of clients including The Government of Canada, Provincial of Alberta, City of Calgary, other institutions such as the Calgary Board of Education, pension funds, asset managers, public companies including REITs, institutional investors, real estate developers, financial institutions, private investors and lawyers.

Robert's academic background includes a Bachelor of Science degree from the University of Guelph (Honours 1987). All educational and experience requirements were met in 1996 to be granted the AACI, P. App (#3454) designation from the Appraisal Institute of Canada (AIC). Robert is licensed as a practicing Real Estate Appraiser by the Real Estate Council of Alberta (RECA).

Professional Affiliations : Appraisal Institute of Canada & Alberta Expropriation Association (AEA)

Notable Appraisal and Consulting Assignments recently completed by Mr. Lipman:

Bankers Hall Appraisal (2011) - Calgary's premier AAA office complex - 1.845 million sf in two 47 storeys and mall
The Bow (2017) - Class AAA office tower - 2.05 million sf in a 59 storey tower
Eighth Avenue Place Appraisal (2017) - Class AAA office complex – 2.006 million sf in a towers
TD Square, Canada Trust Tower & CORE Retail Mall Appraisal (2015) - Class AA office and redeveloped mall complex
Alberta Land Compensation Board Order 471 (2010) - Expropriation representation on behalf of The City of Calgary
Calgary Assessment Review Board (2014) - Expert witness representation on behalf of The City of Calgary
Court of Queen's Bench of Alberta (2015) - Expert witness representation on behalf of Starke Capital Corp.
West District Major Activity Centre (MAC) Land Feasibility Study (2014) – Completed for Truman Development Corp

APPRAISAL OF REAL PROPERTY

130 - 28 Avenue NE

Calgary, AB

City of Calgary File Number: 130 28 AV NE

IN A NARRATIVE APPRAISAL REPORT

As of August 7, 2018

Prepared For:

Mr. Jarret Moisan

City of Calgary

Real Estate & Development Services

3rd Floor, 323 - 7 Avenue SE

Calgary, AB T2G 0J1

Prepared By:

Cushman & Wakefield ULC

Valuation & Advisory

111 - 5th Avenue SW, Suite 1730

Calgary, AB T2P 3Y6

C&W File ID: 18-213-900196

CONFIDENTIAL



Tuxedo School Site
130 - 28 Avenue NE
Calgary, AB

August 8, 2018

Mr. Jarret Moisan
City of Calgary
3rd Floor, 323 – 7 Avenue SE
Calgary, AB T2G 0J1

Re: Tuxedo School Site
Located at 130 – 28 Avenue NE, Calgary, AB
City of Calgary File Number 130 28 AV NE

C&W Ltd. File ID: 18-213-900196

Dear Mr. Moisan:

Cushman & Wakefield ULC is pleased to transmit this Narrative Appraisal Report, estimating the current market value of the above referenced subject site as is.

By agreement, this is a Narrative Appraisal Report which contains all of the data, reasoning and analysis upon which our value conclusion is based. This appraisal report is prepared in accordance with the Canadian Uniform Standards of Professional Practice (CUSPAP) adopted by the Appraisal Institute of Canada, effective January 1, 2018, and the Code of Ethics and Professional Conduct of the Appraisal Institute of Canada.

The purpose of this appraisal is to estimate the current market value of the subject property. It is our understanding that the intended use of the appraisal is to assist with the potential acquisition of the subject property. This report may not be reproduced, in whole or in part, without our prior written agreement. It is subject to the Assumptions and Limiting Conditions contained in the Addenda, in addition to any in the report.

The economy of Alberta is dominated by the oil and gas sectors, and the performance of real estate in many markets across the province is directly and substantially linked to the health of these two resource-based industries. Over the past two years, the price of oil has declined significantly, and there is concern across the oil-producing communities as to the future direction and health of the oil industry in North America generally, and in Alberta in particular. Cushman & Wakefield is unable to determine the long-term price of oil or its impact on the future of the sector in Alberta, but caution the reader that any prolonged period of low oil prices could have a negative impact on real estate demand in the province and a possible material impact on the subject valuation.

As a result of our analysis, the current market value of the subject property as is, subject to the assumptions, limiting conditions, certifications and definitions contained herein at August 7, 2018, is estimated as follows:

EIGHT MILLION EIGHT HUNDRED FIFTY THOUSAND DOLLARS
\$8,850,000

This estimate is based on an exposure period of six to twelve months.

Respectfully submitted,

CUSHMAN & WAKEFIELD ULC

DRAFT

Stephanie Bird, B.Mgt., AACI, P.App.
Associate Vice President
Stephanie.Bird@cushwake.com
Phone Office Direct 403.261.1189
Fax 403.261.1104

EXECUTIVE SUMMARY

PROPERTY IDENTIFICATION

Address	:	130 – 28 Avenue NE, Calgary, AB
Legal Description	:	Plan 3980AM; Block 40; Lots 1 to 16 and 27 to 42
Site Area	:	104,108 square feet (2.39 acres more or less)
Land Use	:	R-C2; Residential – Contextual One / Two Dwelling District

VALUE ESTIMATE

Valuation Methods Utilized	:	Direct Comparison Approach
Valuation Date	:	August 7, 2018
Market Value Estimate	:	\$8,850,000 (\$85.00 per square foot)
Valuation Assumptions	:	None

PROPERTY DESCRIPTION

Type	:	School
Location	:	The subject property is located in the community of Tuxedo within the City of Calgary. The subject parcel is located on the north side of 28 th Avenue NE, east of Centre Street.

LOCATION CHARACTERISTICS

Surrounding Uses	:	The subject's immediate neighbourhood comprises various retail and residential developments
Market Conditions	:	The reader should note that events in the financial and credit markets have previously and can continue to result in an uncertain and volatile economic environment. This appraisal report reflects our estimate of value at a single point in time at the effective date. Ongoing local and global changes in the economic and financial marketplace could seriously impact the reliability of this estimate at any point in time other than the effective date.

EXTRAORDINARY ASSUMPTIONS AND HYPOTHETICAL CONDITIONS

For a definition of Extraordinary Assumptions and Hypothetical Conditions please see the Glossary of Terms & Definitions.

It should be noted that the subject property is currently improved, however, based on the following analysis, the highest and best use of the subject property is as redevelopment land, as such, we have valued the property as vacant land. We have assumed that any holding revenue derived from the existing improvements would offset the cost to demolish the improvements when redevelopment is prudent.

PROPERTY PHOTOGRAPHS



Subject Property



Subject Property



Subject Property

TABLE OF CONTENTS

INTRODUCTION	1
PROPERTY DETAILS	4
MARKET ANALYSIS	9
VALUATION	25
FINAL VALUE ESTIMATE	36
ADDENDA CONTENTS	37
ASSUMPTIONS AND LIMITING CONDITIONS	38
GLOSSARY OF TERMS AND DEFINITIONS	42
CERTIFICATION OF APPRAISAL	44

INTRODUCTION

PURPOSE AND INTENDED USE OF THIS APPRAISAL

The purpose of this appraisal is to estimate the current market value of the subject property. It is our understanding that the intended use of the appraisal is to assist with potential acquisition of the subject property. This report may only be relied upon by City of Calgary.

PROPERTY IDENTIFICATION

The subject property is municipally addressed as:

130 – 28 Avenue NE, Calgary, Alberta

The subject property is legally described as follows:

Plan 3980AM, Block 40, Lots 7 to 13 inclusive, the east half of Lot 34, All of Lots 35 and 36;

Plan 3980AM, Block 40, the west half of Lot 15 and the whole of Lot 16;

Plan 3980AM, Block 40, The Most Westerly $\frac{1}{2}$ of Lot 34, Excepting thereout all mines and minerals;

Plan 3980AM, Block 40, Lot 29 and the West half of Lot 30;

Plan 3980AM, Block 40, Lots 1 to 4 inclusive;

Plan 3980AM, Block 40, Lots 27 and 28;

Plan 3980AM, Block 40, Lots 32 and 33, Excepting thereout of Lot 32 all mines and minerals;

Plan 3980AM, Block 40, Lots 14 and the east half of Lot 15;

Plan 3980AM, Block 40, Lots 37 to 42 inclusive;

Plan 3980AM, Block 40, The East half of Lot 30 and the whole of Lot 31;

Plan 3980AM, Block 40, Lot 5;

Plan 3980AM, Block 40, Lot 6

Plan 3980AM, Block 40, All that portion of the east and west land which lies between the Production northerly across said lane of the eastern boundary of Lot 5 and the west boundary of Lot 9, Excepting thereout The westerly 12.5 feet of said portion of said lane;

Plan 3980AM, Block 40, The most westerly $12 \frac{1}{2}$ feet of that portion of the east and west lane which lies between the production northerly across said lane of the eastern boundary of Lot 5 and the western boundary of Lot 9 in the said block, Excepting thereout all mines and minerals;

Plan 3980AM, Block 40, All that portion of the east west laneway which lies West of the production southerly of the east boundary of Lot 33, Excepting thereout all mines and minerals; and

Plan 3980AM, Block 40, That portion of the land which lies easterly of a line drawn from the north west corner of Lot 4 to the south west corner of Lot 39 in said block

PROPERTY OWNERSHIP

According to various titles the subject property is owned by the Calgary Board of Education/The Board of Trustees of the Calgary School District No. 19. There have been no transfers of the subject property within the three years preceding this valuation. It should be noted that the subject property is under consideration for purchase by the City of Calgary.

EFFECTIVE DATE OF APPRAISAL

The effective date of the appraisal is August 7, 2018.

PROPERTY RIGHTS APPRAISED

The legal interest appraised is the fee simple estate - defined as absolute ownership unencumbered by any other interest or estate, subject only to the limitations imposed by the governmental powers of taxation, eminent domain, police power and escheat.

SCOPE OF THE APPRAISAL

In forming our opinion as to the market value of the subject as of the valuation date, we have relied on information which is detailed in this report, to the extent deemed appropriate, and carried out the following specific functions:

- Stephanie Bird made an inspection of the property that is the subject of this report on August 7, 2018;
- Considered information with respect to sales and listings, at or about the valuation date, of properties considered similar to the subject, where we have significant knowledge of such sales and listings and to assess them as being relevant to our opinion, as set out herein. While we believe our review to be reasonably complete, we cannot warrant that we have:
 - i) uncovered and assessed every real property transaction at or about the valuation date that might be said to bear on the determination of the market value of the subject, or
 - ii) fully discerned the motives behind the sales, listings and lease information considered in our analysis, such that our weighting of said information is without subjectivity;
- Reviewed land use regulations, in particular the Land Use By-Law , applicable to the subject;
- Examined the possibility of making any significant changes to the subject in terms of existing uses, land severance and/or additional development of the site;
- Ascertained the highest and best use of the property;
- Examined market conditions and analyzed their potential effect on the property; and
- Conducted discussions with market participants regarding future development of the property.

DEFINITION OF MARKET VALUE

The Canadian Uniform Standards of Professional Appraisal Practice (The Standards) adopted by the Appraisal Institute of Canada define Market Value as:

The most probable price which a property should bring in a competitive and open market as of the specified date under all conditions requisite to a fair sale, the buyer and seller each acting prudently and knowledgeably, and assuming the price is not affected by undue stimulus.

Implicit in this definition is the consummation of a sale as of a specified date and the passing of title from seller to buyer under conditions whereby:

- Buyer and seller are typically motivated;
- Both parties are well informed or well advised and acting in their own best interests;
- A reasonable time is allowed for exposure in the market;
- Payment is made in cash in Canadian dollars or in terms of financial arrangements comparable thereto; and
- The price represents the normal consideration for the property sold, unaffected by special or creative financing or sales concessions granted by anyone associated with the sale.

REASONABLE EXPOSURE TIME

Exposure time is always presumed to precede the effective date of the appraisal. It may be defined as:

The estimated length of time the property interest being appraised would have been offered on the market prior to the hypothetical consummation of a sale at market value on the effective date of the appraisal. It is a retrospective estimate based upon an analysis of past events assuming a competitive and open market.

Based on discussions with various investors and real estate brokers familiar with assets such as the subject, and based on an analysis of comparable sales utilized in this valuation and an analysis of current listings, it is our estimate that the subject property as development land would require a six to twelve month exposure period.

PROPERTY DETAILS

LOCATION

The subject property is located in the community of Tuxedo within the City of Calgary. The subject parcel is located on the northeast corner of 28th Avenue NE and Centre Street N.

TRANSPORTATION SYSTEMS

Good access to local transit with multiple Calgary Transit bus routes with stops along Centre Street. The Future Green Line of the Calgary Transit is slated to pass along Centre Street, with a proposed stop being at 28th Avenue in direct proximity to the subject property. This area is not subject to any Area Redevelopment Plans or Station Area Plans.

PLANNED CHANGES IN ROAD NETWORK

There are no known or planned changes to the road network within the area.

NEIGHBOURHOOD TRAFFIC COUNTS (2018 AVERAGE DAILY WEEKDAY TRAFFIC VOLUME)

- 9th Avenue SE: 20,000 vehicles per day on average
- 12th Street SE: 9,000 vehicles per day on average

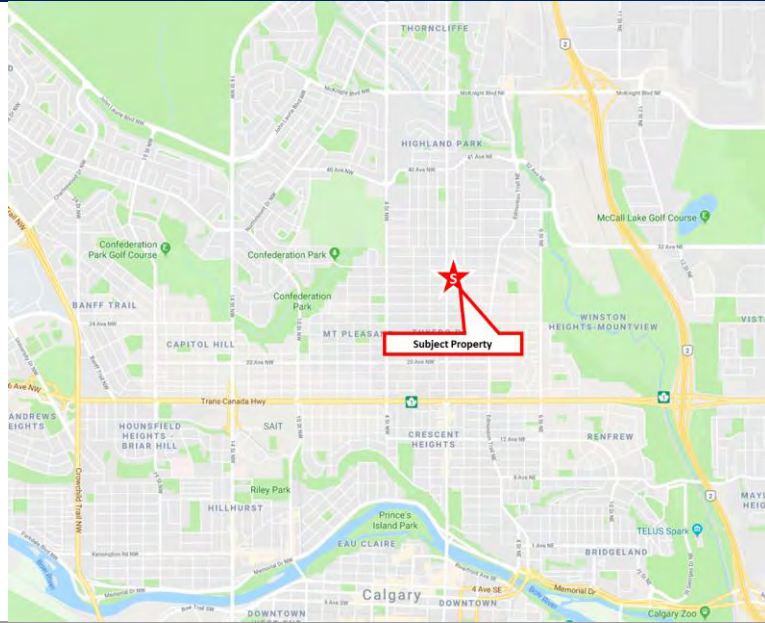
LOCAL AREA CHARACTERISTICS

Tuxedo is located in inner city Calgary, north of 16th Avenue (Trans-Canada Highway). Tuxedo is primarily residential, with commercial uses located along both sides of Centre Street. The community has been subject to a number of infill redevelopments over the last several years, and has maintained a stable population.

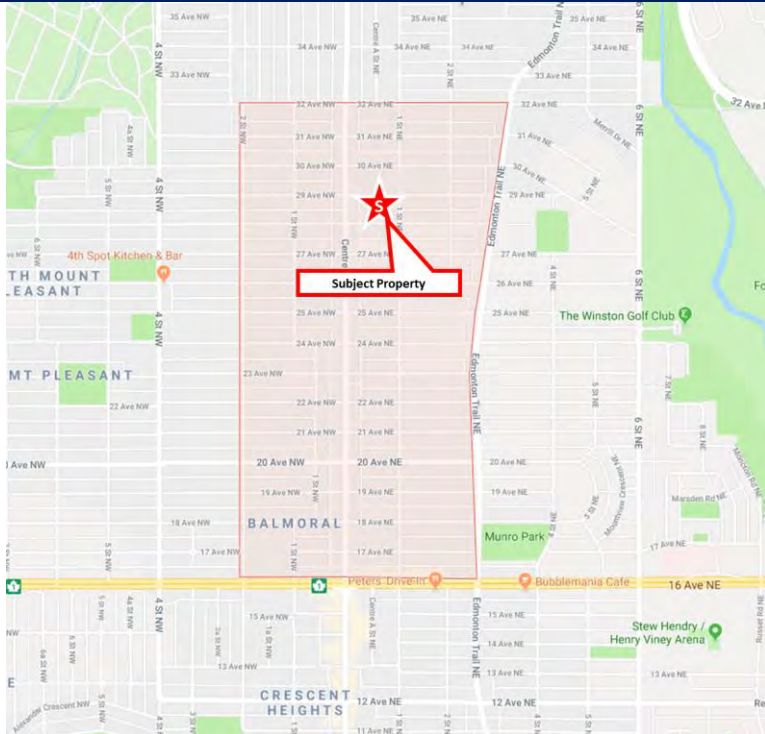
CONCLUSION

The property is well located in the Tuxedo area with good access to public transit, the downtown core and commercial amenities. The area is expected to continue to flourish due to its close proximity to the downtown core and the influx of residential infill developments.

