

Please join us on the link at 11:50 a.m. for a pre-meeting performance by the Grade 4 Choir from Saddle Ridge School 🎵

# public agenda

## Regular Meeting of the Board of Trustees

October 22, 2019  
12:00 p.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
12:00 p.m.	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
	<b>3   Awards and Recognitions</b>			
	<b>4   Results Focus</b>			
15 mins	4.1 Saddle Ridge School Presentation	D. Yee	R-2	
	<b>5   Operational Expectations</b>			
	<b>6   Public Comment</b>		GC-3.2	
Max 20 mins	Requirements as outlined in Board Meeting Procedures			
	<b>7   Matters Reserved for Board Action</b>	Board	GC-3	
30 mins	7.1 Proposed Amendments to Governance Policies OE-2: Learning Environment/Treatment of Students and OE-3: Instructional Program	Board	OE-2,3	Page 7-1
30 mins	7.2 Governance Policy GC-3E: Closure of Schools	K.A. Fenney	GC-3; OE-9	Page 7-13
30 mins	7.3 Modular Classroom Plan 2020-2021	D. Breton	OE-7,8,9	Page 7-5



Time	Topic	Who	Policy Ref	Attachment
	<b>8   Consent Agenda</b>	Board	GC-2.6	
	8.1 Items Provided for Board Approval			
	8.2 Items Provided for Board Information		OE-7	
	8.2.1 Chief Superintendent's Update			Page 8-1
	8.2.2 Construction Projects Status Report		OE-7, 9	Page 8-5
	8.2.3 Correspondence			Page 8-15
	<b>9   In-Camera Session</b>			
3:00 p.m.	<b>10   Adjournment</b>			
	<b>Debrief</b>	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.

Archives will be available for a period of two years.  
 Information is collected under the authority of the School 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](mailto:corpsec@cbe.ab.ca).

## report to Board of Trustees

### Proposed Amendment to Governance Policies: Operational Expectations

Date	October 22, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Marilyn Dennis, Board Chair Wards 5 and 10
Purpose	Decision
Governance Policy Reference	Governance Culture GC-2: Governing Commitments

#### 1 | Recommendation

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It is recommended:

- That the Board of Trustees gives first reading to the amendments of Operational Expectations 2: Learning Environment/Treatment of Students policy and Operational Expectations 3: Instructional Program policy, as provided in the Attachment I and II to the report.
- That the Chief Superintendent informs the Board of significant organizational impacts, if any, that would result from these proposed changes.

#### 2 | Background

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The Board of Trustees operates under the Coherent Governance model of corporate governance whereby the Board provides leadership for the CBE by setting direction through policy. This is consistent with section 222 of the *Education Act* which outlines that the [Chief] superintendent of schools is the chief executive officer as well as chief education officer of the school division and carries out duties as assigned by the Board. The Board governs the system through policies that set out the Results (learning outcomes), Operational Expectations (the boundaries of day-to-day operations), Governance Culture (how the Board works) and Board/Chief Superintendent Relationship (delegation to and evaluation of the Board's single employee).



Governance policies enable the Board of Trustees to lead, direct, inspire and control the outcomes and operation of the school division through a set of very carefully crafted policy statements that state the Board's values. Results policies are statements of outcomes for each student. The Board also establishes Operational Expectations that define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent must demonstrate reasonable progress towards achieving Results and compliance with Board Operational Expectations.

Changes to governance policies are given two readings. The Board of Trustees' Governance Culture 2: Governing Commitments (GC-2.7) states that: "The Board, by majority vote, may revise or amend its policies at any time. However, as a customary practice, a proposed policy revision will be discussed at one session of the Board prior to being acted upon at a subsequent Board meeting.

From time to time, the Board may review and update its policies. Trustees have undertaken a review of Operational Expectations 2: Learning Environment/Treatment of Students and Operational Expectations 3: Instructional Program to provide greater clarity and direction to the Chief Superintendent regarding the operations of the division. At the heart of governance policies work, there is a commitment to ensure that the overarching values of the Calgary Board of Education were upheld. Namely:

- Students come first
- Learning is our central purpose
- Public education serves the common good

Attachment I: OE-2: Learning Environment/Treatment of Students (proposed revisions shown in track changes)  
Attachment II: OE-3: Instructional Program (proposed revisions shown in track changes)

Board of Trustees'  
Governance Policy

**OPERATIONAL EXPECTATIONS**

**OE-2: Learning Environment/Treatment of Students**

**Monitoring Method: Internal Report**

**Monitoring Frequency: Annually**

The Board of Trustees believes that it is essential to establish and maintain a learning environment that is safe, welcoming, caring, safe, and respectful ~~and conducive in order to effective learning for~~ promote the wellbeing of each student.

The Chief Superintendent shall:

2.1 ~~2.1~~—Provide a safe and positive healthy learning ~~conditions for each student that foster~~ environment.

2.2 Promote social and emotional wellbeing.

2.3 Foster a sense of belonging ~~and a~~.

2.4 Encourage respect for diversity and self expression.

2.5 Respond appropriately to student code of conduct breaches.

Adopted: ~~March 14, 2017~~

Effective: ~~September 1, 2017~~



Board of Trustees'  
Governance Policy

**OPERATIONAL EXPECTATIONS**  
**OE-3: Instructional Program**

**Monitoring Method:** Internal Report  
**Monitoring Frequency:** Annually

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

The Chief Superintendent shall:

- 3.1 Plan for and provide ~~challenging rigorous~~, relevant and high quality programming opportunities that consider the educational needs of students, the choices of families, and the fiscal and operational capacity of the organization.
- 3.2 Ensure that the instructional program is regularly evaluated and modified as necessary.
- 3.3 Ensure that no program emphasizes a particular religion, notwithstanding the ~~School Education Act~~ definition of alternative programs.
- 3.4 Provide safe and reliable transportation services that consider the learning needs of students, the choices of families, and the fiscal and operational capacity of the organization.

Adopted: ~~March 14, 2017~~  
Effective: ~~September 1, 2017~~

## report to Board of Trustees

## Governance Culture 3E: Closure of Schools Procedures

Date	October 22, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Governance Policy Reference	GC-3: Board Job Description
Resource Person(s)	Kelly-Ann Fenney, General Counsel & Corporate Secretary Dany Breton, Superintendent, Facilities & Environmental Services Trish Minor, Associate Corporate Secretary

### 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees amend Governance Culture 3: Board Job Description policy to include the addition of GC-3E: Closure of Schools Procedure, Attachment 1 to this report.

### 2 | Issue

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The *Education Act* (the “Act”) came into force September 1, 2019. The Act revised the provisions related to closure of schools and school buildings. The Act empowers school boards to create and implement Board policies to support closure of schools within school divisions. The Board of Trustees needs to adopt a policy to facilitate closure of schools within the Calgary Board Education.



### 3 | Background

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The *Education Act* came into force September 1, 2019. The Act revised the provisions related to closure of schools and school buildings. Pursuant to section 62 of the *Education Act* closure of schools and school buildings is the responsibility of the Board of Trustees. Closure of schools and school buildings cannot be delegated.

The *Education Act* empowers Boards to create and implement Board level policies related to closure of schools. Formerly, school boards had to conduct closures consistent with the Closure of Schools Regulation, A.R. 238/1997 . No such regulation exists under the *Education Act*. Therefore, school board policies must align with the provisions of the *Education Act*.

### 4 | Analysis

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The *Education Act* requires boards to develop and implement a policy related to closure of schools for the school division. Under the Act, boards are required to notify parents of the proposed closure in writing, make information about the proposed closure publicly available, provide an opportunity for public input into the proposed closure, and outline the process by which the Board will fairly consider the public input.

The draft procedure, Attachment I to this report, addresses the legislative requirements by creating a defined public input process, ensuring parents are notified in writing and have an opportunity to provide input, outlines a process to support community input and ensures the Board has sufficient time to consider the input before making a final decision. The procedure also outlines the information that will be made publicly available throughout the process. The procedure provides the Board with flexibility in defining the public input process while mandating a coherent decision-making process.

The Board of Trustees adheres to the Coherent Governance model. Governance Culture Policy 3 (GC-3) outlines the Board's job description. The Closure of Schools Procedure will become part of GC-3 as an Exhibit and named GC-3E.

### 5 | Financial Impact

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Closure of schools requires advertisements via bold signs, posters, and other print media. The costs range from \$1000-\$5000 depending on the proposed closure. There are additional administrative costs for staff time, coordinating materials, and coordinating meetings. Factors that impact costs include: number of public meetings hosted during the public input process, print materials, number of signs, and advertisements in major newspapers (if any).

## 6 | Implementation Consequences

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The draft procedure provides for a similar level of public input as the old processes, which will allow for a smooth transition to the new procedure. The Board will require support from administration to meet the notification, advertising, and public input process as outlined in policy. This engages staff from Property, Planning and Transportation, Communications and Community Engagement, School Improvement, and Legal Services.

## 7 | Conclusion

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The Board is required to develop and implement a closure of schools policy consistent with section 62 of the Education Act. The attached procedure, which will form part of the Board's Governance Culture Policy – GC 3 – Job Description, supports the Board's compliance with the new legislation and provides a well defined process for decision-making on school closures.



CHRISTOPHER USIH  
CHIEF SUPERINTENDENT OF SCHOOLS

### ATTACHMENTS

Attachment I: GC-3E: Closure of Schools Procedure

### 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.

Board of Trustees'  
Governance Policy

## GOVERNANCE CULTURE

### GC-3E: Closure of Schools Procedure

**Monitoring Method:** Board Self-assessment

**Monitoring Frequency:** Annually

THAT pursuant to the *Education Act*:

1. In this Governance Procedure

"Board" means the Calgary Board of Education Board of Trustees.

"Division" means the Calgary Board of Education.

"Minister" means, for the purposes of this policy, the Minister of Education.

"school closure" means closing, for a period exceeding 12 consecutive months, a school or school building used for the purposes of providing education programming to students.

For greater clarity, this procedure does not apply to the following decisions:

- (a) Transfer of students from one building to another including transfers arising from the movement of an alternative program, unique program or specialized classroom/setting from one school building to another provided that the school in which the program or classroom was located continues to be used for education programming.
  - (b) The closure of a school due to emergency or health and safety reasons,
  - (c) Designation or re-designation of students to a school pursuant to section 10 of the Education Act and Administrative Regulation 1090.
2. The Board delegates to the Chief Superintendent all decisions regarding transfer of students from one school to another school building that do not result in a closure of a school or a school building pursuant to the Board's delegation of authority –

Board/Chief Superintendent Relationship – 4E and this procedure.

### **Renovations, Modernizations and Major Maintenance**

3. The closure of a school for renovations, modernizations or major maintenance shall not be deemed a permanent school closure if the Division intends to reopen the building upon completion of repairs, renovations or major maintenance.

### **Board Powers on Closure**

4. The Board of Trustees may close a school or school building permanently pursuant to section 62 of the Education Act, and upon notice to the Minister. A decision to permanently close a school or school building must be made by resolution at a public meeting of the Board.
5. The Board will consider and make a decision on a proposed school closure over two public meetings of the Board. At the first meeting the Board shall consider a resolution to commence the public input into the proposed closure process (“public input process”) as set out in this policy.
6. A final decision to permanently close a school or school building shall not be made until after the Board has provided an opportunity for public input and has given fair consideration to the public’s input. Fair consideration includes the concept that the Board is open to either voting for or against the closure of the school.
7. The Board shall provide a minimum of 60 calendar days for public input before making a final decision. The period for public input commences the day after the first public Board meeting at which a motion is passed in support to consider the proposed school closure.
8. The Board may shorten the period for public input, including timelines for written input, if the Board is satisfied that there is a pressing need for a shorter time-period and prior engagements have provided the community and affected persons with adequate notice and an opportunity for input, such that the

Board has a full understanding of the impacts of the proposed closure.

9. A decision to shorten the 60 day period must be made by motion at a public meeting of the Board.

### **Commencement of the Public Input Process**

10. A decision by the Board to commence the public input into the proposed closure process shall be made, by motion, at a public meeting of the Board.
11. If the Board passes a motion to commence the public input process, and before a final decision on the proposed closure is made, the Board shall provide the opportunity for public input on the proposed school closure as set out in this policy.
12. If the motion to commence the closure process is defeated, and notwithstanding the Board Meeting Procedures or any other Board policy, the Board may reconsider the proposed school closure at a future public meeting of the Board if the following conditions are met:
  - (a) a minimum of 12 months has passed between the initial consideration to commence the public input process and the recommendation to commence the public input process on the proposed closure coming before the Board again; and
  - (b) the pertinent facts and information about the proposed school closure, including changes if any, between the initial consideration to close the school and the proposed closure coming before the Board again.

### **Notice of Proposed School Closure and Public Input Process**

13. Parents of every student enrolled in the school are entitled to be notified of the proposed closure in writing. Those parents shall be notified in writing of the proposed school closure including:
  - (a) the date and time of the public meeting set for the purposes of allowing public input into the decision;

- (b) where parents can access information about the proposed school closure;
  - (c) process, method and timelines, for parents and other interested persons to provide written responses into the proposed decision;
  - (d) the date and time of the meeting of the Board of Trustees where the matter will be deliberated; and
  - (e) any other information that the Board believes is relevant in the circumstances.
14. The Board may notify in writing any other persons, municipality, or community organizations who, in the opinion of the Board, may be significantly affected by the decision.