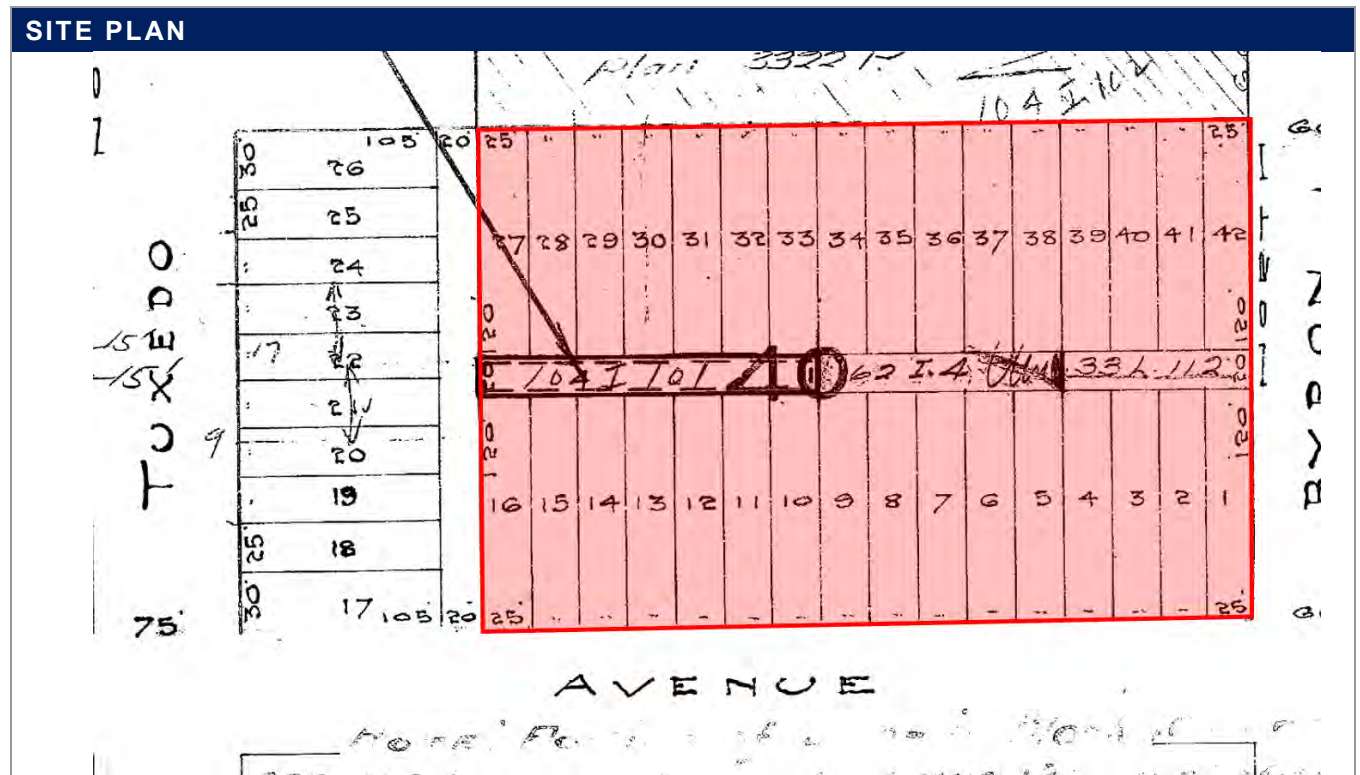
REGIONAL MAP



NEIGHBORHOOD MAP



SITE DESCRIPTION



Lot Details

- Shape** : Essentially rectangular
- Total Area** : 104,108 square feet (2.39 acres more or less)
- Easements and/or Rights of Way** : There are several instruments registered on the subject titles. These instruments are assumed not to have any impact on the marketability of the subject site. For greater certainty, a legal opinion should be obtained.
- Topography** : The property is level and at grade with surrounding roads.
- Access** : The subject property is easily accessible from the surface streets in its' proximity. The site can be accessed from 28th Avenue NE.
- Sub Soil** : No soil analysis has been made in conjunction with this report. Soil bearing and drainage qualities are assumed to be adequate for future industrial development.
- Municipal Services** : As per the information provided by the client, the subject property is fully serviced to the lot line.
- Environmental Matters** : Cushman & Wakefield ULC has no expertise or responsibility regarding environmental matters. It is recommended that, if it has not been done, a Phase One Environmental Study be undertaken.

BUILDING DESCRIPTION

The subject property is currently improved with a school.

PHYSICAL INFORMATION

<i>Building Type</i>	:	School - Institutional
<i>Date Built</i>	:	1912 as per City of Calgary information
<i>Number of Stories</i>	:	2
<i>Net Leaseable Area</i>	:	45,500 square feet more or less.
<i>Exterior Cladding</i>	:	Brick, painted concrete and glazed windows.
<i>Electrical</i>	:	Electricity for the building is assumed to be adequate for the present tenancies.
<i>Parking</i>	:	Sufficient parking is provided on the east of the subject site
<i>Functional Utility</i>	:	Overall the building is functional for small tenancies.

LAND USE BYLAW

According to the current Land Use By-law, the subject property is classified as R-C2; Residential – Contextual One / Two Dwelling District.

Zoning:	R-C2; Residential – Contextual One/Two Dwelling District
Purpose	The residential – contextual one/two dwelling district is intended to accommodate existing residential development and contextually sensitive redevelopment in the form of Duplex Dwellings, Semi-detached Dwellings and Single Detached Dwellings in the Developed Area.
Permitted Uses:	<ul style="list-style-type: none"> • Accessory Residential Building • Contextual Semi-detached dwellings • Contextual Single Detached Dwelling • Home Based Child Care – Class 1 • Home Occupation – Class 1 • Park • Protective and Emergency Services • Secondary Suite • Sign – Class A • Utilities • Community Recreation Facility • School Authority - School • School Authority Purpose - Minor
Parcel Coverage:	Maximum: 45% of the area of a parcel

REAL PROPERTY TAXES AND ASSESSMENTS

According to our investigations, the subject’s 2018 assessment and 2018 tax levy is summarized as follows:

LEGAL DESCRIPTION	SIZE (ACRES)	ASSESSMENT (2018)	TAX LEVY (2018)
3980AM / 40 / 1 – 16 & 27 - 42	2.39	\$8,020,000	\$0.00

As the current improvements represent a school, the subject property is tax exempt.

MARKET ANALYSIS

CANADIAN ECONOMIC OVERVIEW

KEY INDICATORS

- Real GDP disappointed expectations in January, declining 0.1% on the month – the first negative growth recorded since August 2017. The reason for the soft start to 2018 was an unusual flat reading from the services sector, at the same time as a fall back in energy activity reduced goods output. Growth should rebound as energy activity regains its footing, and services resume their path of steady increases. However, the weak January figure means real GDP growth is likely to come in at only around 1.1% annualized in Q1, meaning average annual growth is likely to be 1.8% this year, compared to 2.0% in our March forecast.
- The data are likely to keep the Bank of Canada (BoC) on a path of gradual monetary policy tightening. The BoC kept its key overnight interest rate at 1.25% in March. The policy statement struck a cautious tone, saying that the economy is maintaining reasonable momentum, but that the trade and housing sectors merit continued attention. To us, the Bank of Canada looks to be priming markets for a continued gradual approach to policy tightening. We anticipate the next rate increase will come in July, and forecast a total of three rate hikes this year.
- Headline inflation rose at a 2.2% annual pace in March, while the Bank of Canada's preferred core inflation measures rose 2.0% on average last month. We think minimal excess economic slack will keep inflation close to the 2% target this year.
- The Bank of Canada's Spring 2018 Business Outlook Survey struck a generally positive tone. Business sentiment overall remains upbeat, with firms signaling they are generally optimistic on their sales prospects, and that they intend to continue hiring and increasing their investment spending – albeit businesses are concerned about the impact of rising US protectionism on their sales. Interestingly, the survey noted that the energy sector is the main area of the economy where there is still some slack.

Forecast for Canada						
(Annual percentage changes unless specified)						
	2016	2017	2018	2019	2020	2021
GDP	1.4	3.0	1.8	2.1	1.8	1.7
Private Consumption	2.3	3.4	2.4	1.9	1.8	1.7
Fixed Investment	-3.0	2.8	3.0	1.5	1.4	1.4
Stockbuilding (% of GDP)	0.1	0.7	0.2	0.1	0.0	0.0
Government Consumption	2.2	2.2	1.8	1.2	1.3	1.3
Exports of Goods and Services	1.0	1.0	2.3	4.2	3.5	2.9
Imports of Goods and Services	-1.0	3.6	2.8	2.5	2.5	2.5
Industrial Production	0.1	5.1	2.0	1.9	1.4	1.4
Consumer Prices	1.4	1.6	2.2	2.0	2.0	2.0
Current Balance (% of GDP)	-3.2	-3.0	-3.4	-2.8	-2.5	-2.2
Government Budget (% of GDP)	0.2	0.3	-0.6	-0.9	-1.0	-1.1
Short-Term Interest Rates (%)	0.83	1.10	1.76	2.32	2.94	3.11
Long-Term Interest Rates (%)	1.25	1.78	2.46	3.04	3.51	3.60
Exchange Rate (Per US\$)	1.33	1.30	1.29	1.28	1.27	1.26
Exchange Rate (Yen per Can \$)	82.0	86.4	84.3	88.5	90.2	90.8

FORECAST OVERVIEW

GROWTH DECELERATED, BUT STAYED SOLID

Canada was the envy of the other advanced economies in H1 2017, growing at a feverish 4% annualized pace – the fastest among the G7 economies. More recently, the pace of economic expansion has cooled, with real GDP slowing to an average 1.6% annualized growth in H2 2017. Slower gains in consumer spending were largely responsible for the slowdown in headline growth in the second half of the year, though activity in the rest of the economy remained resilient. This year, the economy is off to a tepid start, with real GDP falling 0.1% in January. We think the economy will expand at an average annual pace of around 1.8% in 2018, roughly in line with its underlying potential.

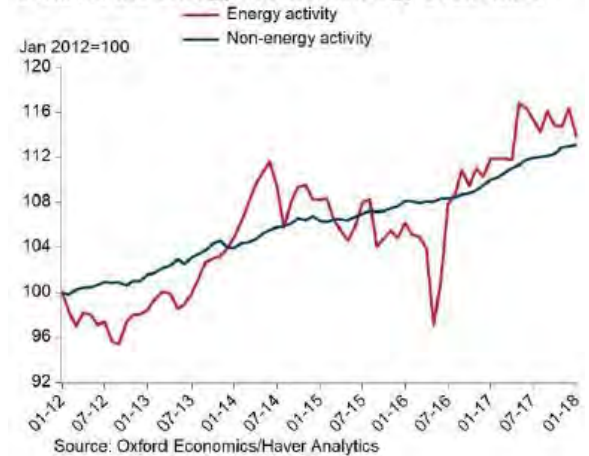
GROWTH DRIVERS WILL SHIFT IN 2018

The economy has eliminated much of the excess economic slack that developed in the wake of the plunge in oil prices that occurred in 2014 and 2015. Strong gains in consumer spending and, to a lesser extent, housing activity, helped mitigate the contraction in business investment that occurred as energy firms adjusted to the lower oil price environment. Looking ahead, we expect to see a gradual rotation in growth drivers away from a reliance on consumer spending and housing activity and towards stronger investment and exports. The energy sector has completed its adjustment to the new, lower oil price environment, while non-energy investment is slowly gaining momentum. Government infrastructure spending, meanwhile, is providing more discernible support to GDP growth. Export performance has been lackluster but we expect that solid external demand and a still fairly competitive currency will support exports in 2018.

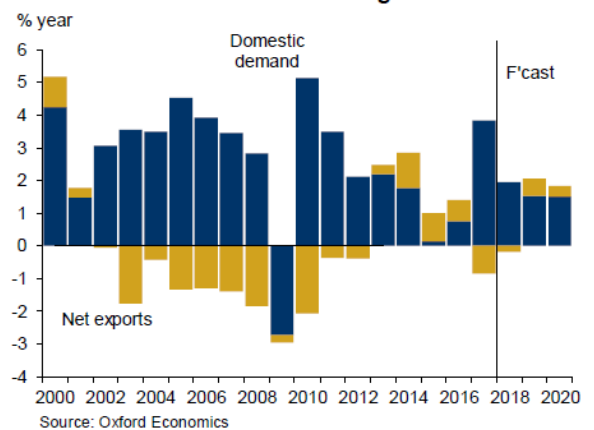
CONSUMERS WILL FACE HIGHER HURDLES

Canadian consumers have accounted for about three quarters of GDP growth since 2015. Meanwhile, income growth trends have generally not kept pace with the very strong desire among consumers to spend, leading to a drawdown in household savings. Looking ahead, lower household savings, coupled with rising interest rates, slower employment growth, and firmer inflation, will weigh on consumer spending in 2018.

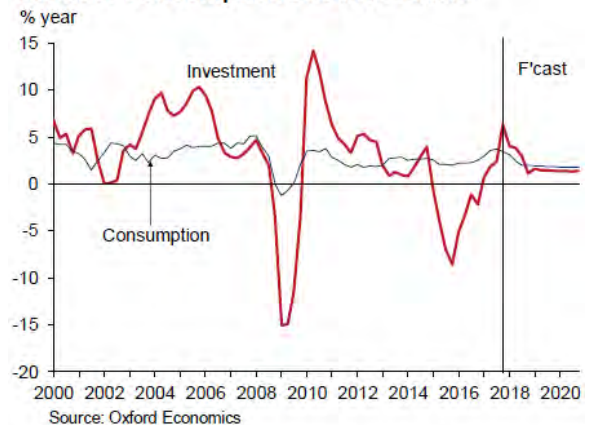
Canada: the energy and non-energy economies



Canada: Contributions to GDP growth



Canada: Consumption and Investment



The Bank of Canada raised interest rates in January for the third time in the current hiking cycle, and we think it will continue raising rates in 2018, pushing up borrowing costs. On the labor market front, we expect jobs growth to gradually slow as the labor market approaches full employment, though stronger wage pressures will provide some offset for incomes. Meanwhile, with little excess labor slack remaining, CPI inflation is likely to stay around 2%, weighing on real disposable incomes.

Stock prices and home valuations remain elevated even after their recent dips, helping to partially offset these headwinds. Overall, we expect consumer spending growth to slow to around 2.4% on average in 2018, down from 3.4% in 2017.

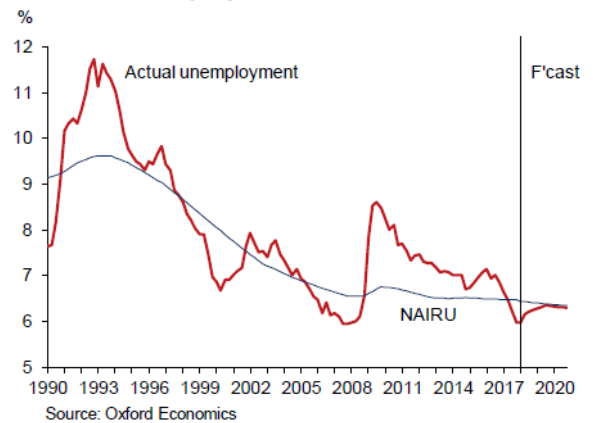
Over the medium term, growth will be influenced by:

- Persistent drag from high household debt:** over-indebtedness is an ongoing concern. We expect household debt to start falling only in the medium term. Even then, it will stay well above the level of many other developed economies. The deleveraging process will be protracted, and serve as a drag on consumer spending.
- Housing activity will slow:** housing starts outperformed expectations in 2017, supported by strong economic activity and a growing population. We expect starts to lose some momentum in 2018, as reduced expectations for house prices and stricter regulation weigh on builder activity.
- Better external backdrop:** global demand should strengthen steadily in 2018, with world trade weighted by Canadian export shares expected to grow a solid 5.1% per annum over the next two years. However, the Trump administration's protectionist agenda will remain a persistent trade risk.

KEY-LONG TERM ADVANTAGES

- Energy sector opportunities:** Canada's vast energy reserves mean it will benefit from rising oil and gas output in the long term.
- Healthy government finances:** the budget deficit is small, at around 1% of GDP. The Trudeau government is hiking spending to bolster the economy, but government debt as a percentage of GDP should still fall over time.
- Growing labor supply:** although slowing, the working age population is expected to grow at a faster rate than in most other advanced economies, supporting long-term potential growth.