**Access to Information on the Proposed School Closure**

15. The Board shall ensure that the rationale, pertinent facts, and information about the proposed closure is available on the CBE public website and school website, which may include, where applicable:
- (a) The number of students who could be affected by the decision, at the school proposed for closure and the schools of receiving schools and surrounding schools;
  - (b) Future growth or decline in student enrolment;
  - (c) Use of and availability of space at receiving schools;
  - (d) Proximity of the receiving schools and the need for busing;
  - (e) Educational and program impacts for the affected students;
  - (f) Financial considerations including cost savings and future disposition;
  - (g) Consideration of possible alternative educational or community uses for all or part the school building; and

(h) Impact, if any, on the CBE's long-term capital plans.

**Public Input Meeting**

16. The Board will organize at least one (1) public meeting, along with the opportunity to provide written submissions, as part of the public input process.
17. The Board will convene a meeting to provide parents, community members, community organizations and other members of the public, with an opportunity to provide input into the proposed closure decision.
18. The date, time and place of the public input meeting will be advertised through a variety of methods. This will include notices in the sharing information with neighbouring schools, school councils, if any, employee groups, and by posting information on the CBE's public website and school websites, and by any other reasonable means that are likely to bring the matter to the attention of affected persons or groups.
19. Parents of students in the affected school will be notified of the date, time and location of the meeting as set out in section 15 above.
20. The public meeting will include:
  - (a) a presentation setting out the rationale for the proposed closure, including the pertinent facts and information, set out in the report prepared in support of the proposed closure; and
  - (b) sharing information on the timing of the proposed closure, the accommodation plan for students affected by the closure, and information about possible future uses of the school building; and
  - (c) a means for the attendees to offer comment and questions.

21. The Board shall prepare draft minutes of the public meeting and ensure that the draft minutes are posted on the CBE's public website.

#### **Providing Input in Writing**

22. The Board shall provide an opportunity for affected persons to provide their input on the proposed school closure in writing.
23. The Board will provide directions and information on how to submit written input including timelines for submissions.
24. All written input must be received at least seven (7) calendar days prior to the date and time that the Board will deliberate and debate its decision to permanently close a school or school building.

#### **Decision on Proposed Closure**

25. After the public meeting has been convened and the time for written submission is concluded, the Board shall deliberate and decide on the proposed closure at a public meeting of the Board of Trustees.
26. The Board will publish, on CBE's public website, the date and time of the Board meeting when the final decision on the proposed school closure will be deliberated.
27. Public comment at the public Board meeting will be conducted in accordance with the Board Meeting Procedures.
28. Following a decision to close a school the Board shall provide, without delay, written notification to the Minister of the decision setting out the name of the school and the effective date of the closure.
29. The Board will notify parents of students in the school of the decision, the effective date of the decision, and any other information it deems relevant to support implementation of the decision.
30. The Board will communicate its final decision and the effective date of the decision to any other person, municipality, or

community organization, where in the opinion of the Board that person, municipality or community organization will be significantly affected by the decision.

**Amendment to the Closure Process**

31. The Board may amend this policy by motion at a public meeting of the Board.

Approved:

## report to Board of Trustees

### 2020/21 Modular Classroom Program

Date	October 22, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging With the Public OE-9: Facilities
Resource Person(s)	Ming Tian, Acting Director, Facility Projects Carrie Edwards, Director, Property, Planning & Transportation Anne Trombley, Manager, Planning Erin Hafichuk, Project Manager, Capital Projects

#### 1 | Recommendations

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It is recommended:

- THAT the Board of Trustees approves the 2020/21 Modular Classroom Program submission.

#### 2 | Issue

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The Provincial Government requires a prioritized list of modular classroom requests from all school boards annually.



### 3 | Background

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By relieving accommodation pressures within a school, modular classrooms can make an important contribution to bettering students and their learning experience. Commencing in May 2014, the CBE undertook a public engagement to solicit input on considerations for prioritizing modular classroom requests. Informed by this feedback, a set of filters and ranking criteria were developed and approved by the Board of Trustees in October 2014 and consist of the Eligibility Filters for Modular Classrooms (**Attachment I**) and the Modular Classroom Ranking Criteria (**Attachment II**).

To meet the annual provincial deadline of November 1, align with CBE reporting timelines and provide the time necessary to do site assessments for schools that meet all eligibility filters, preliminary opening day enrolment is used in the initial establishment of CBE priorities for modular classrooms. Since the Province uses the official September 30 enrolment numbers, the CBE modular classroom priorities identified when this report was written will be vetted against the official count prior to the public Board Meeting to ensure priority accuracy.

The addition of modular classrooms is dependent upon Provincial approvals and funding. For the past two years, the province has only approved new modular classrooms requests for schools that have a utilization rate that exceeds 100%. Of note, Alberta Education retains ownership of modular classrooms provided to school jurisdictions. This means that in addition to approving new modular classroom requests, Alberta Education must also approve requests to relocate or demolish existing modular classrooms.

Since the provincial utilization rate threshold is not made known until after the modular classroom program submission deadline, last year a thorough review and assessment of schools with a utilization rate over 90% was conducted. Three schools initially met all the eligibility filters. Prior to submission to the province, September 30, 2018 enrolment numbers allowed the CBE to determine that only Elboya School met the modular classroom criteria and had a utilization rate above 90%. As a result, three new modular classrooms were requested for Elboya School. This request was not approved by the province despite enrolment projections indicating the school would operate at close to 100% utilization in the 2019-2020 school year and exceed 100% utilization by the 2020-2021 school year.

### 4 | Analysis

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#### New Modular Classroom Additions

A Modular Classroom Eligibility Filter Review was conducted using preliminary opening day enrolment in early September 2019 and a list of all schools over 90% utilization (based on provincial capacity) was assembled. (**Attachment III**)

This year, only Elboya School has a utilization of 90% or more based on opening day enrolment and meets all the filters to be eligible for points ranking. With only one school meeting the eligibility filters, it was not necessary to use the Modular Classroom Points Assignment (Attachment II) to establish priorities for this year's request.

Additional factors considered in recommending locations for new modular classrooms include whether:

- there is firefighting access to the proposed location;
- the proposed location maintains access to existing garbage enclosures and parking areas;
- there is unrestricted access for modular delivery;
- the proposed location impinges the buffer zone of existing City or CBE playfields; and
- connection corridors can be used to tie new modular classrooms into existing schools.

These are all additional factors that affect viability and cost of the units.