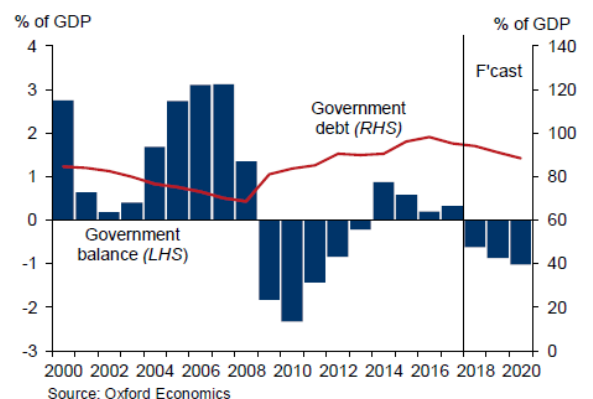
Canada: Unemployment and the NAIRU



Canada & US: Manufacturing activity



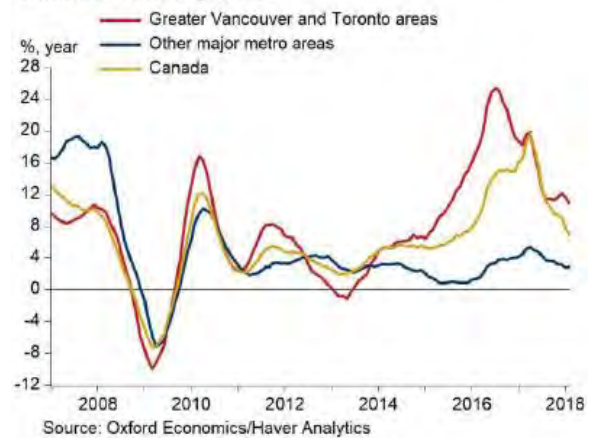
Canada: Government balance and debt



WHAT TO WATCH OUT FOR

- **US policy uncertainty:** Donald Trump's administration has injected a high degree of uncertainty surrounding the US economic outlook. In certain scenarios, Trump's policies could lead to weaker Canadian export growth – even if NAFTA remained intact.
- **High household indebtedness:** multiple household debt metrics, including debt-to-disposable income, are at historically high levels.
- **Excessively high house prices:** there are some signs that house prices pressures are softening in the Greater Toronto Area, while prices in Greater Vancouver are rising again. Overall, prices remain very high in both metro areas.
- **Oil prices:** a renewed and persistent decline in oil prices could slow activity in the resources sector, and hurt the growth outlook for the energy-intensive provinces.
- **Financial sector stability:** Canada's banking system remains largely stable and well-fortified, although the real estate sector and high household debt are risks.
- **Regional growth imbalances:** growth in Quebec, British Columbia, and Ontario, is expected to be solid, while the pace of activity in the energy-intensive provinces such as Alberta and Saskatchewan will slowly improve.
- **Higher interest rates:** sharply higher interest rates could threaten to choke off Canada's economic recovery.

Canada: House prices



BACKGROUND

ECONOMIC DEVELOPMENT

Canada is a market economy, where most decisions are taken by private individuals and firms. The economy is diversified, though huge deposits of tar sands give Canada the second largest reserves of oil in the world, and have increased the importance of the country's energy sector in recent years (however, the price of oil has to remain quite high to make such production economically viable). Although commodities and manufacturing account for relatively small shares of total output and employment, they account for over half of exports.

STRUCTURE OF THE ECONOMY

Canada has a reputation as a resource-based economy, but that is misleading. While it is certainly rich in resources, from energy commodities to lumber and minerals, the economy is actually service-based. About two-thirds of the nation's output originates in the services sector, and nearly three-quarters of workers are employed there. Key service sub-sectors include retail trade, business services (financial services, real estate and communications), education, and health services. The main manufacturing industry is motor vehicles and parts, which is centered in the province of Ontario. The manufacturing sector is responsible for less than 10% of total employment, while agriculture accounts for under 2%.

BALANCE OF PAYMENTS AND STRUCTURE OF TRADE

Trade is a very important sector of the economy – both imports and exports represent more than a third of GDP. About 75% of exports go to the US, and over 60% of imports originate there, so changing economic conditions in the US economy are critically important to Canada. Services are an increasingly important part of Canadian trade with foreign countries, stressing Canada's competitive advantage as a knowledge-based economy with a highly-skilled workforce.

POLICY

The Bank of Canada, the country's central bank, first implemented the policy of inflation targeting in 1991. The current inflation target is to keep inflation at a 2 percent rate, with a range of 1 to 3 percent, over the medium term. The Bank of Canada's Governing Council meets eight times a year with the goal of achieving this objective. The primary policy tool to achieve this objective is the target the central bank sets for the overnight interest rate, the interest rate financial institutions charge each other for overnight loans. The central bank's mandate is reviewed every five years in conjunction with the Federal Government. The government in power – with the Prime Minister at the helm – has control over the federal budget. Importantly, Canada's federal constitution allows the Provincial governments to pursue their own fiscal policy independent from policy set by Ottawa. This allows the Federal and Provincial governments to pursue fiscal policies pertinent to the desires of their constituencies.

SUMMARY

Politics

Head of state: Queen ELIZABETH II
 Head of government: Prime Minister Justin TRUDEAU
 Political system: Federal parliamentary democracy
 Date of next legislative election: 2019
 Currency: Canadian dollar (CAD), floating exchange rate

Long-term economic & social development

	1980	1990	2000	2016*
GDP per capita (US\$)	11135	21371	24124	42438
Inflation (%)	10.2	4.8	2.7	1.4
Population (mn)	24.54	27.69	30.65	36.21
Urban population (% of total)	75.7	76.6	79.5	82.0
Life expectancy (years)	75.1	77.4	78.0	82.1

Source : Oxford Economics & World Bank

Structure of GDP by output

	2016
Agriculture	1.6%
Industry	27.7%
Services	70.7%

Source : CIA World Fact Book

* 2016 or latest available year

Long-term sovereign credit ratings & outlook

	Foreign currency	Local currency
Fitch	AAA (Stable)	AAA (Stable)
Moody's	Aaa (Stable)	Aaa (Stable)
S&P	AAA (Stable)	AAA (Stable)

Structural economic indicators

	1990	1995	2000	2016*
Current account (US\$ billion)	-20.3	-5.2	18.5	-49.4
Trade balance (US\$ billion)	9.4	25.6	44.4	-19.6
FDI (US\$ billion)	2.4	-2.2	21.7	-36.2
Govt budget (% of GDP)	-4.1	-4.9	2.8	0.2
Govt debt (% of GDP)	73.2	102.4	84.6	98.3
Long-term interest rate	10.7	8.2	5.9	1.3
Oil production (000 bpd)	1215	1412	1547	2749
Oil consumption (000 bpd)	1722	1799	2008	2435

Source : Oxford Economics / World Bank / EIA

Destination of goods' exports 2017

United States	76.4%
European Union	7.3%
China	4.3%
Japan	2.2%
Other	9.8%

Source : IMF DOTS



Source : CIA Factbook

Location: Northern North America, bordering the North Atlantic Ocean on the east, North Pacific Ocean on the west, and the Arctic Ocean on the north, north of the conterminous US (CIA Factbook)

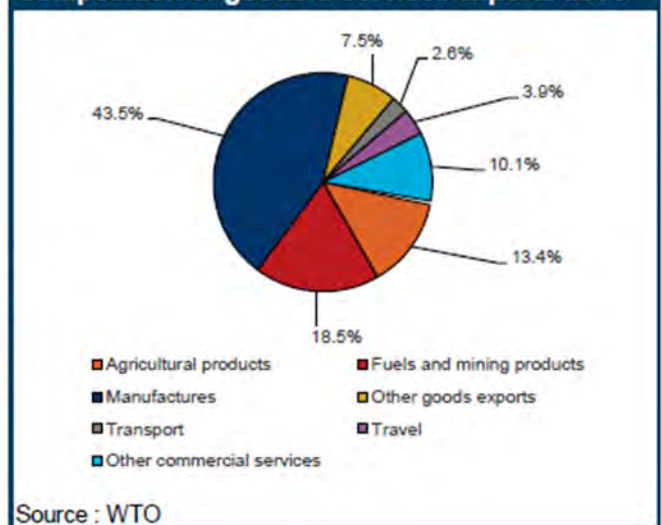
Corruption perceptions index 2017

	Score
Developed economies (average)	75.0
Emerging economies (average)	38.1
Canada	82.0

Source: Transparency International

Scoring system 100 = highly clean, 0 = highly corrupt

Composition of goods & services exports 2016



PROVINCIAL AND METRO MARKETS ECONOMIC OVERVIEW

GROWTH TO VARY CONSIDERABLY AMID US TARIFF THREATS

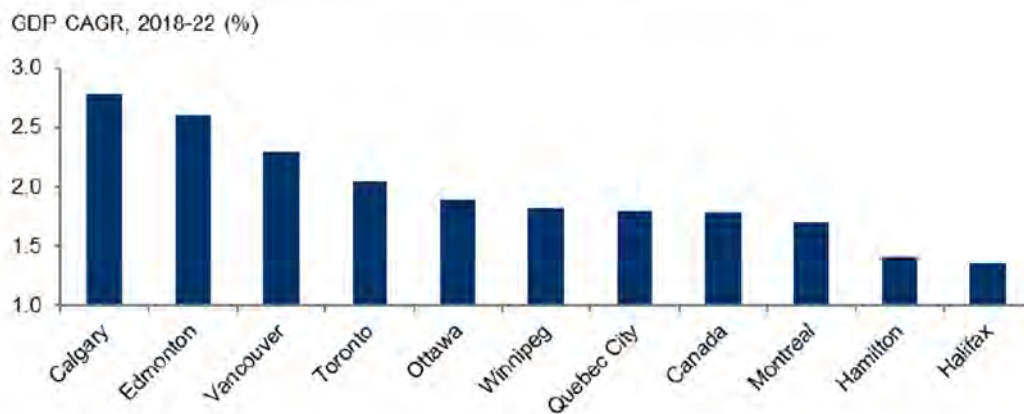
While the Canadian outlook remains steady, our most marked changes are upside revisions in Alberta. This reflects the country's most significant longer-term trend: the gap between slower-growth eastern cities and the more buoyant western region. We expect the drivers of growth to tilt away from consumption and residential investment, towards stronger business investment and exports. This will help the commodity-driven Prairies and blow a slight tailwind for durable goods producers in Ontario and Quebec.

Although growth in Alberta is improving, this does not imply economic conditions reminiscent of the 2010-14 cycle, when oil was over \$100/barrel. In the near-term, we do not expect oil prices to deviate significantly from their current level of \$60-\$70/barrel.

Despite our prediction of stronger exports, the risk of a failed NAFTA renegotiation is significant, and would especially harm Ontario and Quebec. Threats by the Trump administration to impose tariffs on Bombardier and steel exports are shots over the bow.

The impact of rising interest rates on mortgage servicing costs deserves close attention. Households in Toronto and Vancouver that borrowed aggressively to get a foot on the housing ladder are particularly vulnerable to increased costs when their mortgage deals are reset.

Economic growth is predicted to vary considerably across Canada



Source: Oxford Economics

ALBERTA BOUNCE BACK TO SPARK RISE IN URBAN POPULATIONS

Canada's most positive regional trend is the revival of growth in the Prairies. Having been one of the worst-performing economies in North America during 2015-16, Alberta's renewed growth is supported by greater business investment in the oil and gas sector. In Calgary, we anticipate growth will average nearly 3% annually over the next five years – more than any other large Canadian city. This is, however, still considerably less than in previous cycles (for example, 5.5% during 2010-14). We do not expect oil prices to break-away from their \$60-\$70/barrel level, and this will only support moderate levels of capital investment in the Albertan Oil Sands.

Improved business investment and growth will reverse Alberta's recent demographic trend. While 2016-17 saw a net annual outflow of 15,000 residents to other provinces, population growth should hit 2.4% and 2.1% annually in Calgary and Edmonton, respectively, through 2022, as the labor market rebounds. More households will then generate more demand for local services, perpetuating this virtuous cycle.

Alberta's GDP growth outlook



Source: Oxford Economics, Statistics Canada

EXPORTS TO THE US TO GROW DESPITE THREATS TO KEY MANUFACTURING CITIES

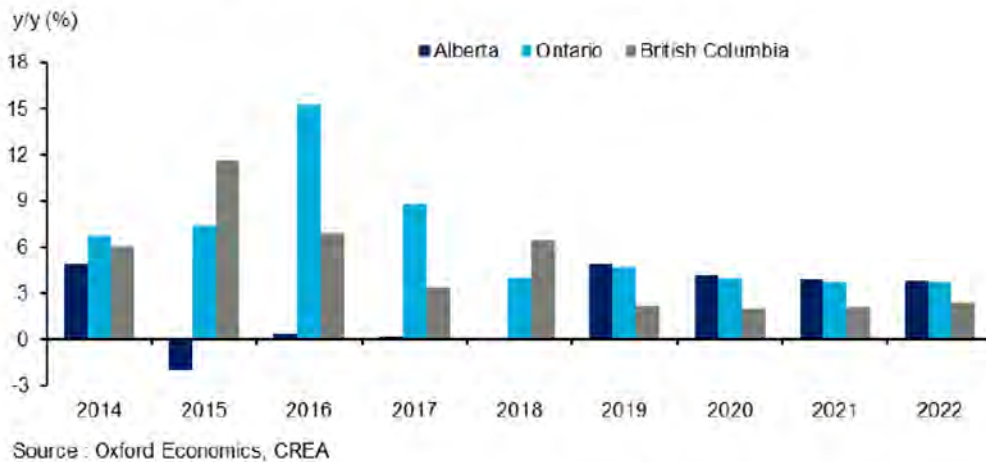
An improved US economy combined with a weaker Canadian dollar is expected to drive greater export growth, which should hit upward of 2.7% this year, and 4% in 2019. This is especially important for Quebec and Ontario, which are significant exporters of goods and services to the US. Manufacturing output in Montreal and Hamilton – focused on durables such as aerospace and steel, respectively – should grow by about 1% annually through 2019, following declines over the past two years. Both industries have been put in the spotlight by the Trump administration's proposed tariffs on Bombardier, and Hamilton narrowly missed the recent steel tariffs imposed on some US trade partners. Montreal's aerospace cluster has been damaged by Bombardier moving its production of US-bound C Series planes to an Airbus factory in Alabama. Manufacturing growth in metro Toronto and other Ontario cities is poised to slow regardless of protectionist policies, however, as North American auto sales cool.

HOMEOWNERS IN HIGH-COST CITIES RUN RISK OF RISING INTEREST RATES

Extremely high housing costs are encouraging some homebuyers – with the help of historically low interest rates – to borrow heavily. Research by the Bank of Canada shows that households with “non-traditional mortgages” (due to a purchase price of greater than \$1 million, poor credit history, or high debt-service ratios), which require a higher down-payment, are clustered in high-cost metros such as Toronto and Vancouver. The share of these loans with a loan-to-income ratio the Bank of Canada considers “high” (or greater than 450%) has risen to 31% in 2016 – an increase of eight percentage points from two years prior.

With around half of mortgages due to reset within the coming year, many households are predicted to grapple with higher costs. A spike in the base interest rate, or an increase in unemployment (possibly due to a disruption of the Canadian-US trade relationship), could seriously squeeze disposable incomes in high-cost cities. While this scenario is dourer than our baseline view, we expect higher borrowing costs to soften house price inflation in Toronto and Vancouver, whereas prices could get a lift in the recovering Alberta market.

Outlook for house price appreciation



Summary forecasts for Canada

Annual % change	GDP				Total employment			
	2017	2018	2019	2018-22	2017	2018	2019	2018-22
Canada	3.0	2.0	1.8	1.8	1.9	0.9	0.3	0.6
West	3.4	2.4	2.1	2.2	2.1	0.8	0.4	0.8
Alberta	3.7	2.8	2.0	2.4	1.0	0.9	0.4	1.1
Calgary	3.7	3.0	2.5	2.8	3.3	0.8	0.7	1.3
Edmonton	2.9	3.0	2.3	2.6	-0.2	1.7	0.8	1.5
British Columbia	3.5	2.2	2.1	2.0	3.7	0.9	0.6	0.7
Vancouver	3.2	2.4	2.4	2.3	2.9	2.0	0.9	1.2
Manitoba	2.5	1.7	1.9	1.8	1.6	0.2	-0.4	0.3
Saskatchewan	2.0	2.2	2.2	1.9	-0.1	0.2	0.4	0.4
East	2.8	1.8	1.7	1.6	1.8	0.9	0.3	0.5
New Brunswick	1.5	0.7	0.9	0.9	0.4	-0.1	0.0	0.1
Newfoundland & Labrador	-2.0	0.2	1.6	0.8	-3.7	-0.8	-1.1	-0.6
Nova Scotia	1.6	0.6	0.8	0.8	0.7	0.2	-0.2	-0.1
Ontario	3.1	1.9	1.7	1.6	1.8	1.0	0.4	0.5
Toronto	3.6	2.3	2.1	2.0	1.9	1.9	0.8	1.1
Ottawa	1.8	2.3	2.0	1.9	0.9	0.0	0.6	0.5
Prince Edward Island	1.8	1.0	1.1	1.2	3.0	0.6	0.0	0.3
Quebec	2.7	1.8	1.7	1.6	2.2	1.1	0.4	0.5
Montreal	3.1	1.9	1.8	1.7	3.8	1.1	0.5	0.6

Annual % change	Office-based employment				Consumer spending			
	2017	2018	2019	2018-22	2017	2018	2019	2018-22
Canada	2.9	0.6	0.5	0.6	3.4	2.4	1.9	1.9
West	2.8	1.1	0.4	0.8	3.1	2.5	2.2	2.2
Alberta	1.8	2.4	0.4	1.3	2.3	2.5	2.2	2.4
Calgary	3.6	1.5	0.7	1.3	2.7	2.9	2.7	2.9
Edmonton	-3.1	-1.2	0.6	0.6	2.5	2.7	2.4	2.6
British Columbia	3.4	0.4	0.6	0.6	3.7	2.6	2.2	2.1
Vancouver	3.9	2.5	0.9	1.4	3.5	2.8	2.5	2.4
Manitoba	4.4	-0.3	-0.4	0.1	3.6	2.2	1.6	1.7
Saskatchewan	2.3	0.6	0.4	0.4	2.9	2.2	1.8	1.8
East	3.0	0.4	0.5	0.5	3.6	2.3	1.7	1.7
New Brunswick	0.2	-2.4	0.3	-0.2	2.5	1.4	0.8	0.9
Newfoundland & Labrador	-5.9	-1.5	-0.7	-0.4	1.6	1.1	-0.3	0.4
Nova Scotia	2.8	0.3	0.4	0.2	2.8	1.6	1.0	1.0
Ontario	2.5	-0.1	0.5	0.4	3.7	2.5	1.8	1.9
Toronto	1.3	1.2	0.9	1.0	4.1	3.0	2.3	2.4
Ottawa	6.1	-2.2	0.5	0.0	3.8	2.8	2.1	2.2
Prince Edward Island	-3.5	0.2	0.7	0.6	3.9	2.2	1.6	1.7
Quebec	4.6	1.8	0.7	0.8	3.7	2.2	1.7	1.6
Montreal	7.5	5.9	0.8	1.7	4.1	2.4	1.9	1.8

Source : Statistics Canada / Oxford Economics

ALBERTA - ECONOMIC OVERVIEW

MARKET DEFINITION

Alberta is known as Canada's "energy province", with more than 80.0% of the country's reserves of conventional crude oil, over 90.0% of its natural gas, and all of its bitumen & oil-sands reserves residing in the province. Furthermore, Alberta is the world's second largest exporter of natural gas, and the fourth largest producer. Alberta's energy sector represents approximately one fifth of the province's GDP, proportionally the largest of any of the economic sectors. In addition to energy, Alberta has capitalized on its strengths in manufacturing, and service sectors to develop a dynamic and diverse economy.



OVERALL TRENDS

Alberta's economy surpassed all expectations in 2017, posting a real GDP growth of 4.5%. The strong growth through 2017 has helped bolster a steady growth rate of 2.4% for the first half of 2018. The recovery and continued growth has been aided by increase in the exports and manufacturing industries in particular. Retail trade was also a significant contributor to the growth, having increased 7.5% in 2017. The province also experienced an increase in oil and gas activity with the stabilization of oil prices around the \$65 USD/barrel mark. Since January 2017, oil sands production has ramped up significantly, almost doubling the provinces rig count.

ALBERTA ECONOMIC INDICATORS		
Q2 2018		
	Q2 2018	Y/Y Change
Real GDP Growth (y/y)	2.4%	↓
Employment Growth (y/y)	1.9%	↑
Unemployment	6.6%	↓
Housing Starts (000's)	27.2	↓
Consumer Price Index (y/y)	2.4%	↑

Source: RBC Economics, Provincial Outlook June 2018

The sharp increase in the energy sector is expected to provide significant growth to the economy, contributing heavily to the 4.5% GDP growth in 2017. This is further buoyed with manufacturing, retail sales, exports (including non-energy exports) and housing construction all recording sizeable recoveries since 2016. The unemployment rate has also experienced a decrease of 1.2%, down from 7.8% as of Q2 2017.

Oil production in the province is expected to increase more than 360,000 barrels per day in 2018, following an increase of 300,000 barrels per day in 2017. Various new projects have been greenlit to come online in 2018 further aiding the recovery of the energy sector.

DEMOGRAPHIC CHARACTERISTICS

As per the 2016 Census of Population conducted by Statistics Canada, Alberta recorded a population of 4,067,175 living in 1,527,678 of its 1,645,129 total private dwellings, an increase of 11.6% from its 2011 population of 3,645,257. With a land area of 640,330.46 square kilometres, it had a population density of 6.4 per square kilometer in 2016.

According to the Government of Alberta, the population of Alberta is expected to continue to grow over the next few years, however, at a slower rate, averaging 1.4% per year, and expected to surpass the 5 million mark by 2028, and reach 6 million people by 2041. Future population growth is mainly driven by migration, particularly international migration. For the period 2017-2041, the total net migration of 1.14 million people is projected to account for just under two-thirds of Alberta’s population growth.

According to the Treasury Board of Finance, Alberta’s population is aging due to below replacement fertility rates and rising life expectancies, although the province remains one of the youngest populations in the country. The median age of Alberta’s population is projected to climb to 38.3 years in 2024, and rise further to 40.4 years by the end of 2041.

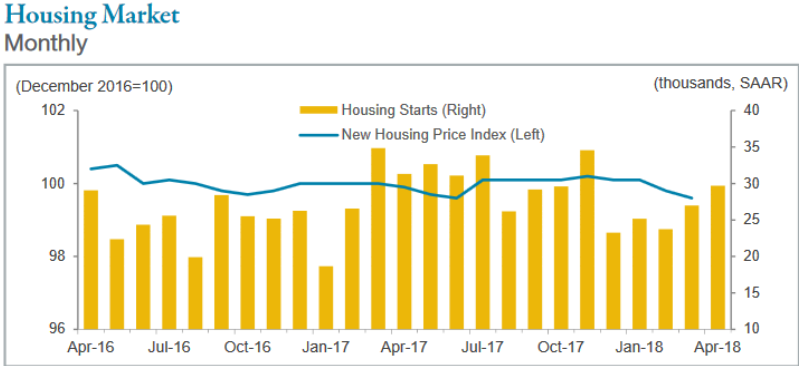
HOUSEHOLDS

Alberta has been one of the best places to live in Canada due to many characteristics including: relatively low unemployment rates, the high income levels as compared to the rest of the country, falling crime rates, and beautiful landscapes.

Additional items of note are as follows:

- Housing starts have remained strong in the past year in the province. However, YTD Housing Starts are down from 29,500 units as of June 2017 to 27,200 units as of June 2018.
- Year-to-date building permits as of March 2018 are up 9.3% year over year buoyed by a 21% annual increase in residential permits, counteracting a decrease of 7.4% for non-residential permits.
- According to the New Housing Price Index, the price of new homes in Alberta has decreased slightly with a 0.4% decrease over the previous year. Land prices experienced an increase of 0.6% year over year.

The following graph presents historical housing starts and housing price index in Alberta:



Source: Statistics Canada, Canada Mortgage and Housing Corporation

GROSS DOMESTIC PRODUCT (GDP)

Alberta experienced a significant rebound in economic activity throughout 2017. This unprecedented surge of activity caused the economy to surpass all forecasts and post a GDP growth of 4.5% for the year. This has continued into 2018 with Q2 2018 GDP growth estimated at 2.4% and forecasted continual growth above 2.0% for the next two years.

EMPLOYMENT AND UNEMPLOYMENT

Alberta's job market is highly concentrated in energy and natural resources, advanced technologies, agri-foods, forest products, and industrial and metal fabrication. In addition, Alberta's strong economic growth over the past decade has had major implications on its labour force. Shortages in skilled workers due to low birthrates and an aging workforce, encouraged immigration and migration to the province, which is a key contributor to its population growth.

Additional items of note are as follows:

- The province experienced a decrease of 1.2% in unemployment, decreasing to 6.6% as of June 2018, compared to 7.8% at the same time last year.

RETAIL/COMMODITY SALES

According to Finance Alberta, the province experienced an increase in retail sales of 0.3% in March 2018 from the previous month. This represents a 2.5% year over year increase in retail sales, netting \$6.8 billion province wide in March.

FUTURE CONSIDERATIONS

Alberta is progressing towards full recovery after experiencing an elongated recession period. In the energy sector, a number of multi-billion dollar projects such as the Keystone XL will help alleviate oil supply constraints while aiding the economy. The increased market access provided by new pipelines is expected to boost the provinces' GDP by 1.5% - 2% by 2023. It is expected that Alberta will reach pre-recession levels of productivity and economic activity by 2019.

CALGARY ECONOMIC OVERVIEW

Forecast for Calgary						
<i>(Annual percentage changes unless specified)</i>						
	2017	2018	2019	2020	2021	2018-22
GDP	3.7	3.0	2.5	3.0	2.8	2.8
Consumer spending	2.7	2.9	2.7	3.0	2.9	2.9
Employment	3.3	0.8	0.7	1.6	1.7	1.3
Unemployment rate, %	8.7	7.8	7.5	7.0	6.8	7.2
Population	1.9	2.3	2.5	2.4	2.4	2.4

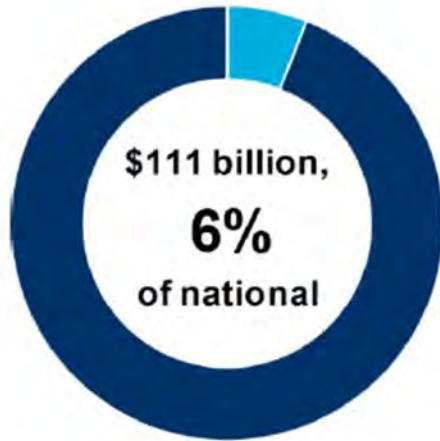
Source: Oxford Economics

All signs suggest that Calgary's economy improved in 2017, following a painful recession during the previous two years. We estimate that in 2017, economic output grew by nearly 4%, and employment by just over 3%. The pace of GDP growth is poised to average in the high-2% per annum range through 2022 – well above the Canadian average of 1.8%. This growth outlook is underwritten by more stable energy prices that should trigger additional business spending in the region.

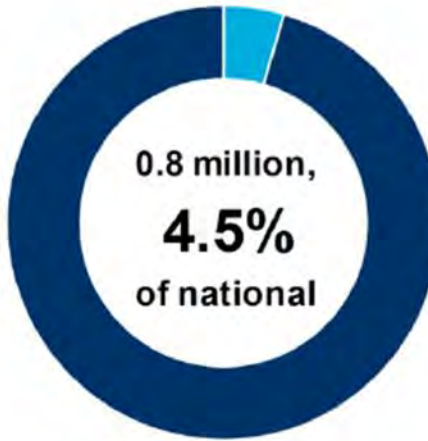
While Calgary's recent performance has improved, the economy still has lost ground to make up for. Total economic output this year is expected to fall just short of its previous peak in 2014. Also, the present growth outlook (2.8% per annum) is less than previous cycles (5.5% during 2010-14). The underlying cause is oil price levels that are expected to hover near the break-even price for the Albertan Oil Sands in coming years (roughly \$60/barrel, but can vary widely). This price level will only support modest cap expenditure, which is what stimulates growth within the energy administrative functions that comprise Calgary's economy.

During the past two years, population growth slowed, as 15,000 left Alberta each year for other provinces – far more than the 3,000 who left during the brief 2009 contraction. However, an improving economy going forward is likely to bring more people to Calgary, which will stimulate further growth. Another upside for Calgary is that its housing market is likely more insulated against a spike in interest rates than other Canadian cities, as the market has already dealt with an uptick in bankruptcies. Certainly, fewer households are now overleveraged in Calgary compared to Toronto and Vancouver.