The priority for new modular classrooms for the 2020/21 modular classroom program submission is as follows:

School	New or Existing	Attached with Corridor or Stand Alone	Number of Modular Units Requested
Elboya	Existing	Stand-alone	3

The Elboya School utilization rate based upon 2019-2020 opening day enrolment numbers is 100%. Three additional units are being requested this year to keep the school utilization rate at or below 100%. Elboya School offers a kindergarten to Grade 9 regular program as well as a Grade 5 to 9 French Immersion program. Without the addition of three modular classrooms the utilization rate is projected to exceed 105% next year and 110% by 2022.

With the addition of the three requested modular classrooms, the school utilization rate is projected to be 97% for the 2020/2021 school year and increase to approximately 100% by 2022.

To steward limited resources during times of fiscal restraint, it has been determined that there is an opportunity to move existing modular classrooms to Elboya School rather than request new modular units and increase overall system capacity and increase operating costs. Dalhousie School has been identified as a school with excess capacity and three existing modular classrooms could be relocated to another CBE school.

Minor site remediation work at Dalhousie School would be required following the relocation of the modular classrooms to Elboya School.

## 5 | Financial Impact

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Typically, Alberta Education funds the building and installation of the modular classrooms, construction of a firewall (if necessary), municipal requirements, grading and general site development. Alberta Education also typically funds approximately \$12,000 per modular classroom for built-in millwork, blinds, white boards, tack boards, and wireless access points.

The CBE has been responsible for the cost of furniture and equipment estimated at approximately \$15,000 per modular classroom. CBE also typically funds approximately \$15,000 per modular classroom for installation of air conditioning units, security system interfaces and minor landscaping upgrades. Additional costs of \$80,000 per site are associated with the development of a connection corridor where required.

In this year's modular classroom request, CBE is only requesting funding to relocate existing modular classrooms from one school to another school along with the restoration of the Dalhousie School grounds where the modular classrooms are currently. The modular classrooms that will be relocated have existing furniture, air conditioning and security system interfaces. CBE will be responsible to pay approximately \$4,000 per modular classroom to re-connect air conditioning units and security systems following relocation.

The anticipated costs are as follows:

<b>Schools</b>	<b>Estimate of relocation costs (typically covered by the province)</b>	<b>Estimate of costs (typically covered by CBE)</b>
Elboya School, 3 units	\$850,000	\$12,000

## 6 | Implementation Consequences,

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Alberta Education normally requires school jurisdictions to submit their annual modular classroom program requests by November 1 each year. If Provincial approval is obtained before February 2020, it is assessed that there would be adequate time to tender, award and install modular classrooms during the summer of 2020 in time for the 2020-2021 school year. If funding for the relocation of modular classrooms is not approved, an alternative accommodation plan to reduce the number of students designated to Elboya School will be required.

## 7 | Conclusion

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A thorough review and assessment of all schools that are over 90% utilization has been conducted. The initial assessment was conducted using opening day enrolment and subsequently verified using September 30 enrolment. Elboya School was the only school, which met the eligibility filters. Unlike in previous years where new modular classrooms have been requested, CBE is requesting approval and funding to relocate three modular classrooms from another school location to Elboya School.



**CHRISTOPHER USIH**  
**CHIEF SUPERINTENDENT OF SCHOOLS**

Attachment I: Eligibility Filters for Modular Classrooms  
Attachment II: Modular Classroom Ranking Criteria  
Attachment III: Modular Classroom Eligibility Filter Review September 2019

### **GLOSSARY – Developed by the Board of Trustees**

Board: Board of Trustees

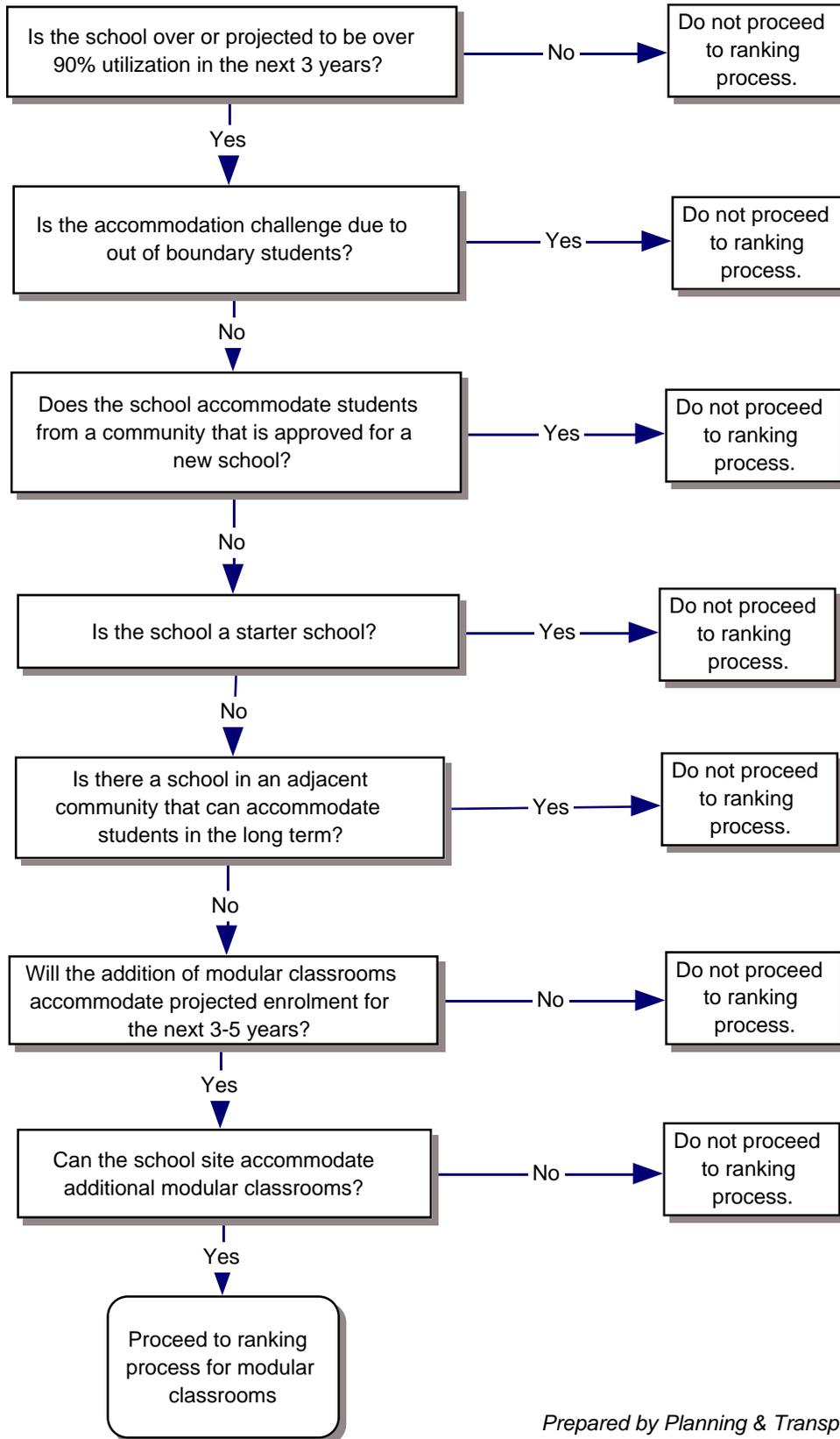
Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