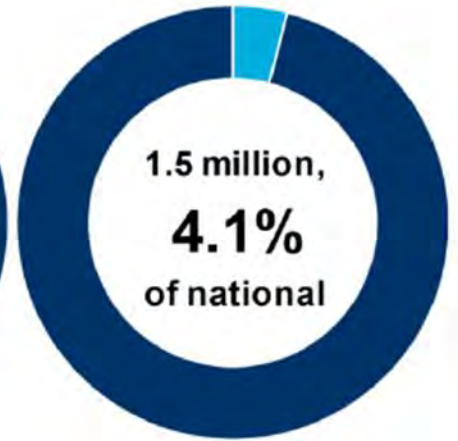
GDP, 2017



Employment, 2017



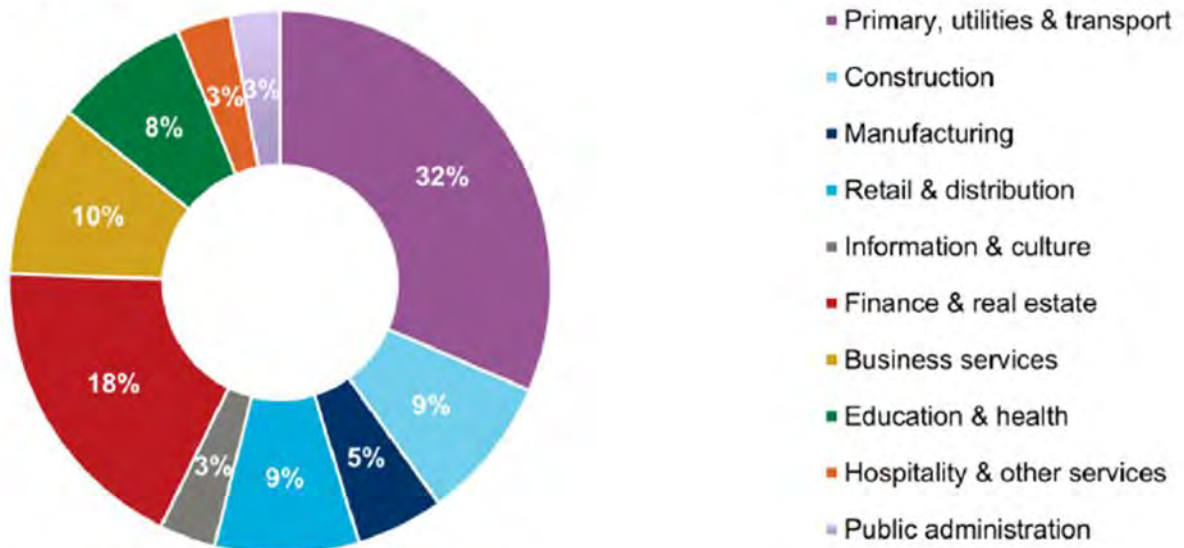
Population, 2017



Source: Oxford Economics

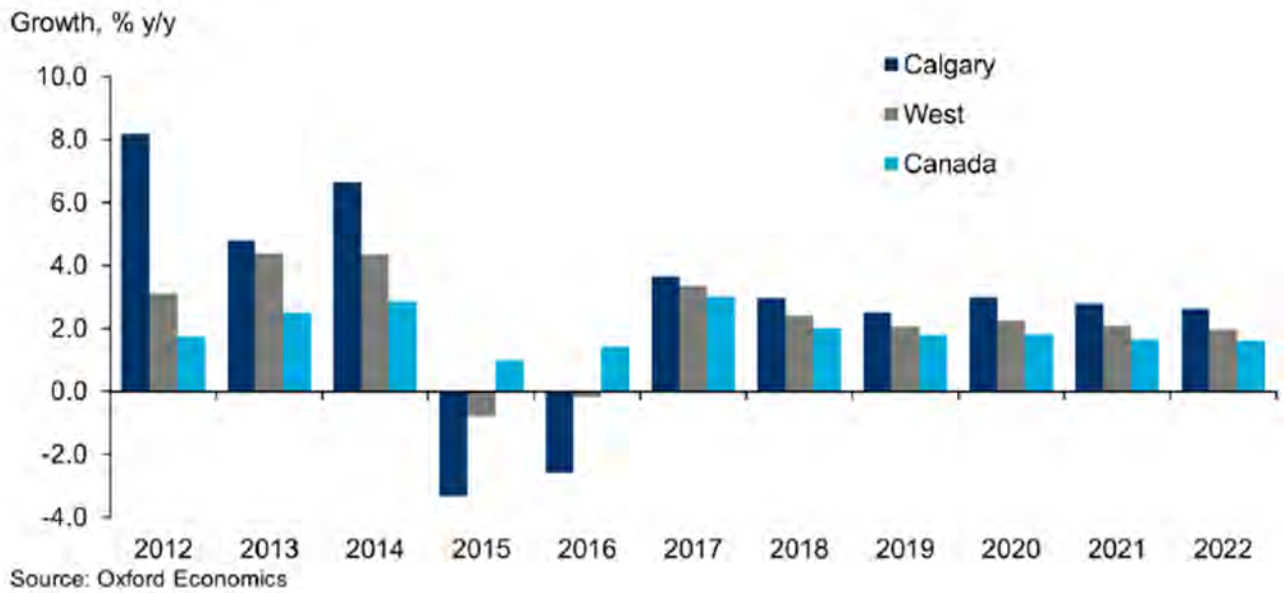
GDP structure, 2017

Share of total, %

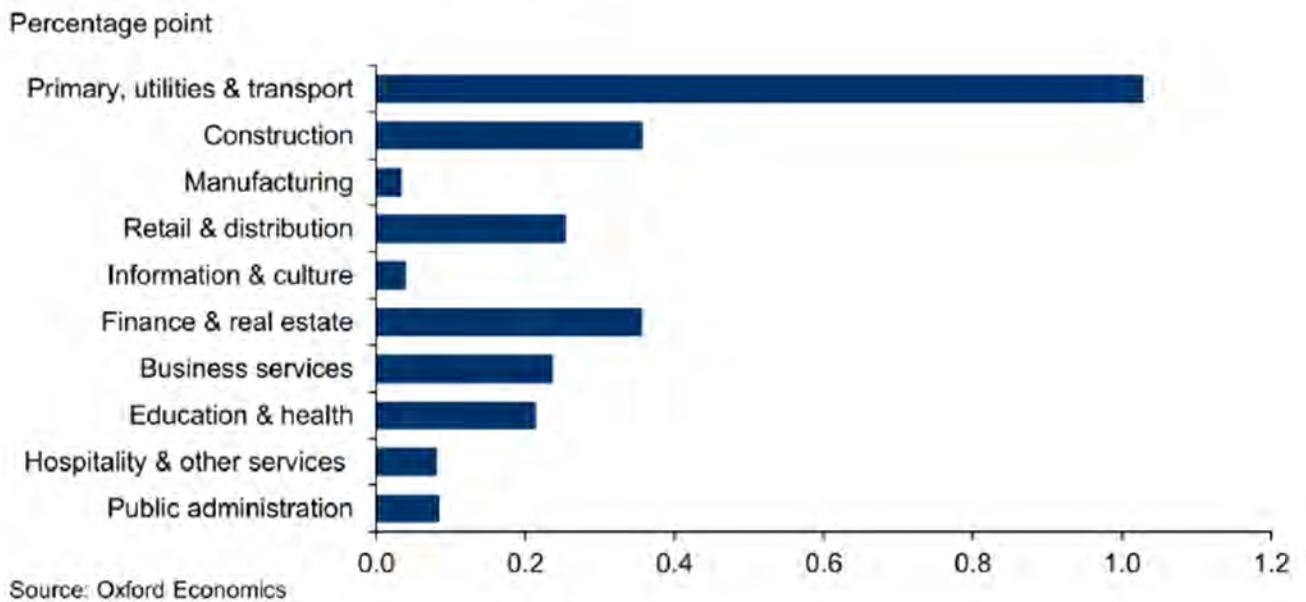


Source: Oxford Economics/National Statistical Office

GDP growth, 2018-22



Contribution to GDP growth, 2018-22



VALUATION

HIGHEST AND BEST USE

DEFINITION OF HIGHEST AND BEST USE

Fundamental to the concept of value is the principle of highest and best use, which may be defined as:

The reasonably probable and legal use of vacant land or an improved property, which is physically possible, appropriately supported, financially feasible, and that results in the highest value. The four criteria the highest and best use must meet are legal permissibility, physical possibility, financial feasibility, and maximum profitability.

HIGHEST AND BEST USE CRITERIA

We have evaluated the site's highest and best use both as currently raw land and as serviced and subdivided and ready for development. In both cases, the property's highest and best use must meet four criteria. That use must be (1), legally permissible (2) physically possible, (3) financially feasible, and (4) maximally profitable.

LEGALLY PERMISSIBLE

According to the current Land Use Bylaw, the subject property is designated as R-C2, a low density residential land use. The current land use supports school/institutional uses as per the current improvements to the site.

The community of Tuxedo and its surrounding neighbourhoods have been subject to numerous infill redevelopments which are supported by the R-C2 land use. The current improvements on the subject property were constructed in 1912 and are considered to be at the end of their economic life. Based on trends in the community, redevelopment of the subject site into a low density residential use would also be considered legally permissible as per the existing land use bylaw.

PHYSICALLY POSSIBLE

The second test is what is physically possible. As discussed in the "Site Description," section of the report, the site's size, soil, and topography do not physically limit its' current use. As such, the subject property is considered to be physically possible based on its current use, as well as a future redevelopment site.

FINANCIAL FEASIBILITY AND MAXIMUM PRODUCTIVITY

The third and fourth tests are what is financially feasible and what will produce the highest net return. After analyzing the physically possible and legally permissible uses of the property, the highest and best use must be considered in light of financial feasibility and maximum productivity. For a potential use to be seriously considered, it must have the potential to provide a sufficient return to attract investment capital over alternative forms of investment. A positive net income or acceptable rate of return would indicate that a use is financially feasible. The subject property as currently improved is a school, which operates as an owner user asset and does produce income. Given the age, quality and condition of the existing improvements, redevelopment of the site into low density residential would yield higher returns from a sale point as well as from a rental standpoint. As such, this indicates that the subject property as a redevelopment site would be the maximally productive use. Therefore, the subject property as a redevelopment site is considered to be financially feasible as well as provide a use which meets the sites maximum productivity.

HIGHEST AND BEST USE CONCLUSION

Considering the subject sites' location, and the current improvements being at the end of their economic life, it is our opinion that the Highest and Best Use of the subject property is as a redevelopment site for a low density residential development.

VALUATION METHODS

There are six generally accepted methods of valuing vacant land: Direct Comparison; Abstraction; Extraction; Subdivision Development; Land Residual; and Ground Rent Capitalization.

The **Direct Comparison Approach** is based upon the premise that a prudent purchaser would not pay more for a property than what it would cost to acquire a suitable alternative property and that the market value of a property can be estimated by comparing sales, offers, and listings of properties which have similar characteristics to the property being appraised.

The **Abstraction Method** of valuing land is premised upon the Principal of Contribution. This method is premised on the assumption that within each category and type of real estate, there exists a typical ratio of land value to total property value. By knowing what this ratio is from data compiled from areas where land and building values are available and applying it to the sales information regarding improved properties in a built up area, an estimate of land value can be abstracted. The reliability of this method is diminished because it does not take into explicit consideration such relevant criteria as building age or quality of construction.

A method of land valuation similar to the Abstraction Method but which implicitly recognizes differences in building age and quality of construction is the **Extraction Method**. This method deducts the estimated depreciated reproduction or replacement cost of the improvements of an improved property for which the total property value is known to arrive at an estimate of land value as if vacant.

When valuing larger parcels for which the highest and best use is the parcel's subdivision into smaller sites, and for which sales information regarding similar larger sites is insufficient to undertake a Direct Comparison Approach, the **Subdivision Development Method** may be employed. In applying this method, the first step is to establish market values for the smaller sites as though subdivided, the length of the development period, and an appropriate absorption period. The second step is to determine the costs required to create and market the subdivided parcels which include engineering and construction costs associated with the site preparation, roadways, sidewalks and servicing; carrying costs such as insurance and taxes; and marketing costs. These costs are then deducted from the projected gross revenue of the lots to arrive at an estimate of the net proceeds which, once discounted at an applicable rate to account for the risk associated with the time required to complete such a development, are indicative of the present market value of the larger, un-subdivided site.

Another method that may be employed in the absence of adequate comparable information is the **Land Residual Technique**. In this method the net income generated from the property is established. From this is deducted a reasonable return on and recapture of capital invested in the improvements. The residual income is considered to be ascribed from the land. This income is then capitalized at an appropriate rate to arrive at an estimate of land value. An important assumption required in the application of this method is that the site is developed to its highest and best use such that the income from land and improvements are of the same type and sources.

A similar method as the Land Residual Technique is **Ground Rent Capitalization**. Undertaking this method of site valuation requires the analysis of ground rents prevalent in the market and in consideration of the characteristics of the site being appraised. From the analysis, a gross income is established from which any requisite expenses or anticipated losses are deducted to arrive at a net operating income. This net operating income is then capitalized at an applicable rate to arrive at an estimate of the vacant site.

Some important factors to be given consideration in this analysis include location, access, site size, site configuration, topography, land use classification, servicing, etc. When enough unimproved and comparable sales are available, the Direct Comparison Approach is the preferred technique.

DIRECT COMPARISON APPROACH

In the Direct Comparison Approach, we developed an opinion of value by comparing this property with similar, recently sold properties in the surrounding or competing area. Inherent in this approach is the principle of substitution, which states that when a property is replaceable in the market, its value tends to be set at the cost of acquiring an equally desirable substitute property, assuming that no costly delay is encountered in making the substitution.

By analyzing sales that qualify as arm's-length transactions between willing and knowledgeable buyers and sellers, we can identify value and price trends. The basic steps of this approach are:

- Research recent, relevant property sales and current offerings throughout the competitive area;
- Select and analyze properties that are similar to the property appraised, analyzing changes in economic conditions that may have occurred between the sale date and the date of value, and other physical, functional, or location factors;
- Identify sales that include favorable financing and calculate the cash equivalent price;
- Reduce the sale prices to a common unit of comparison such as price per square foot, price per acre, price per unit or effective gross income multiplier;
- Make appropriate comparative adjustments to the prices of the comparable properties to relate them to the property being appraised; and
- Interpret the adjusted sales data and draw a logical value conclusion.

The Direct Comparison Approach is based on the Principle of Substitution which maintains that a prudent purchaser would not pay more for a property than what it would cost to purchase a suitable alternative property, one that exhibits similar characteristics, and functional utility, etc. Within this approach, the property being appraised is compared to similar properties that have sold recently or are currently offered for sale. Typically, a unit of comparison (i.e. sale price per square foot, sale price per unit, etc.) is used to facilitate the analysis. In the case of properties similar to the subject lands, the sale price per acre is the most commonly used unit of comparison. The subject site has been analyzed as if vacant and unencumbered by any improvements.

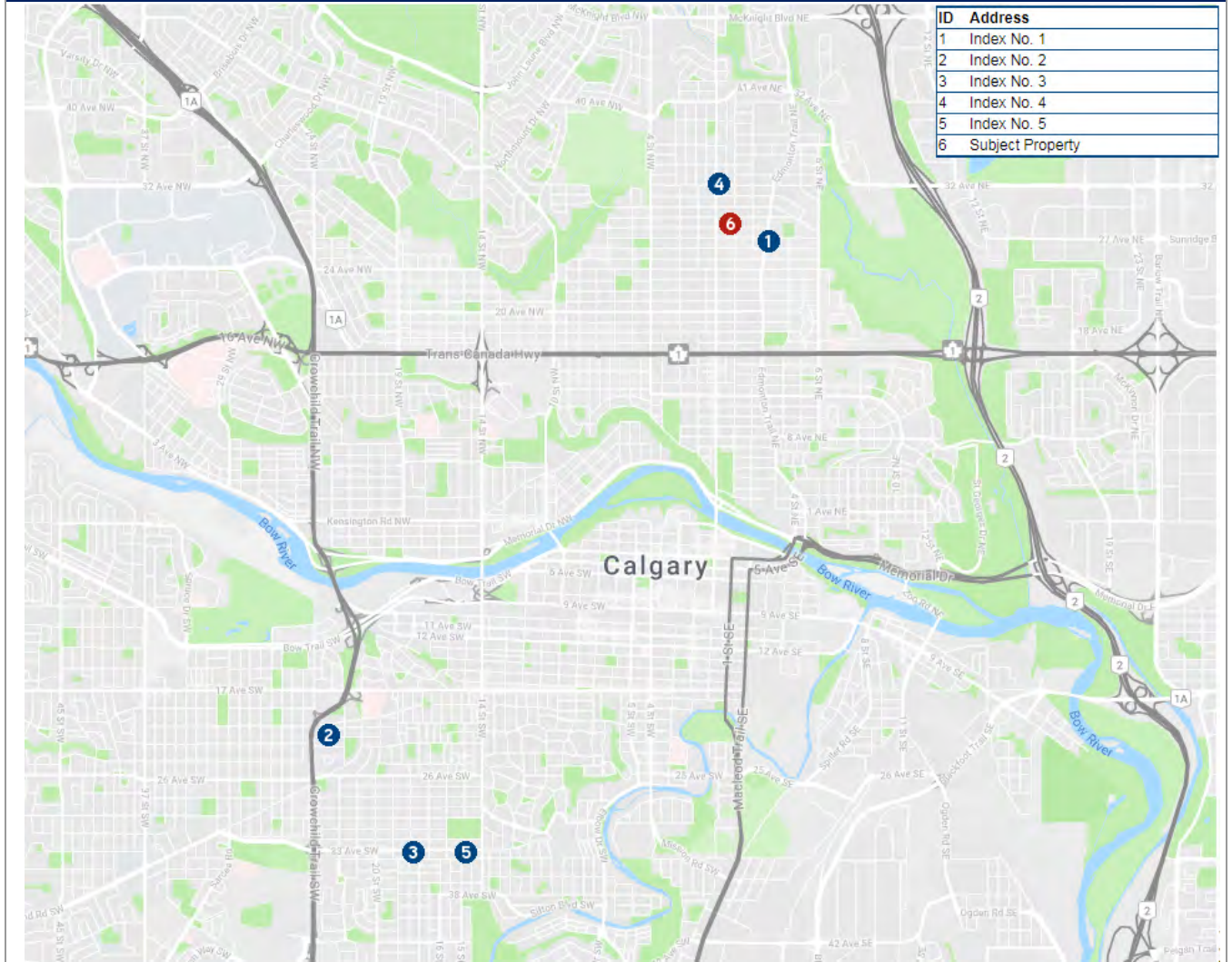
In analyzing the comparable sales relative to the subject site, of particular relevance are characteristics such as location, site size, topography, developability, and land use regulations. In this regard, the sales summarized in following are thought to be reasonably comparable to the subject site and to provide a reliable indication as to its current market value.

LAND VALUATION

We have researched several market areas for transactions involving similar vacant land sales. Based on our investigations, the following sale indices were examined. Details of the sales are presented below.

LAND SALES							
NO	ADDRESS	SALE DATE SALE PRICE	VENDOR PURCHASER	ZONING	SITE SIZE (SF)	SALE PRICE / SF	REMARKS
1	407 – 27 Avenue NE Calgary, AB	February 2018 \$1,418,000	Faro Development Ltd. 2084754 Alberta Ltd.	M-C1	17,860	\$79.40	Located in the community of Winston Heights on the southeast corner of 27 th Avenue and Edmonton Trail NE. Site was subject to a development permit application at the time of the sale for a two building, 17 unit multi-residential development.
2	2318/2340 – 22 Avenue SW Calgary, AB	January 2018 \$4,000,000	An individual acting in his/her own capacity Tootown Inc.	R-C2	29,272	\$136.65	Located in the community of Richmond on the northeast corner of 22 nd Avenue and 23 rd Street SW. No development permits were in place at the time of the sale
3	1839 – 33 Avenue SW Calgary, AB	November 2017 \$1,450,000	Bejinju Investments and Consulting Corp. Sarina Developments Ltd.	R-C2	12,500	\$116.00	Located in South Calgary along 33 Avenue SW. This sale represents two parcels of land sold to create a small land assembly. It is assumed that this site will be redeveloped as future residential
4	3304 Centre Street NE Calgary, AB	November 2017 \$740,000	Brookfield Residential (Carma Ltd.) Scarboro 17 GP Ltd.	M-C1	8,973	\$82.47	Located in the community of Highland Park on the northeast corner of Centre Street and 32 nd Avenue NE. No development permits were in place at the time of the sale
5	1535 – 33 Avenue SW Calgary, AB	January 2017 \$2,180,000	Win Distinction Inc. Westwoods Land Development Ltd.	R-C2	12,458	\$174.99	Located in the community of South Calgary on the southeast corner of 33 rd Avenue and 15 th Street SW. At the time of the sale, the site was subject to a development permit application for development of a 12 unit multi-residential development

COMPARABLE SALES MAP



ANALYSIS

The major elements of comparison for an analysis of this type include the property rights conveyed, the financial terms incorporated into a particular transaction, the conditions or motivations surrounding the sale, changes in market conditions since the sale, the location of the real estate, its physical traits and the economic characteristics of the property.