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**Attachment I: Eligibility Filters for Modular Classrooms**



*Prepared by Planning & Transportation Sept.2014*

<b>Category A</b>	Points
<b>Enrolment, Utilization, Projection</b>	
<b>Strength of enrolment and utilization into the future (Projected 5 Year Utilization)</b>	
Projected Utilization is less than 79%	0
Projected Utilization is between 80 to 84%	5
Projected Utilization is between 85 to 89%	10
Projected Utilization is between 90 to 94%	15
Projected Utilization is between 95 to 99%	20
Projected Utilization is greater than 100%	25

**Category B****Site Features, Location****Ability to add modular units to the site**

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

**Ranking Range: 0 (difficult) to 1 (easy)****Category C****Cost to Add Modular Units Compared to Average Cost to Add Modular Units to a Site****What is the anticipated cost of modular units at this site?**

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

School	Current Utilization (Based on Opening Day Enrollment and Provincial Capacity)	Is school over or projected to be over 90% utilization in next 3 years?	Is accommodation challenge due to out of boundary students?	Does school accommodate students from a community that is approved for a new school?	Is the school a starter school?	Is there a school in an adjacent community that can accommodate students in the long term?	Will the addition of modular classrooms accommodate projected enrollment for next 3-5 years?	Can the school site accommodate additional modular classrooms?	Does the school meet all the filters to proceed to the ranking process for modular classrooms?
LAKE BONAVISTA	90%	No	-	-	-	-	-	-	-
JOHN WARE	90%	No	-	-	-	-	-	-	-
SIR WILFRID LAURIER	91%	No	-	-	-	-	-	-	-
BRANTON	92%	No	-	-	-	-	-	-	-
ANNIE GALE	92%	No	-	-	-	-	-	-	-
WEST RIDGE	94%	No	-	-	-	-	-	-	-
SIMONS VALLEY	95%	No	-	-	-	-	-	-	-
ARBOUR LAKE	95%	No	-	-	-	-	-	-	-
CAPTAIN NICHOLA GODDARD	100%	No	-	-	-	-	-	-	-
BUFFALO RUBBING STONE	100%	No	-	-	-	-	-	-	-
PANORAMA HILLS	102%	No	-	-	-	-	-	-	-
ALTADORE	103%	No	-	-	-	-	-	-	-
WILLIAM D. PRATT	104%	No	-	-	-	-	-	-	-
CECIL SWANSON	104%	No	-	-	-	-	-	-	-
STANLEY JONES	104%	No	-	-	-	-	-	-	-
TWELVE MILE COULEE	105%	No	-	-	-	-	-	-	-
ROSEDALE	91%	Yes	Yes	-	-	-	-	-	-
ALEXANDER FERGUSON	92%	Yes	Yes	-	-	-	-	-	-
SILVER SPRINGS	93%	Yes	Yes	-	-	-	-	-	-
ROBERT THIRSK	93%	Yes	Yes	-	-	-	-	-	-
DR E P SCARLETT	96%	Yes	Yes	-	-	-	-	-	-
SUNNYSIDE	98%	Yes	Yes	-	-	-	-	-	-
LESTER B PEARSON	101%	Yes	Yes	-	-	-	-	-	-
RIDEAU PARK	102%	Yes	Yes	-	-	-	-	-	-
BALMORAL	102%	Yes	Yes	-	-	-	-	-	-
JOHN G DIEFENBAKER	104%	Yes	Yes	-	-	-	-	-	-
CENTENNIAL	113%	Yes	Yes	-	-	-	-	-	-
SIR WINSTON CHURCHILL	115%	Yes	Yes	-	-	-	-	-	-
RIVERBEND	94%	Yes	No	Yes	-	-	-	-	-
MARSHALL SPRINGS	97%	Yes	No	Yes	-	-	-	-	-
DR GEORGE STANLEY	100%	Yes	No	Yes	-	-	-	-	-
NOSE CREEK	115%	Yes	No	Yes	-	-	-	-	-
PATRICK AIRLIE	90%	Yes	No	No	No	Yes	-	-	-
DOUGLAS HARKNESS	93%	Yes	No	No	No	Yes	-	-	-
MCKENZIE HIGHLANDS	91%	Yes	No	No	No	Yes	-	-	-
JENNIE ELLIOTT	91%	Yes	No	No	No	Yes	-	-	-
THORNCLIFFE	94%	Yes	No	No	No	Yes	-	-	-
BUCHANAN	96%	Yes	No	No	No	Yes	-	-	-
DR ROBERTA BONDAR	97%	Yes	No	No	No	Yes	-	-	-
RAMSAY	98%	Yes	No	No	No	Yes	-	-	-
MANMEET SINGH BHULLAR	99%	Yes	No	No	No	Yes	-	-	-
MARION CARSON	99%	Yes	No	No	No	Yes	-	-	-
CONNAUGHT	100%	Yes	No	No	No	Yes	-	-	-
CEDARBRAE	103%	Yes	No	No	No	Yes	-	-	-
EDGEMONT	103%	Yes	No	No	No	Yes	-	-	-
DR GLADYS M EGBERT	104%	Yes	No	No	No	Yes	-	-	-
COPPERFIELD	91%	Yes	No	No	No	No	No	-	-
HUGH A. BENNETT	97%	Yes	No	No	No	No	No	-	-
HAWKWOOD	99%	Yes	No	No	No	No	No	-	-
KENNETH D. TAYLOR	99%	Yes	No	No	No	No	No	-	-
KILLARNEY	102%	Yes	No	No	No	No	No	-	-
DR MARTHA COHEN	103%	Yes	No	No	No	No	No	-	-
NEW BRIGHTON	103%	Yes	No	No	No	No	No	-	-
PETER LOUGHEED	105%	Yes	No	No	No	No	No	-	-
AUBURN BAY	106%	Yes	No	No	No	No	No	-	-
THOMAS B RILEY	106%	Yes	No	No	No	No	No	-	-
RUNDLE	108%	Yes	No	No	No	No	No	-	-
WESTERN CANADA	109%	Yes	No	No	No	No	No	-	-
NELSON MANDELA	110%	Yes	No	No	No	No	No	-	-
FISH CREEK	113%	Yes	No	No	No	No	No	-	-
JOANE CARDINAL-SCHUBERT	114%	Yes	No	No	No	No	No	-	-
ERNEST MANNING	129%	Yes	No	No	No	No	No	-	-
SAMUEL W SHAW	91%	Yes	No	No	No	No	Yes	No	-
WEST SPRINGS	92%	Yes	No	No	No	No	Yes	No	-
WILLOW PARK	93%	Yes	No	No	No	No	Yes	No	-
TED HARRISON	93%	Yes	No	No	No	No	Yes	No	-
DR J K MULLOY	95%	Yes	No	No	No	No	Yes	No	-
WILLIAM REID	97%	Yes	No	No	No	No	Yes	No	-
CHIEF JUSTICE MILVAIN	98%	Yes	No	No	No	No	Yes	No	-
TARADALE	100%	Yes	No	No	No	No	Yes	No	-
COLONEL SANDERS	100%	Yes	No	No	No	No	Yes	No	-
COLONEL J F SCOTT	102%	Yes	No	No	No	No	Yes	No	-
LANGEVIN	102%	Yes	No	No	No	No	Yes	No	-
MOUNTAIN PARK	103%	Yes	No	No	No	No	Yes	No	-
GLAMORGAN	103%	Yes	No	No	No	No	Yes	No	-
CHAPARRAL	104%	Yes	No	No	No	No	Yes	No	-
GRIFFITH WOODS	105%	Yes	No	No	No	No	Yes	No	-
LOUIS RIEL	106%	Yes	No	No	No	No	Yes	No	-
ANNIE FOOTE	107%	Yes	No	No	No	No	Yes	No	-
WEST DALHOUSIE	107%	Yes	No	No	No	No	Yes	No	-
CHRIS AKKERMAN	108%	Yes	No	No	No	No	Yes	No	-
TOM BAINES	116%	Yes	No	No	No	No	Yes	No	-
CROSSING PARK	116%	Yes	No	No	No	No	Yes	No	-
ELBOYA	100%	Yes	No	No	No	No	Yes	Yes	Yes

**report to  
Board of Trustees**

**Chief Superintendent's Update**

Date	October 22, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	OE-3: Instructional Program OE-5: Financial Planning OE-4: Treatment of Employees

## 1 | Recommendation

---

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

## 2 | Issue

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

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



OE-5: Finances states that “prudent financial planning and management are essential for student success and public confidence”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-5 in focusing on student learning, incorporating key assumptions and presenting information that furthers understanding of the use of resources.

OE-4: Treatment of Employees states that “student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive”. With other reports submitted to the Board of Trustees, this update meets the requirement of OE-4 in positively impacting the achievement of CBE Results through quality and performance of employees and attending to workplace culture.

### 3 | Timely Information

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#### **Engage our Stakeholders | Migration of School Websites**

All school websites have been migrated to the new SchoolBundle platform (based on SharePoint) and have been improved to enhance how CBE engages with its stakeholders. For parents and students this means they can access the information they need on any device, translated into their own language. While each school website is uniquely tailored to fit the needs of that learning community, the sites are built on a common structure so that visitors can predictably find what they’re looking for in the same place on every site.

Technical barriers have been removed and CBE is building capacity in schools through simplified editing that allows school staff to directly manage their own content. In addition, CBE is stewarding its resources with shared content that is managed centrally but appears on all school sites. This means that schools do not have to individually maintain system-wide information but can focus on the content that is specific to their school. CBE developed this custom solution to give parents and students a better experience (with current, reliable information directly within the school website) while at the same time dramatically cutting the investment required by schools so they can keep their focus on student success. As a system, the CBE knows what information is provided, knows that it is safe and knows how to adjust it efficiently when needed.

#### **Engage our Stakeholders | Orange Shirt Day**

The CBE Indigenous Education Team partnered with Safe and Caring Schools, Calgary Catholic School Board, Calgary Public Library, and the City of Calgary to host an event on October 3, 2019 to acknowledge Orange Shirt Day. A lottery determined which CBE schools would attend. Mountain Park, Rosedale, Discovering Choices, Jack James, Forest Lawn, Dr. Gordon Higgins, Dr. G.M. Egbert were the selected schools. Students and staff from these schools participated in a reconciliation walk and heard from Residential School Survivors Elder Ruth Scalplock and Phyllis Webstad. CBE Chair Marilyn Dennis and

Trustees Althea Adams and Julie Hrdlicka attended alongside students and CBE staff.

### **Build Professional Capital | Indigenous Protocol**

Following two years of consultation, the CBE Indigenous Education Team finalized and shared an Indigenous Protocol document on October 2, 2019. The document will help strengthen relationships and deepen learning of Indigenous knowledge systems through protocols and worldviews.

### **Steward our Resources| Two Factor Authentication (2FA)**

Globally, Two Factor Authentication (2FA) has become a widely adopted practice for thwarting unauthorized access. 2FA adds an independent verification mechanism so that if usernames/passwords are compromised, unauthorized access to systems and data are made more difficult. For us at the CBE, the introduction of 2FA will further strengthen measures for securing privileged student, staff and organizational information.

The 2FA solution being used by the CBE allows staff to choose from the following for the second factor: classroom/school phone, cellular phone, smartphone, and other devices.

To date, 2FA has been successfully implemented at 34 schools, Highfield, and the Education Centre. This means that more than 2,500 CBE staff, including all Superintendents and Directors, are already using Two Factor Authentication. School implementations will continue throughout 2019/20 with all schools scheduled to be completed by Summer 2020. All deployments are scheduled in advance and staff are available in-person to assist and provide necessary support.

Information on this initiative is also being shared with the various Collective Bargaining Groups and consistent with this, a short 2FA presentation was recently delivered to the ATA's Council of School Representatives. Similar opportunities with other union groups are planned.

### **Steward our Resources| Indigenous Education Learning Leaders**

The Indigenous Education Team continues to grow and shift. Most recently, six new Indigenous Education Learning Leaders (IELLs) are being hired to support high schools. The five Diversity Learning and Support Advisors and two School Family Liaisons have moved from the Education Centre to Area Offices to better support students and families as members of the Area Learning Teams.



**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**

**Construction Projects Status Report**

Date	October 22, 2019
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)	Ming Tian, Acting Director, Facility Projects Erin Hafichuk, Project Manager, Capital Projects

## 1 | Recommendation

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It is recommended:

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

## 2 | Issue

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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

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The Calgary Board of Education (CBE) is currently undertaking 7 new school construction projects and 1 modernization project.

On March 21, 2017, the Alberta Government announced the approval of three new elementary schools for Dr. Freda Miller School (Evergreen), Cranston, and Coventry Hills/Country Hills, as well as a major modernization for Forest Lawn High School. Construction for the three new schools has begun, with an anticipated opening in September 2020.