PROPERTY RIGHTS APPRAISED

All of the sales utilized in this analysis involved the transfer of the fee simple interest.

FINANCIAL TERMS

To the best of our knowledge, all of the sales utilized in this analysis were accomplished with cash and/or cash and market-oriented financing.

CONDITIONS OF SALE

Adjustments for conditions of sale usually reflect the motivations of the buyer and the seller. In many situations the conditions of sale may significantly affect transaction prices. All of the sales are considered to be "arms-length" market transactions between both knowledgeable buyers and sellers on the open market.

MARKET CONDITIONS

The sales that are included in this analysis date between February 2018 and January 2017 and are considered representative of current market trends.

LOCATION

The subject property is located in the community of Tuxedo and is located just in off of busy Centre Street, along 28th Avenue. The subject property is also located adjacent to a park which features a playground.

Index No. 1 is located in Winston Heights and is located on the corner of Edmonton Trail and 27th Avenue NE. While the community itself is considered to be similar, the sites location along a busy roadway is considered to be inferior compared to the subject property. As such, an upward adjustment is required.

Index Nos. 2, 3 and 5 are located in southwest Calgary in the communities of Richmond and South Calgary, respectively. Overall, these communities are considered to have superior commercial amenities surrounding them, resulting in greater demand for higher density development. Overall, each these indices are considered to have a superior overall location, as such, a downward adjustment is required.

Index No. 4 is located north of the subject property in the community of Highland Park. Similar to Index No. 1, Index No. 4 is considered to be similar in regard to community location, however its location along a busy roadway is considered inferior. As such, an upward adjustment has been included.

DEVELOPMENT TIMING/POTENTIAL

Index Nos. 1 and 5 were both subject to development permits at the time of sale, as such, they are considered to have a shorter timing to development compared to the subject property. As such, a downward adjustment has been applied to both of these sites. The remaining three indices were not subject to development permits, as such, they are considered to be similar to the subject property.

SIZE

The indices range in size from 8,973 square feet to 29,272 square feet while the subject land is approximately 104,108 square feet. Larger parcels generally sell for lower unit values than smaller parcels, all else being equal given the law of diminishing returns, although the effect of this diminishes beyond a certain parcel size. It should be noted that the 104,108 square feet of the subject property represents the aggregate total of the site. The subject property comprises of 16 separately titled sites which vary in size. Should the subject property be redeveloped as a residential use, it is possible that the subject could be sold in its separately titled parcels. However, despite this subject property is still considered larger than each of the selected comparables. As such, a value at the low end of the range would be reasonable taking into account the size of the subject property.

UTILITY

All of the selected comparables exhibit similar utility to the subject property.

LAND USE

The subject lands currently possess an R-C2 land use bylaw, which allows for development of low density residential. Index Nos. 1 and 4 allow for M-C1, which has a slightly higher overall density, however allows for low to medium residential uses. All selected comparables possess similar land uses and as such, no adjustments are considered necessary.

TOD SITE

As previously mentioned, the future Green Line will run along Centre Street with a proposed station located at 28th Avenue. As the City of Calgary has not deemed the subject property a Transit Oriented Development Site as of writing this report, it is important to consider that any site located within 1000 metres of a transit station is a TOD site. While the transit line is not currently in place, it provides further support to utilize the site as redevelopment of residential properties. Overall, the future TOD use of the subject property is considered a superior characteristic, compared to each of the selected comparables, overall, an upward adjustment has been applied.

QUALITATIVE ADJUSTMENTS

DIRECT COMPARISON SALES ADJUSTMENT GRID												
Index No.	Sale Price Per Sq. Ft. & Date	Economic Adjustments (Cumulative)				Property Characteristic Adjustments (Additive)						Indicated Sale Price Per Sq. Ft.
		Property Rights Conveyed	Conditions of Sale	Financing	Market Conditions	Location	Development Potential/ Timing	Size	Utility	Land Use	Other	
1	\$79.40 2/18	Fee Simple/ Mkt Similar	Arms-Length Similar	None Similar	Similar	Similar	Superior Downwards	Similar	Similar	Similar	Inferior Upwards	Higher Than \$79.40
2	\$136.65 1/18	Fee Simple/ Mkt Similar	Arms-Length Similar	None Similar	Similar	Superior Downwards	Similar	Similar	Similar	Similar	Inferior Upwards	Lower Than \$136.65
3	\$116.00 11/17	Fee Simple/ Mkt Similar	Arms-Length Similar	None Similar	Similar	Superior Downwards	Similar	Similar	Similar	Similar	Inferior Upwards	Lower Than \$116.00
4	\$82.47 11/17	Fee Simple/ Mkt Similar	Arms-Length Similar	None Similar	Similar	Similar	Similar	Similar	Similar	Similar	Inferior Upwards	Higher Than \$82.47
5	\$174.99 1/17	Fee Simple/ Mkt Similar	Arms-Length Similar	None Similar	Similar	Superior Downwards	Superior Downwards	Similar	Similar	Similar	Inferior Upwards	Lower Than \$174.99

SUMMARY OF ANALYSIS

The five indices analyzed reflect a range in unit values from \$79 per square foot to \$175 per square foot. Based on our preceding analysis of market conditions, location, size, public utilities, site utility, time to development and land use, the subject property is likely to achieve a value close to the low end of the range of \$85 per square foot and results in the following estimate of value.

VALUATION CONCLUSION	
Tuxedo School Site Underlying Land	
Indicated Value Per Square Foot	\$85.00
Size	104,108
Indicated Value	<u>\$8,849,214</u>
Final Value (Rounded)	<u>\$8,850,000</u>

DIRECT COMPARISON CONCLUSION

In conclusion, we have determined the value of the subject property, as of August 7, 2018, utilizing the Direct Comparison Approach, to be **\$8,850,000** (rounded).

AS IS IMPROVED VALUE

As further support to the highest and best use of the subject property as redevelopment land, we have included a brief summary of the value of the existing improvements.

DIRECT COMPARISON APPROACH

In the Direct Comparison Approach, we estimated the value of the subject by comparing it with similar, recently sold properties in the surrounding or competing area. Inherent in this approach is the principle of substitution, which holds that when a property is replaceable in the market, its value tends to be set at the cost of acquiring an equally desirable substitute property, assuming that no costly delay is encountered in making the substitution.

By analyzing sales that qualify as arms-length transactions between willing and knowledgeable buyers and sellers, we can identify value and price trends. The sold properties must be comparable to the subject in terms of physical, locational, and economic characteristics. The basic steps of this approach are:

- Research recent, relative property sales and current offerings throughout the competitive area;
- Select and analyze properties that are similar to the subject, considering changes in economic conditions that may have occurred between the sale date and the valuation date, and other physical, functional, or locational factors;
- Identify sales that include favourable financing and calculating the cash equivalent price;
- Reduce the sale prices to a common unit of comparison such as price per square foot of building;
- Make appropriate adjustments to the prices of the index properties;
- Interpret the adjusted sales data and draw a logical value conclusion.

As no two properties are entirely alike, an adjustment process must be utilized. The various index properties are adjusted to the subject property. When an individual component of the index property is inferior to the corresponding component of the subject property, an upward adjustment would be required. When the individual component of the index property is superior to the corresponding component of the subject property, a downward adjustment is required. The adjusted index properties are subsequently correlated, with the greatest amount of weight being given to the index properties with the greatest degrees of comparison, in order to obtain an estimate of value. All comparables were purchased by businesses who intended to occupy the premises for their own use.

DIRECT COMPARISON SALES

NO	ADDRESS	SALE DATE SALE PRICE	BUILDING AREA (SQ FT)	VENDOR PURCHASER	SALE PRICE / SQ FT	REMARKS
1	260 Midpark Boulevard SE Calgary, AB	June 2018 \$4,033,546	10,888	Midpark Christian Assembly Sunwest Christian Fellowship Church	\$370	<ul style="list-style-type: none"> Place of Worship Built in 1989.
2	4120 Centre Street NE Calgary, AB	July 2017 \$8,500,000	45,035	Centre Street Church Chinese Christian Wing Kei Nursing Home Association	\$189	<ul style="list-style-type: none"> Place of Worship which will be redeveloped/repurposed as a seniors facility Built in 1970
3	2634 – 12 Avenue NW Calgary, AB	November 2016 \$5,700,000	21,947	St. Andrew's Holdings G.P. Ltd. Maria Montessori Education Centre of Calgary	\$259	<ul style="list-style-type: none"> Rundle Primary/Education School Built in 1955 Will be repurposed as a Montessori School Building size estimated
4	6415 Ranchview Drive NW Calgary, AB	September 2016 \$3,850,000	14,238	Community of Christ Muslim Association of Canada	\$270	<ul style="list-style-type: none"> Place of worship Built in 1986
5	3763 – 52 Street SE Calgary, AB	June 2016 \$1,500,000	15,000	Moore's Industrial Service Champion Life Centre (Calgary) Church	\$100	<ul style="list-style-type: none"> Industrial building purchased for the purpose of being a church Built in 2007

ANALYSIS

Sales Comparable Summary					
Index Number	GLA (Sq. Ft.)	Sale Price	Sale Price Per Sq.		Sale Date
			Ft.	Site Size (Acres)	
1	10,888	\$4,033,546	\$370.46	2.06	6/28/2018
2	45,035	\$8,500,000	\$188.74	3.18	7/17/2017
3	21,974	\$5,700,000	\$259.40	2.16	11/1/2016
4	14,238	\$3,850,000	\$270.40	1.35	9/15/2016
5	15,000	\$1,500,000	\$100.00	1.28	6/10/2016

Statistics	Price Per Sq. Ft.
Low	\$100.00
High	\$370.46
Median	\$259.40
Average	\$237.80

The major elements of comparison for an analysis of this type include the property rights conveyed, the financial terms incorporated into a particular transaction, the conditions or motivations surrounding the sale, changes in market conditions since the sale, the location of the real estate, its physical traits, and the economic characteristics of the property.

ANALYSIS OF SALES

The selected comparables represent sales of institutional assets located around the City of Calgary. As previously mentioned, the subject property as improved is at the end of its economic life cycle, as such, we have selected a rate which is on the end of the selected range.

Overall, we believe given the physical characteristics of the subject compared to the indices that a unit value of \$150 per square foot, is deemed appropriate for the subject property which results in the following estimate of value:

Estimated Market Value: Direct Comparison Approach	
Tuxedo School	
Building Area	45,500
Selected Price Per Square Foot	x \$150.00
Initial Indicated Value	<u>\$6,825,000</u>
Final Value (Rounded)	\$6,830,000
Final Value Per Square Foot	\$150.11

DIRECT COMPARISON CONCLUSION

In conclusion, we have determined the value of the subject property, as of August 7, 2018, utilizing the Direct Comparison Approach, to be **\$6,830,000 (rounded)**.

FINAL VALUE ESTIMATE

In the methodology section of this report we indicated that the Direct Comparison Approach is the preferred approach when valuing vacant land, providing there is sufficient and comparable activity. Since there is sufficient comparable activity, it was the only method employed.

Based on the data, analysis and reasoning contained within this report it is our opinion that the current market value of the subject site, subject to the assumptions set forth herein, at August 7, 2018 was:

EIGHT MILLION EIGHT HUNDRED FIFTY THOUSAND DOLLARS
\$8,850,000

This estimate is based on an exposure period of six to twelve months.

EXTRAORDINARY ASSUMPTIONS AND HYPOTHETICAL CONDITIONS

For a definition of Extraordinary Assumptions and Hypothetical Conditions please see the Glossary of Terms & Definitions.

It should be noted that the subject property is currently improved, however, based on the following analysis, the highest and best use of the subject property is as redevelopment land, as such, we have valued the property as though land. We have assumed that any holding revenue derived from the existing improvements would offset the cost to demolish the improvements when redevelopment is prudent.

ADDENDA CONTENTS

ADDENDUM A: ASSUMPTIONS AND LIMITING CONDITIONS	38
ADDENDUM B: GLOSSARY OF TERMS AND DEFINITIONS	42
ADDENDUM C: CERTIFICATION OF APPRAISAL	44

ASSUMPTIONS AND LIMITING CONDITIONS

"Report" means the appraisal or consulting report and conclusions stated therein, to which these Assumptions and Limiting Conditions are annexed.

"Property" means the subject of the Report.

"C&W" means Cushman & Wakefield ULC or its subsidiary that issued the Report.

"Appraiser(s)" means the employee(s) of C&W who prepared and signed the Report.

The Report has been made subject to the following assumptions and limiting conditions:

- This report has been prepared at the request of **City of Calgary** for the purpose of providing an estimate of the market value of 130 - 28 Avenue NE, Calgary, AB, in connection with a potential acquisition of the subject site to be made by the Client. It is not reasonable for any person other than **City of Calgary** to rely upon this appraisal without first obtaining written authorization from the client and the author of this report. Liability is expressly denied to any person other than **City of Calgary** and those who obtain written consent and, accordingly, no responsibility is accepted for any damage suffered by any such person as a result of decisions made or actions based on this report. Diligence by the client and all intended users is assumed.
- This report has been prepared at the request of **City of Calgary** and for the exclusive (and confidential) use by the recipient as named herein for the specific purpose and function as stated herein. This appraisal report, its' content and all attachments/addendums and their content are the property of the author who has signed this report. The client, intended users and any appraisal facilitator are strictly forbidden and no permission is expressly, or implicitly granted or deemed to be granted, to modify, alter, merge, publish (in whole or in part), screen scrape, database scrape, exploit, reproduce, decompile, reassemble, or participate in any other activity intended to separate, collect, store, reorganize, scan, copy, manipulate electronically, digitally, manually or by any other means whatsoever this appraisal report, addendum, all attachments and the data contained within for any commercial, or other, use.
- Without limiting the generality of the foregoing, neither all nor any part of the contents of this report shall be disseminated or otherwise conveyed to the public in any manner whatsoever; through any media whatsoever or disclosed; quoted from or referred to in any report, financial statement, prospectus, or offering memorandum of the client, or in any documents filed with any governmental agency without the prior written consent and approval of the author as to the purpose, form and content of such dissemination, disclosure, quotation or reference.
- The estimated value of the real property which is appraised in this report pertains to the value of the fee simple interest in the real estate. The property rights appraised herein exclude mineral rights, if any.
- The estimate of value contained in this report is founded upon a thorough and diligent examination and analysis of information gathered and obtained from numerous sources. Certain information has been accepted at face value; especially if there was no reason to doubt its accuracy. Other empirical data required interpretative analysis pursuant to the objective of this appraisal. Certain inquiries were outside the scope of this mandate. For these reasons, the analyses, opinions and conclusions contained in this report are subject to all of the assumptions and limiting conditions.
- Unless otherwise stated in this report, the appraiser has no knowledge of any hidden or unapparent conditions of the property (including, but not limited to, its soils, physical structure, mechanical or other

operating systems, its' foundation, etc.), legal matters, questions of survey, opinions of title, or adverse environmental conditions (on it or a neighbouring property, including the presence of hazardous wastes, toxic substances, etc.) that would make the property more or less valuable. It has been assumed that there are no such conditions unless they were observed at the time of inspection or became apparent during the normal research involved in completing the appraisal. This report should not be construed as an environmental audit or detailed property condition report, as such reporting is beyond the scope of this report and/or the qualifications of the appraiser. The author makes no guarantees or warranties, express or implied, regarding the condition of the property, and will not be responsible for any such conditions that do exist or for any engineering or testing that might be required to discover whether such conditions exist. The bearing capacity of the soil is assumed to be adequate.