On April 12, 2017, the Alberta Government advised that at the CBE's request, the design and construction of the three new elementary schools would be managed by Alberta Infrastructure, and that the Forest Lawn High School Modernization would be Grant Funded and managed by the CBE.

On March 23, 2018, the Alberta Government announced the approval of an elementary school for Mahogany and a K-9 school for Skyview Ranch. They also provided design approval for a middle school in Auburn Bay and a new north high school to be located in Coventry Hills.

On July 26, 2019, the Government of Alberta approved to adjust the scope of work for the Forest Lawn High School Modernization project. This adjustment will allow the CBE to retain the southwest wing of the school, or 325 students space, to accommodate projected high school enrollment pressures over the short and medium term.

### 4 | Analysis

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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**.

There are three Project Steering Committees set up for the current school projects as follows:

- Forest Lawn HS Modernization
- New Elementary/Middle Schools (Mahogany, Skyview Ranch, Auburn Bay)
- North Calgary HS

## 5 | Conclusion

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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 as monitoring information 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

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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.

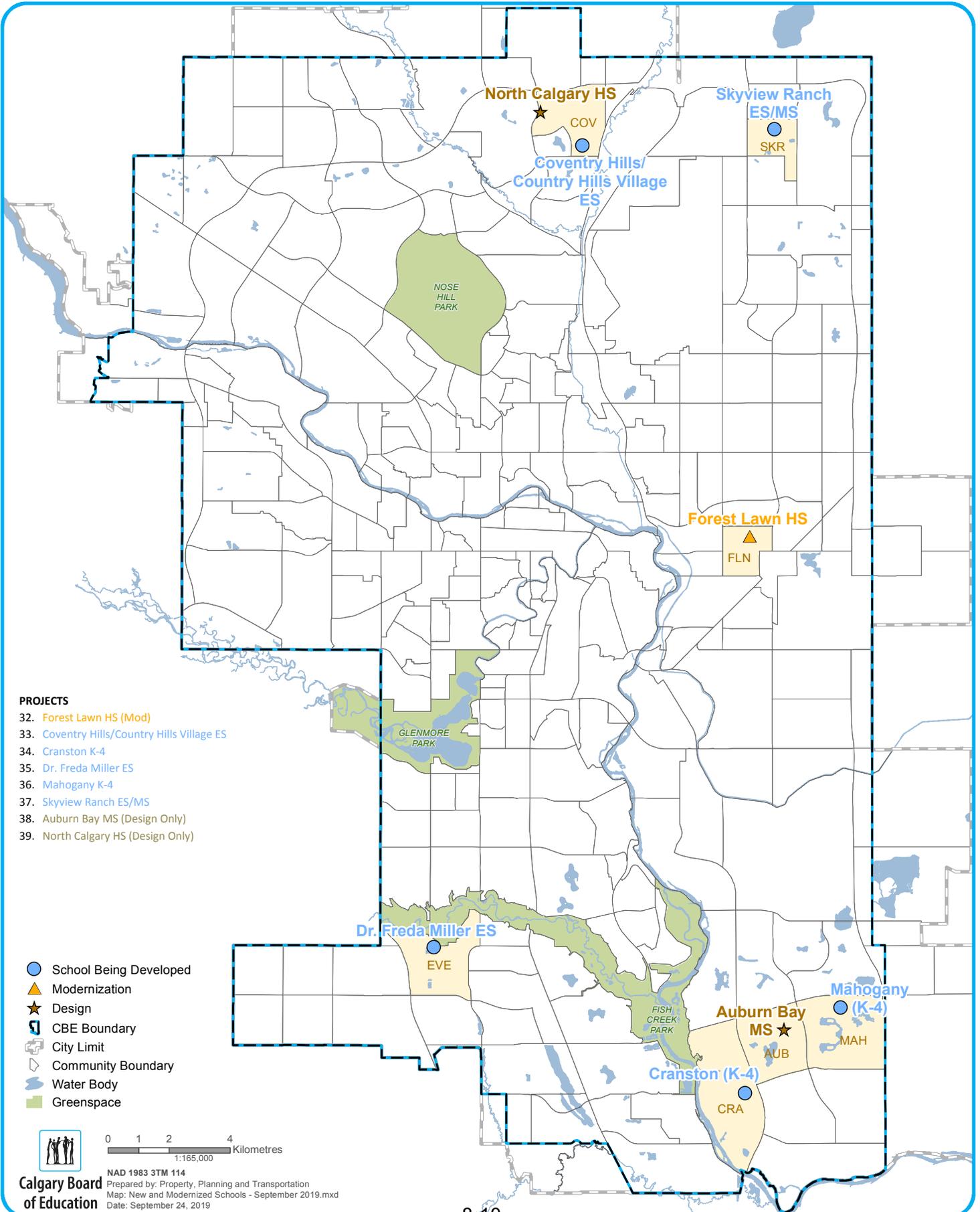
**CALGARY BOARD OF EDUCATION  
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS  
October 2019**

Building	Opening Date	Notes/Comments	
32. Forest Lawn High School Modernization	Winter-21	Phase One Design and Specifications	100%
		Phase One Construction Award	100%
		Phase One Construction Progress	95%
		Phase Two Design and Specifications	90%
		Note: Overall project completion date extended to Winter 2021 to accommodate deferral of Learning Commons renovations	
33. Coventry Hills/Country Hills Village School Grades K-4 Capacity 600 students	Fall-20	Design and specifications	100%
		Construction Award	100%
		Construction Progress	18%
		Note: Project Managed by Alberta Infrastructure. Structural Steel installation complete; masonry, paving and site development underway. Additional parking lot approved; construction to begin Fall 2019.	
34. Cranston School Grades K-4 Capacity 600 students	Fall-20	Design and specifications	100%
		Construction Award	100%
		Construction Progress	20%
		Note: Project Managed by Alberta Infrastructure. Structural Steel installation complete; masonry, paving and site development underway	
35. Dr. Freda Miller School (Evergreen) Grades K-4 Capacity 600 students	Fall-20	Design and specifications	100%
		Construction Award	100%
		Construction Progress	20%
		Note: Project Managed by Alberta Infrastructure. Structural Steel installation complete; masonry, paving and site development underway	
36. Mahogany School Grades K-4 Capacity 600 students	TBC	Design and Specifications	60%
		Note: Project managed by Alberta Infrastructure. Design Development complete; construction documents underway	
37. Skyview Ranch ES/MS Grades K-9 Capacity 900 students	TBC	Design and Specifications	40%
		Note: Project managed by Alberta Infrastructure. Design Development underway	

**CALGARY BOARD OF EDUCATION  
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS  
October 2019**

Building	Opening Date	Notes/Comments	
38. Auburn Bay MS (Design Only) Grades 5-9 Capacity 900 students	TBC	Design and Specifications	60%
		Note: Project managed by Alberta Infrastructure. Design Development complete; construction documents underway	
39. North Calgary HS (Design Only) Grades 10-12 Capacity 1800 students	TBC	Design and Specifications	25%
		Note: Project managed by Alberta Infrastructure. Design development underway	

# New and Modernized Schools As of September 2019



## PROJECTS

- 32. Forest Lawn HS (Mod)
- 33. Coventry Hills/Country Hills Village ES
- 34. Cranston K-4
- 35. Dr. Freda Miller ES
- 36. Mahogany K-4
- 37. Skyview Ranch ES/MS
- 38. Auburn Bay MS (Design Only)
- 39. North Calgary HS (Design Only)

- School Being Developed
- Modernization
- Design
- CBE Boundary
- City Limit
- Community Boundary
- Water Body
- Greenspace



0 1 2 4  
1:165,000 Kilometres

**Calgary Board  
of Education**

NAD 1983 3TM 114  
Prepared by: Property, Planning and Transportation  
Map: New and Modernized Schools - September 2019.mxd  
Date: September 24, 2019

Forest Lawn High School



Coventry Hills/Country Hills Elementary School



Cranston Elementary School



Dr. Freda Miller School



## report to Board of Trustees

## Correspondence

Date	October 22, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trish Minor, Associate Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

### 1 | Recommendation

---

The following correspondence is being provided to the Board for information:

- Letter dated September 10, 2019 to The Hon. A. LaGrange, Minister of Education, requesting approval of the corporate name change from “The Board of Trustees of Calgary School Division” to “The Calgary Board of Education”.
- Letter dated October 2, 2019 from Ms. R. Villatoro, Education Manager, Business Operations & Stakeholder Support Branch, Alberta Education, containing Ministerial Order 040/2019, approving the corporate name change to The Calgary Board of Education.

Attachments: Relevant Correspondence



AR 107490

October 02, 2019

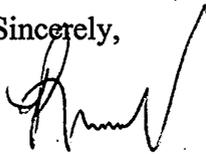
Marilyn Dennis  
Chair, Board of Trustees  
Calgary Board of Education  
1221 - 8 Street SW  
Calgary AB T2R 0L4

Dear Ms. Dennis:

Attached for your records is a copy of Ministerial Order 040/2019, approving a change in the corporate name of The Board of Trustees of Calgary School Division to The Calgary Board of Education.

If you should require further information, please call me at 780-643-1870 (toll-free in Alberta by first dialing 310-0000).

Sincerely,



Rachel Villatoro  
Education Manager  
Business Operations & Stakeholder Support Branch

Attachment

cc: Christopher Usih, Chief Superintendent of Schools  
Bradley Grundy, Secretary Treasurer, Calgary Board of Education  
Rick Grebenstein, Transportation Manager  
Sharon Johnson, Manager, School Finance  
Brian Smith, Director, Financial Reporting & Accountability

**GOVERNMENT OF ALBERTA**  
**DEPARTMENT OF EDUCATION**  
**MINISTERIAL ORDER (# 040 / 2019 )**

I, Adriana LaGrange, Minister of Education, pursuant to Section 79 of the **Education Act**, make the Order in the attached Appendix, being an Order to approve a change in the corporate name of The Board of Trustees of Calgary School Division.

DATED at Edmonton, Alberta September 26, 2019.

  
**MINISTER OF EDUCATION**

**APPENDIX**  
**MINISTERIAL ORDER (# 0 4 0 / 2019 )**  
**EDUCATION ACT**

**An Order to approve a change in the corporate name of The Board of Trustees of Calgary School Division.**

WHEREAS pursuant to Section 260(10) of the **Education Act**, which came into force on September 1, 2019, a school district, school division or regional division established or continued under the former **School Act** is continued and deemed to be a school division under the **Education Act** with the same boundaries.

AND WHEREAS pursuant to Section 260(10.1) of the **Education Act**, a board of trustees of a school district, school division or regional division established or continued under the former **School Act** is deemed to be a board of trustees of a school division under the **Education Act**.

AND WHEREAS Ministerial Order No. 034/2019, dated August 15, 2019 and effective September 1, 2019, continued the "Calgary School District No. 19" as "The Calgary School Division" and "The Calgary Board of Education" as "The Board of Trustees of Calgary School Division."

AND WHEREAS on September 10, 2019, the Board of Trustees of Calgary School Division passed a resolution, under Section 79 of the **Education Act**, to change the corporate name of "The Board of Trustees of Calgary School Division" to "The Calgary Board of Education."

- 1 Pursuant to Section 79 of the **Education Act**, I approve a change in the corporate name of "The Board of Trustees of Calgary School Division" to "The Calgary Board of Education."
- 2 This Order shall come into effect upon signing.



**Board Chair**

**Marilyn Dennis** Wards 5 & 10

**Vice-Chair**

**Althea Adams** Wards 3 & 4

**Trustees**

**Trina Hurdman** Wards 1 & 2

**Lisa Davis** Wards 6 & 7

**Richard Hehr** Wards 8 & 9

**Julie Hrdlicka** Wards 11 & 13

**Mike Bradshaw** Wards 12 & 14

September 10, 2019

Honourable Adriana LaGrange  
Minister of Education  
228 Legislature Building  
10800 - 97 Avenue  
Edmonton, AB T5K 2B6

Dear Minister LaGrange:

**Re: Corporate Name Change**

On behalf of the Board of Trustees, I am writing to request your approval of the corporate name change from “The Board of Trustees of Calgary School Division” to “The Calgary Board of Education” effective September 1, 2019. This is to ensure our organization can continue to carry on business under its pre-September 1, 2019 corporate legal name.

In 1978, The Calgary School District No. 19 changed its corporate name to “The Calgary Board of Education”. This corporate name change was approved by Ministerial Order effective January 1, 1979. Accordingly, “The Calgary Board of Education” was the legal corporate name of the organization until Ministerial Order #034/2019 came into effect on September 1, 2019. Since 1979 contracts, certificates of title, collective agreements, agreements with government, and other legal documents have been executed as “The Calgary Board of Education”. All banking and investment funds are held as “The Calgary Board of Education”.

For business continuity and to mitigate legal and financial implications the Board requests your support to legally change its corporate name back to “The Calgary Board of Education”.

On September 10, 2019, the Board of Trustees passed the following motion at a public Board meeting:

THAT, in accordance with Section 79 of the *Education Act*, the Board of Trustees approves the corporate name change of “The Board of Trustees of Calgary School Division” to “The Calgary Board of Education” effective September 1, 2019, subject to the approval of the Minister of Education.

Please do not hesitate to contact me should you require further information regarding this request.

Sincerely,



Marilyn Dennis  
Chair, Board of Trustees

cc: Christopher Usih, Chief Superintendent of Schools