- The appraiser is not qualified to comment on environmental issues that may affect the market value of the property appraised, including, but not limited to, pollution or contamination of land, buildings, water, groundwater or air. Unless expressly stated, the property is assumed to be free and clear of pollutants and contaminants, including, but not limited to, mounds or mildews, or the conditions that might give rise to either; and in compliance with all regulatory environmental requirements, government or otherwise, and free of any environmental condition, past, present or future, that might affect the market value of the property appraised. If the party relying on this report requires information about environmental issues then that party is cautioned to retain an expert qualified in such issues. We expressly deny a legal liability relating to the effect of environmental issues on the market value of the subject property.
- No survey of the property has been made. The legal description of the property and the area of the site were obtained from the local land registrar. Further, the plans and sketches contained in this report are included solely to aid the recipient in visualizing the location of the property, the configuration and boundaries of the site and the relative position of the improvements on the said lands.
- The appraiser will not be responsible for matters of a legal nature that affect either the property being appraised or the title to it. No registry office search has been performed and the appraiser assumes that the title is good and marketable and free and clear of all encumbrances, including leases, encroachments, restrictions, or covenants unless otherwise noted in this report. The property is appraised on the basis of it being under responsible ownership and in the absence of pledges, charges, liens or social assessments outstanding against the property other than as stated and described herein.
- The property has been valued on the basis that there are no outstanding liabilities except as expressly noted herein, pursuant to any agreement with a municipal or other government authority; pursuant to any contract or agreement pertaining to the ownership and operation of the real estate; or pursuant to any lease or agreement to lease, which may affect the stated value or saleability of the subject property or any portion thereof.
- The interpretation of the contractual agreements, pertaining to the operation and ownership of the property, as expressed herein, is solely the opinion of the author and should not be construed as a legal interpretation. Further, the summary of these contractual agreements are presented for the sole purpose of giving the reader an overview of the salient facts thereof.
- The property has been valued on the basis that the real estate complies in all material respects with any restrictive covenants affecting the site and has been built and is occupied and being operated, in all material respects, in full compliance with all requirements of law, including all zoning, land use classification, building, planning, fire and health by-laws, rules, regulations, orders and codes of all federal, provincial, regional and municipal governmental authorities having jurisdiction with respect thereto (It is recognized there may be work orders or other notices of violation of law outstanding with

respect to the real estate and that there may be certain requirements of law preventing occupancy of the real estate as described in this report. However, such possible circumstances have not been accounted for in the appraisal process.).

- The opinions of value and other conclusions contained herein assume satisfactory completion of any work remaining to be completed in a good and workmanlike manner. Further inspection may be required to confirm completion of such work.
- Investigations have been undertaken in respect of matters which regulate the use of land. However, no inquiries have been placed with the fire department, the building inspector, the health department or any other government regulatory agency, unless such investigations are expressly represented to have been made in this report. The subject property must comply with such regulations and, if it does not comply, its non-compliance may affect the market value of this property. To be certain of such compliance, further investigations may be necessary.
- The term “inspection” refers to our observation and reporting of the general material finishing and conditions seen for the purposes of a standard appraisal inspection. The inspection scope of work includes the identification of marketable characteristics/amenities offered for comparison and valuation purposes only, in accordance with the Canadian Uniform Standards of Professional Appraisal Practice (CUSPAP).
- The data and statistical information contained herein were gathered from reliable sources and are believed to be correct. However, this data is not guaranteed for accuracy, even though every attempt has been made to verify the authenticity of this information as much as possible.
- The estimated market value of the property does not necessarily represent the value of the underlying shares, if the asset is so held, as the value of the shares could be affected by other considerations. Further, the estimated market value does not include consideration of any extraordinary market value of the property, unless the effects of such special conditions, and the extent of any special value that may arise therefrom, have been described and measured in this report.
- Should title to the real property presently be held (or changed to a holding) by a partnership, in a joint venture, through a co-tenancy arrangement or by any other form of divisional ownership, the value of any fractional interest associated therewith may be more or less than the percentage of ownership appearing in the contractual agreement pertaining to the structure of such divisional ownership.
- In the event of syndication, the aggregate value of the limited partnership interests may be greater than the value of the freehold or fee simple interest in the real estate, by reason of the possible contributory value of non-realty interests or benefits such as provision for tax shelter, potential for capital appreciation, special investment privileges, particular occupancy and income guarantees, special financing or extraordinary agreements for management services.
- This report is completed on the basis that testimony or appearance in court concerning this appraisal is not required unless specific arrangements to do so have been made beforehand. Such arrangements will include, but not necessarily be limited to, adequate time to review the appraisal report and data related thereto and the provision of appropriate compensation. However, none of these assumptions and limiting conditions are an attempt to limit the use that might be made of this report should it properly become evidence in a judicial proceeding. In such a case, it is acknowledged that it is the judicial body which will decide the use of this report which best serves the administration of justice.

- Because market conditions, including economic, social and political factors, change rapidly and, on occasion, without notice or warning, the estimate of market value expressed herein, as of the effective date of this appraisal, cannot necessarily be relied upon as any other date without subsequent advice of the author of this report and confirmed in writing.
- The co-signing appraiser has not necessarily inspected the subject property or any other property referred to in the report. The function of the co-signer's review was to check the reasonableness of the analysis.
- The contents of this report are confidential and will not be disclosed by the author to any party except as provided for by the provisions of the Canadian Uniform Standards of Professional Appraisal Practice ("The Standards") and/or when properly entered into evidence of a duly qualified judicial or quasi-judicial body. The appraiser acknowledges that the information collected herein is personal and confidential and shall not use or disclose the contents of this report except as provided for in the provisions of The Standards and in accordance with the appraiser's privacy policy. The client agrees that in accepting this report, it shall maintain the confidentiality and privacy of any personal information contained herein and shall comply in all material respects with the contents of the appraiser's privacy policy and in accordance with the Personal Information Protection and Electronic Documents Act (PIPEDA).
- Per our Letter of Engagement, the Client expressly agrees that its' sole and exclusive remedy for any and all losses or damages relating to this agreement or the appraisal shall be limited to the amount of the appraisal fee paid by the Client. In the event that the Client, or any other party entitled to do so, makes a claim against C&W or any of its affiliates or any of their respective officers or employees in connection with or in any way relating to this engagement or the appraisal, the maximum damages recoverable from C&W or any of its affiliates or their respective officers or employees shall be the amount of the monies actually collected by C&W or any of its affiliates for this assignment and under no circumstances shall any claim for consequential damages be made.
- If transmitted electronically, this report will have been digitally signed and secured with personal passwords to lock the appraisal file. Due to the possibility of digital modification, only originally signed reports and those reports sent directly by the appraiser, can be relied upon without fault.
- Where the intended use of this report is for financing or mortgage lending or mortgage insurance, it is a condition of reliance on this report that the authorized user has or will conduct lending, underwriting and insurance underwriting and rigorous due diligence in accordance with the standards of a reasonable and prudent lender or insurer, including but not limited to ensuring the borrower's demonstrated willingness and capacity to service his/her debt obligations on a timely basis, and to conduct loan underwriting or insuring due diligence similar to the standards set out by the Office of the Superintendent of Financial Institutions (OSFI), even when not otherwise required by law. Liability is expressly denied to those that do not meet this condition. Any reliance on this report without satisfaction of this condition is unreasonable.
- The value expressed herein is in Canadian Dollars.
- This report is only valid if it bears the original signature of the author.

GLOSSARY OF TERMS AND DEFINITIONS

DEFINITIONS OF VALUE, INTEREST APPRAISED AND OTHER TERMS

MARKET VALUE

The Canadian Uniform Standards of Professional Appraisal Practice (The Standards) adopted by the Appraisal Institute of Canada define Market Value as:

The most probable price which a property should bring in a competitive and open market as of the specified date under all conditions requisite to a fair sale, the buyer and seller each acting prudently and knowledgeably, and assuming the price is not affected by undue stimulus.

Implicit in this definition is the consummation of a sale as of a specified date and the passing of title from seller to buyer under conditions whereby:

1. Buyer and seller are typically motivated;
2. Both parties are well informed or well advised and acting in their own best interests;
3. A reasonable time is allowed for exposure in the market;
4. Payment is made in cash in Canadian dollars or in terms of financial arrangements comparable thereto; and
5. The price represents the normal consideration for the property sold, unaffected by special or creative financing or sales concessions granted by anyone associated with the sale.

MARKET RENT

The most probable rent that a property should bring in a competitive and open market reflecting all conditions and restrictions of the specified lease agreement including term, rental adjustment and revaluation, permitted uses, use restrictions, and expense obligations; the lessee and lessor each acting prudently and knowledgeably, and assuming consummation of a lease contract as of a specified date and the passing of the leasehold from lessor to lessee under conditions whereby:

1. Lessee and lessor are typically motivated.
2. Both parties are well informed or well advised, and acting in what they consider their best interests.
3. A reasonable time is allowed for exposure in the open market.
4. The rent payment is made in terms of cash in Canadian dollars, and is expressed as an amount per time period consistent with the payment schedule of the lease contract.
5. The rental amount represents the normal consideration for the property lease unaffected by special fees or concessions granted by anyone associated with the transaction.

CONDOMINIUM INTEREST

An estate in real property consisting of an individual interest in a condominium unit, together with an undivided common interest in the common areas such as the land, parking areas, elevators, stairways, and the like.

VALUE AS IS

The value of specific ownership rights to an identified parcel of real estate as of the effective date of the appraisal; relates to what physically exists and is legally permissible and excludes all assumptions concerning hypothetical market conditions or possible rezoning.

CASH EQUIVALENCE

A price expressed in terms of cash, as distinguished from a price expressed totally or partly in terms of the face amounts of notes or other securities that cannot be sold at their face amounts. Calculating the cash-equivalent price requires an appraiser to compare transactions involving atypical financing to transactions involving comparable properties financed at typical market terms.

EXPOSURE TIME AND MARKETING TIME

EXPOSURE TIME

Under Paragraph 3 of the Definition of Market Value, the value opinion presumes that a reasonable time is allowed for exposure in the open market. Exposure time is defined as: *“The length of time the property interest being appraised would have been offered on the market prior to the hypothetical consummation of a sale at the market value on the effective date of the appraisal.”* Exposure time is presumed to precede the effective date of the appraisal.

The reasonable exposure period is a function of price, time and use. It is not an isolated opinion of time alone. Exposure time is different for various types of property and under various market conditions. It is a retrospective opinion based on an analysis of past events, assuming a competitive and open market. It assumes not only adequate, sufficient and reasonable time but adequate, sufficient and a reasonable marketing effort. Exposure time and conclusion of value are therefore interrelated.

Based on our review of investor surveys, discussions with market participants and information gathered during the sales verification process, a reasonable exposure time for the subject property at the value concluded within this report would have been six to twelve months.

This assumes the current owner would have employed an active and professional marketing plan.

MARKETING TIME

Marketing time is an opinion of the time that might be required to sell a real property interest at the concluded market value level. Marketing time is presumed to start during the period immediately after the effective date of an appraisal. (Marketing time is subsequent to the effective date of the appraisal and exposure time is presumed to precede the effective date of the appraisal). The opinion of marketing time uses some of the same data analyzed in the process of developing a reasonable exposure time opinion as part of the appraisal process and it is not intended to be a prediction of a date of sale or a one-line statement.

We believe, based on the assumptions employed in our analysis and our selection of investment parameters for the subject, that our value conclusion represents a price achievable within six (6) months to twelve (12) months.

CERTIFICATION OF APPRAISAL

I certify that, to the best of my knowledge and belief:

- The statements of fact contained in this report are true and correct.
- The reported analyses, opinions and conclusions are limited only by the reported assumptions and limiting conditions, and are my personal, unbiased professional analyses, opinions and conclusions.
- I have no present or prospective interest in the property that is the subject of this report, and I have no personal interest or bias with respect to the parties involved.
- My compensation is not contingent upon the reporting of a predetermined value or direction in value that favours the cause of the client, the amount of the value estimate, the attainment of a stipulated result, or the occurrence of a subsequent event.
- My analyses, opinions and conclusions were developed, and this report has been prepared, in conformity with the Canadian Uniform Standards.
- Stephanie Bird inspected the property that is the subject of the report on August 7, 2018.
- The Appraisal Institute of Canada has a Mandatory Recertification Program for designated members. As of the date of this report, Stephanie Bird has fulfilled the requirements of the program and is a member in good standing.
- Stephanie Bird is a licensed appraiser under the Real Estate Act of Alberta.
- The value estimate contained in this report applies as of August 7, 2018. This date may be referred to as the effective date of valuation.
- No one provided significant professional assistance to the person signing this report.

FINAL ESTIMATE OF VALUE

Based on the data, analysis and reasoning contained within this report it is our opinion that the market value of the subject site, subject to the assumptions set forth herein, at August 7, 2018 was:

EIGHT MILLION EIGHT HUNDRED FIFTY THOUSAND DOLLARS
\$8,850,000

This estimate is based on an exposure period of six to twelve months.

DRAFT

Stephanie Bird, B. Mgt., AACI, P.App.
Associate Vice President

August 8, 2018
Date

AR118108

MAY 19 2022

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

Dear Ms. Hack:

On behalf of the Honourable Adriana LaGrange, Minister of Education, I am pleased to respond to your February 24, 2022 letter regarding the disposition of the former Tuxedo Park School property (Plan 3980AM, Block 40, Lots 1-16, 27-42 and Lane) in the City of Calgary.

I understand that the Board of Trustees approved the proposed sale on February 22, 2022. In accordance with Section 192 of the *Education Act*, I am pleased to approve the Calgary Board of Education's request for the sale of the former Tuxedo Park School property to the City of Calgary for the sum of \$6,292,093.42. In disposing of the property, your board must comply with the Disposition of Property Regulation A.R. 86/2019.

At a minimum, your division is responsible for ensuring that the final agreements release the school board from any obligation or liability regarding the property after the transfer of ownership and indemnify the school board from any future liabilities related to any environmental condition of the property.

Should you have any questions, please have administration staff contact Roman A. Sus, Capital Planning Manager, South Branch, at roman.sus@gov.ab.ca or 780-638-9599 (toll-free by first dialing 310-0000).

Sincerely,



Andre Tremblay
Deputy Minister

cc: Christopher Usih, Chief Superintendent
Dany Breton, Superintendent, Facilities and Environmental Services

The Metro School Boards Group



Calgary Board
of Education



CALGARY CATHOLIC
SCHOOL DISTRICT



EDMONTON PUBLIC SCHOOLS

June 22, 2022

Honourable Adriana LaGrange
Minister of Education
228 Legislature Building
10800 – 97 Ave
Edmonton, AB T5K 2B6

Honourable Prasad Panda
Minister of Transportation
127 Legislature Building
10800-97 Ave
Edmonton, AB T5K 2B6

Dear Ministers LaGrange and Panda,

Thank you for meeting with the metro boards on April 25, 2022. We appreciate the opportunity to provide the metro school jurisdictions' perspective on private/public partnerships (P3) model for new school builds. All four metro school jurisdictions are expecting continued growth and new student spaces remain a significant need in many communities in both Edmonton and Calgary.

Our jurisdictions have experience with the P3 model and we understand the Provincial perspective on this delivery model. We appreciate that budget certainty, risk transfer and schedule protection are important considerations for deciding how to bring schools to our communities.

Our combined experience related to the existing P3 schools, however, has been a challenge for our divisions. During the design and construction phases of the ASAP I & II programs, the building designs were fixed and our divisions lost the ability to incorporate community or programmatic feedback into the design. Divisions were unable to influence the design of the building or the building systems. This created inconsistency between our P3 schools and the other schools in our divisions. In short, P3 schools struggle to remain flexible and responsive to evolving student learning needs. Examples where P3 schools experience challenges in student and community accommodation include:

- Building modifications face extended timelines, have seen costs as much as 10 times above an anticipated standard and jurisdictions are asked to pay for the anticipated impact on future maintenance that changes are anticipated to result in. This 20- or 25-year expense does not align with our annual 'single-year' funding model.
- A particular challenge can be seen with the costs and timelines associated with student growth accommodation and changes to programming needs, where efforts such as the fit-up of special needs classrooms or the addition of portables are not feasible.

The divisions are also challenged by the necessity to provide staff to manage the P3 contract for our respective divisions at a disproportionately higher level than our division-operated sites. Combined with the costs of ongoing and potential future litigation, the financial obligation associated with P3 schools can be significant, and may not be not accounted for in Provincial numbers.

We acknowledge that the newest P3 project currently under construction is notably different from the previous ASAP projects. Our concerns around the need to have the design reflect our communities was heard by Infrastructure staff in the creation of unique floor plans for each site. We also appreciate the opportunity to provide

feedback around both the DBFM and the Tri-Party agreement. However, while these changes are encouraging, our divisions have experienced more success when building school infrastructure using alternative methods of procurement. Our divisions are also looking to build schools that meet the needs of the greater community, such as through partnerships with our local municipalities. We are open to collaborating with Alberta Infrastructure to build new schools for us that incorporate compatible uses sponsored by the municipality. An example of a successful partnership in new construction would be Dr. Anne Anderson High School in Edmonton. This school provides recreation facilities to the larger community, while enhancing the infrastructure offered to our students. A partnership such as this would be difficult under a P3 model, and represents a missed opportunity for efficiency.

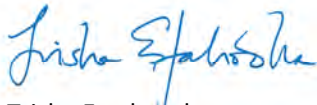
Our divisions are requesting that the Province allow the metro jurisdictions to determine the best procurement strategy for new school and modernization projects. We understand, however, the budgetary pressures and the government's platform commitment to P3 projects. Therefore, if the P3 model is a must, then our preference would be to remove the Operation and Maintenance portion of the contract, or significantly reduce the term as much as possible. Some of the things we discussed going forward that our divisions would appreciate are:

- Being able to meet the day-to-day learning needs of staff and students (i.e., increased agility)
- Reduced red-tape and associated timeframes
- Increased school board authority to deal directly with the P3 operator

We would like to thank you again for the opportunity to provide feedback and recommendations for our future school infrastructure. Should you have any questions or would like to discuss further, please do not hesitate to contact any of the signatories below.

Thank you.

Sincerely,



Trisha Estabrooks
Chair, Board of Trustees
Edmonton Public Schools



Cathie Williams
Chair, Board of Trustees
Calgary Catholic School District



Laura Hack
Chair, Board of Trustees
Calgary Board of Education



Sandra Palazzo
Chair, Board of Trustees
Edmonton Catholic Schools

- c. Honourable Nicholas Milliken, Minister of Infrastructure
Darrel Robertson, Superintendent, Edmonton Public Schools
Bryan Szumlas, Chief Superintendent, Calgary Catholic School District
Christopher Usih, Superintendent, Calgary Board of Education
Robert Martin, Superintendent, Edmonton Catholic School Division
Marilyn Dennis, President, Alberta School Boards Association
Vivian Abboud, Chief Executive Officer, Alberta School Boards Association



Office of the Minister



JUL 12 2022

AR119014

Ms. Trisha Estabrooks
Board Chair
Edmonton Public Schools
Centre for Education
1 Kingsway NW
Edmonton AB T5H 4G9

Ms. Cathie Williams
Board Chair
Calgary Catholic School District
Catholic School Centre
9807 - 106 Street NW
Calgary AB T2P 4T9

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

Ms. Sandra Palazzo
Board Chair
Edmonton Catholic Schools
9807 - 106 Street NW
Edmonton AB T5K 1C2

Dear Ms. Estabrooks, Ms. Williams, Ms. Hack and Ms. Palazzo:

Thank you for your June 22, 2022 letter, which you also sent to the Honourable Prasad Panda, Minister of Transportation, regarding your combined experience and challenges related to the existing P3 schools. On behalf of myself and the Minister of Infrastructure, Honourable Nicholas Milliken, I appreciate your organizations taking the time to provide additional recommendations to ensure schools are flexible and responsive to evolving student learning needs.

As indicated in your letter, the P3 projects currently under construction are different from the previous ASAP projects. Lessons learned and concerns gathered from the previous P3 process have been incorporated to make improvements where possible. In addition, engagement sessions with school jurisdictions being considered for the next bundle of P3 projects are currently underway to support the continuous improvement of government's P3 model for school delivery. We will continue to work collaboratively with school jurisdictions to understand your concerns and needs for P3 project delivery.

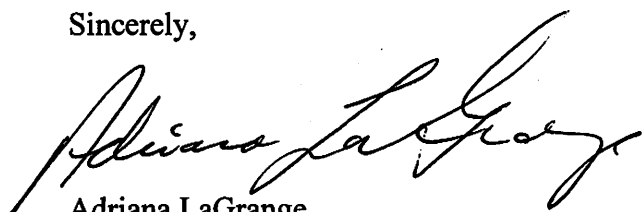
.../2

As you are aware, in addition to P3 project delivery, government supports various other delivery methods for capital projects. As part of the planning process, project delivery is considered. For projects identified as a possible fit for P3 delivery, a business case is completed to confirm suitability and to establish a comparison with other delivery models, including Design-Build-Finance (without maintenance) and the traditional Design-Bid-Build model. Before a project is deemed suitable for P3 delivery, a value for money assessment is conducted to determine which delivery approach is the most suitable.

Education and Infrastructure will continue to keep your boards apprised of changes that may be implemented based on your feedback. We welcome any additional feedback that will help align project delivery with the needs of your jurisdictions.

Thank you for your continued support of Alberta's students.-----

Sincerely,



Adriana LaGrange
Minister

cc: Honourable Nicholas Milliken
Minister of Infrastructure

Honourable Prasad Panda
Minister of Transportation



Board Chair
Laura Hack Wards 3 & 4

Vice-Chair
Susan Vukadinovic Wards 8 & 9

Trustees
Dana Downey Wards 1 & 2
Marilyn Dennis Wards 5 & 10
Patricia Bolger Wards 6 & 7
Nancy Close Wards 11 & 13
Charlene May Wards 12 & 14

August 23, 2022

Honourable Adriana LaGrange
Minister of Education
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister LaGrange:

Re: Follow-up to July 12, 2022 Meeting

Thank you for meeting with the Calgary Board of Education (CBE) Board of Trustees on Tuesday, July 12, 2022. We appreciated the conversation and the opportunity to better understand your perspective on education issues in Alberta.

We are writing to reiterate some of the key points covered at our meeting and to offer some additional details.

Gratitude for Our Strong Partnership

We would like to reiterate how grateful we are for the strong partnership between the CBE and Alberta Education. For example, we were so pleased to see the selection of five CBE students to your 2022-23 Minister’s Youth Council. We serve the needs of our 125,000 students best when we work together. We appreciate you and your staff for nurturing a positive and productive relationship with the CBE.

Capital Planning

New Learning Spaces Appreciated

The CBE currently has [five new school construction projects](#) under development. Four of these schools will open to students in the 2022-23 school year. These new schools enable students to attend school closer to home and as a growing school system, we welcome these additional learning spaces. We are also grateful that our request for a new middle school for the community of Evanston was approved earlier this year.

Greater Focus on Modernizations to Breathe New Life into Existing Schools

In the [CBE’s Three-Year School Capital Plan 2023-26](#), there is a greater focus on modernizations. More than half of CBE schools are over 50 years old and require upgrades to ensure that students are learning in modern environments with barrier-free access. This is a major factor behind why the year-one plan requests focus on four major modernizations for a total cost of \$70.6M. By systematically completing major modernizations, we can ensure that public schools remain vibrant and welcoming learning environments where students can thrive.

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

New Schools for Growing Communities

Enrolment at CBE schools is increasing and is projected to continue increasing for the next three years. As Calgary continues to grow, schools are still needed in new communities. For example, CBE is requesting another new high school in the northeast community of Cornerstone in year 2 (design) and 3 (construction) of the capital plan (pending site readiness). This area of Calgary is growing fast and another high school will soon be needed. [Page 39](#) of the CBE's Three-Year School Capital Plan provides a map of current high school and future sites. The CBE has worked hard to ensure we make the best use of high school spaces. Over the past few years, the CBE completed an [extensive high school engagement](#) to help inform decisions on balancing enrolment across 20 high schools, ensuring students have equitable access to programming. Those decisions are being implemented this fall.

Adequate funding to build and modernize learning spaces is critical. We hope the government continues to fund our top capital requests in the future. Following our meeting with you, CBE staff briefed your Deputy Minister on July 19, 2022 on key details about the CBE's Three-Year School Capital Plan. We would be happy to provide additional information if needed.

Strong Public Community Schools are Valued

We believe strongly in vibrant public schools in communities where families live. As the public school division in Calgary, CBE offers a wide range of programming across Calgary – including various immersion and bilingual language programs, science-based learning, traditional learning centres, arts-centred learning and more. Given the choices offered, we remain the public education choice for the overwhelming majority of Calgary families.

Families have told us in multiple public engagements that it is important for their children to attend a school within the public school division close to home. When we are invited to school council meetings, we hear that families highly value the community bonds that form when their children attend the same school as their neighbour's children. In fact, four out of five families choose regular programming within our school division for that reason. The enrolment patterns amongst our 125,000 students reflect that attending a community school continues to be the preferred option for most families.

Stretching Dollars to Address Cost Pressures and Enrolment Growth

The Board of Trustees would welcome an opportunity to discuss the value of increased investment in our public school division. CBE continues to be fiscally responsible by aligning our programs and services to the funding we receive. This means making tough decisions given flat funding and cost pressures in a growing school division.

We appreciate the government's continued investment in K-12 education. However, with funding held constant at \$1.151B, CBE is facing cost pressures related to enrolment growth, all collective agreements, operating costs of new schools, and the increased rate of inflation (energy, insurance, and various goods and services). In addition, with a growing number of school entities and divisions across the province, educational funding needs to stretch even further.

In the face of these cost pressures, we appreciate your support in holding our school division harmless to enrolment fluctuations due to COVID-19. In 2022-23, COVID

mitigation funding and bridge funding represented a total of \$51.5M which was used to directly support CBE students. As you consider the future of these temporary grants, we ask that students won't be negatively impacted by any changes.

Supporting Successful Curriculum Implementation

Over the summer, CBE teachers and other staff members prepared for a successful curriculum implementation in English Language Arts and Literature (K–3), Mathematics (K–3), and Physical Education and Wellness (K–6) beginning this fall. In 2022-23, some CBE schools will be participating in a small-scale implementation for Grades 4-6 Math and/or English Language Arts and Literature. The CBE is participating in the optional small-scale implementation that will help inform the necessary supports required across all schools for the mandatory implementation in September 2024. This includes important work such as informing the evaluation of resources, professional learning, and opportunities for interdisciplinary work. Further to this, we also have teachers who are piloting Science (K-6) in both English and French Immersion.

Thank you for the opportunities that Alberta Education is providing for ongoing feedback on the curriculum. The Board will continue to advocate for ongoing structured feedback opportunities to strengthen curriculum design and content for Grades 4-6.

We look forward to another opportunity to meet with you in the fall to continue this dialogue.

Sincerely,



Laura Hack, Chair
Board of Trustees

cc: Christopher Usih, Chief Superintendent



ALBERTA
EDUCATION

Office of the Minister

SEP 14 2022

AR119311

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

Dear Ms. Hack:

Thank you for your August 23, 2022 letter following up on the Calgary Board of Education (CBE) Board of Trustees meeting on July 12. I appreciate the constructive discussion we had on school spaces, cost pressures, enrolment growth and curriculum implementation.

Alberta's government is committed to developing infrastructure solutions such as modernizing existing schools and constructing new schools in growing and developing neighbourhoods to alleviate enrolment pressures. Education staff are currently reviewing and evaluating school jurisdictions' three-year capital plan submissions in order to develop the Education capital plan submission to Treasury Board and Finance for Budget 2023.

I also want to assure you that we are committed to ensuring that school authorities have the financial support to serve the needs of students in future years. This is why the Education budget for the 2022/23 school year has grown to the historic level of over \$8.4 billion dollars and, additionally, the teacher salary contract settlement is being fully funded.

More recently, the updated funding framework includes a supplemental enrolment growth grant. School authorities with actual enrolment growth of two per cent or more will be provided additional funding to address significant growth in the upcoming school year. This will help address the challenges associated with growing school authorities.

I appreciate the working relationship shared with the CBE, and look forward to continued opportunities for dialogue during the upcoming school year.

Sincerely,

Adriana LaGrange
Minister



Board Chair
 Laura Hack Wards 3 & 4

Vice-Chair
 Susan Vukadinovic Wards 8 & 9

Trustees
 Dana Downey Wards 1 & 2
 Marilyn Dennis Wards 5 & 10
 Patricia Bolger Wards 6 & 7
 Nancy Close Wards 11 & 13
 Charlene May Wards 12 & 14

October 13, 2022

Honourable Adriana LaGrange
 Minister, Education
 228 Legislature Building
 10800 – 97 Avenue
 Edmonton AB T5K 2B6

Dear Minister LaGrange:

Re: Opening of the North Calgary High School

I am pleased to inform you that the North Calgary high school will open on September 5, 2023. This new high school will serve approximately 1,800 students in rapidly developing sectors of the city. The opening of this school will both reduce student transportation time while concurrently enhancing student access, flexibility and choice by relieving significant student enrolment pressures being experienced within northeastern high schools.

Special thanks are owed to the Alberta Infrastructure Calgary office managing the construction of this school on our behalf. Their efforts have helped ensure construction of this significant facility in a timely fashion.

This good news will be communicated to parents later this month.

Sincerely,

Laura Hack, Chair
 Board of Trustees
 Calgary Board of Education

cc: Honourable Nicholas Milliken, Minister of Infrastructure
 Christopher Usih, Chief Superintendent of Schools
 Dany Breton, Superintendent, Facilities and Environmental Services



Office of the Minister

AR119632

OCT 26 2022

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

Dear Ms. Hack:

Laura,
Thank you for your October 13, 2022 letter regarding the future opening of the new north Calgary high school.

I want to commend the Calgary Board of Education for its vision, and for putting students first with this school project, which will address enrolment pressures in the area and allow more students to attend a school closer to home.

Building such a complex facility takes the time and talents of many individuals. I appreciate the efforts of the Calgary Board of Education, Alberta Infrastructure and all the partners who worked together to make this school a reality.

I look forward to the new north Calgary high school opening in September 2023.

Sincerely,

Adriana LaGrange
Minister

cc: Honourable Nathan Neudorf
Minister of Infrastructure



ALBERTA
EDUCATION

Office of the Minister

AR118730

NOV 20 2022

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

Dear Ms. Hack: *Laura,*

In follow up to the May 8, 2022 fire at Dr. Norman Bethune School in Calgary, which resulted in damage to portions of to the school facility, I am requesting your board to proceed with the repairs identified in the insurance assessment.

I understand that the school was closed as a result of the fire, and that Calgary Board of Education (CBE) terminated its lease with Foundations for the Future Charter Academy for this school. However, in order to ensure the most efficient use of school facilities in the City of Calgary, I am requesting that CBE restore Dr. Norman Bethune School to its pre-fire state. Future educational uses have been identified for Dr. Norman Bethune School, and Education is prepared to fund the financial cost of these repairs.

Further, I would request that CBE proceed with the subdivision of the property to separate Dr. Norman Bethune School and a reasonable green space from the large playfields utilized by the adjacent school. This would support further discussion and steps towards a possible future transfer of the school site.

Our staff in Capital Planning will be available to assist with any questions which may arise during this process. The primary contact to support this work with staff at CBE is Roman A. Sus, Manager, Capital Planning South, at roman.sus@gov.ab.ca or 780-638-9599 (toll-free by first dialing 310-0000).

I wish you all the best as you move forward with this work.

Sincerely,



Adriana LaGrange
Minister



Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | www.cbe.ab.ca

www.cbe.ab.ca

- Board Chair
Laura Hack Wards 3 & 4
- Vice-Chair
Susan Vukadinovic Wards 8 & 9
- Trustees
Dana Downey Wards 1 & 2
Marilyn Dennis Wards 5 & 10
Patricia Bolger Wards 6 & 7
Nancy Close Wards 11 & 13
Charlene May Wards 12 & 14

November 30, 2022

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

Dear Minister LaGrange:

Re: Louise Dean School Closure for the Purpose of Relocation

On behalf of the Board of Trustees, I am writing to inform you that at a Regular Meeting of the Board of Trustees held on November 29, 2022, the following motion was passed:

THAT the Board of Trustees approves the closure of the Louise Dean School effective June 28, 2024 for the purpose of relocation.

Written notification on the Board of Trustees’ decision to close Louise Dean School for the purpose of relocation has been provided to parents, guardians and students enrolled in Louise Dean School.

Please accept this correspondence as the official notification required pursuant to Section 62(6) of the *Education Act*.

Yours truly,

Laura Hack
Chair, Board of Trustees
Calgary Board of Education

cc: C. Usih, Chief Superintendent of Schools
D. Breton, Superintendent, Facilities & Environmental Services



ALBERTA
INFRASTRUCTURE

Office of the Minister



AR 53581

December 14, 2022

Laura Hack
Board Chair
Calgary School Division
1221 – 8 Street SW
Calgary AB T2R 0L4

Dear Laura Hack:

Further to the official project correspondence dated April 25, 2022, I want to provide you with an update regarding the delivery of the new middle school in Evanston.

Opening schools for Alberta students is a top priority for the Government of Alberta. It has been determined that this project will be delivered via a traditional design-build delivery method. The school will continue to proceed as Alberta Infrastructure-managed project.

I encourage your school division's staff to continue working with my ministry's staff, who are available to provide you with assistance and guidance as needed. If you have questions or require further information, please contact Jeff Janzen, Director, Learning Facilities Branch, Alberta Infrastructure. Jeff can be contacted directly at 587-991-6370 or Jeff.Janzen@gov.ab.ca.

Thank you for your continued cooperation and I look forward to seeing this important project for your community continue to progress.

Sincerely,

Nathan Neudorf
Minister

cc: Honourable Adriana LaGrange, Minister of Education
Andre Tremblay, Deputy Minister of Education
Mary Persson, Deputy Minister of Infrastructure
Bradley Grundy, Corporate Treasurer, Calgary School Division