

public agenda

Regular Meeting of the Board of Trustees

October 24, 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, Acknowledgement of the Land and Welcome	Chair		
	2 Consideration/Approval of Agenda	Board	GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
	5 Operational Expectations			
	6 Public Comment		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Board Development Session		GC-3	
	7.1 Corporate Partnerships		OE-7,8	Page 7-1
	8 Matters Reserved for Board Information		GC-3	
	9 Matters Reserved for Board Decision	Board	GC-2	
	9.1 Proposed Amendments to New School, Modernization and Modular Ranking Criteria	G. Strother	OE-5,6,7,8,9	Page 9-1
	9.2 2024/25 Modular Classroom Program	G. Strother	OE-7,8,9	Page 9-23
	10 Consent Agenda	Board	GC-2.6	

Time	Topic	Who	Policy Ref	Attachment
10.1	Items Provided for Board Decision		OE-1	Page 5-1 (Oct. 17/23)
10.1.1	OE-1: Global Operational Expectations – Annual Monitoring <i>(THAT the Board of Trustees approves that the Acting Chief Superintendent is in compliance with the provisions of OE-1: Global Operational Expectations).</i>			
10.1.2	Meeting Minutes <ul style="list-style-type: none"> • September 6, 2023 Special Meeting • September 26, 2023 Regular Meeting <i>(That the Board of Trustees approves the Minutes of the Special Meeting held September 6, 2023, and the Regular Meeting held September 26, 2023).</i>			Page 10-1 Page 10-3
10.2	Items Provided for Information			
	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.



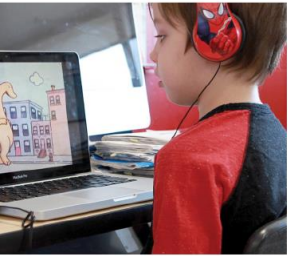
Board Development Session

Working Together for Student Success

learning | as unique | as every student



Calgary Board
of Education



Defining Partnerships within the CBE

A partnership is a collaborative arrangement with an external organization to support and enhance student learning, well-being and achievement through programs, services or resources.



Our Partners



cbe.ab.ca

Working Together for Student Success

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



Calgary Board
of Education





Building a Strong Community

Improving student achievement, well-being and equity through collaborative partnerships with municipal government and essential public services.

We all have a role to play in the success of the next generation.

Partners in Education

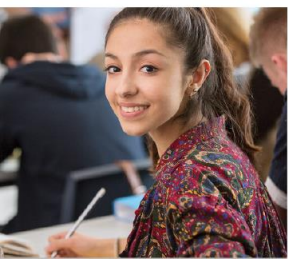




Supporting Vulnerable Students and Families

- Provide a program or service during instructional hours
- Provide access to community supports
- Offer professional development
- Provide resources for students and staff

Alberta's education system is built on a values-based approach to accepting responsibility for all children and students. (Alberta Education, 2020)



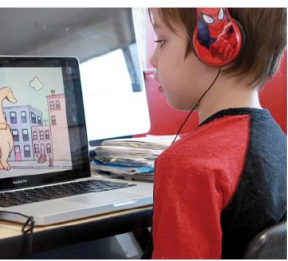
Welcoming Newcomers

Partner agencies support immigrant and refugee students and their families with:

- Language interpretation
- Support with registration and intake meetings
- Social/emotional supports (non-therapeutic)
- Cultural awareness building
- Mentorship programs
- Youth employability skills and strategies
- Counselling focused on mental health and trauma

Learning Enrichment Partners





Supporting Learning in the Classroom

- Students participate in unique, fun and engaging programs led by external organizations.
- Classroom learning is enhanced by subject-matter experts.
- Opportunities to engage with and learn from Indigenous Elders and Knowledge Keepers.
- Schools can participate innovative STEAM learning opportunities. E.g. Minecraft



Supporting Learning Outside of the Classroom

- Field Trips – Students participate in off-site activities where immersive learning can happen in an authentic environment.
- Campus Calgary/Open Minds – Brings the classroom to vibrant community settings for a week-long curriculum-based experience.

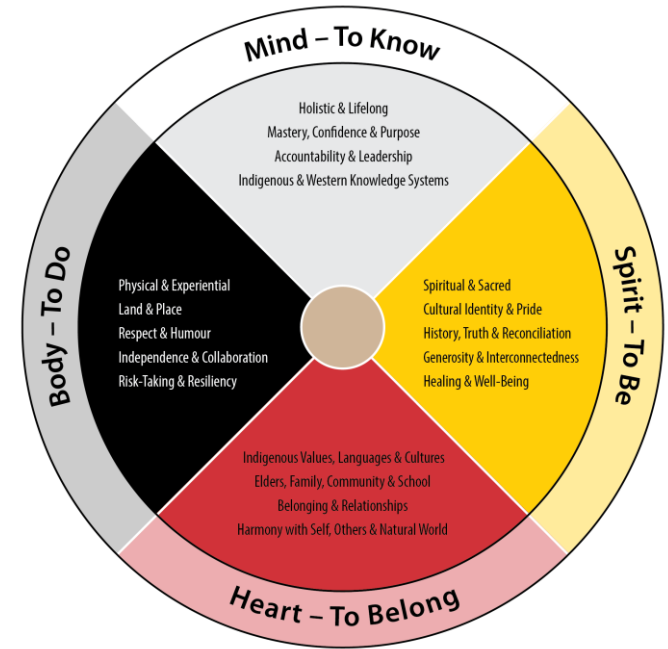


Well-Being and Holistic Learning Partners



Supporting Students Who Self-Identify as Indigenous

- Provide opportunities for Indigenous students to be supported through their achievement and well-being.
- Holding space for Indigenous students to connect with Indigenous ways of being, belonging, doing, and knowing in and through their learning in their school community.



Supporting Student Well-Being



- Involves many ways of working together to maintain and improve the health of students, staff and others in a school community.
- Creates opportunities and conditions for all people in CBE to meet their full potential, inclusive of who they are, and where they learn and work in our system.

Supporting Nutrition

- More than 15 partners support nutrition programs or provide support to students and families.
- Our goal is to ensure students are ready to learn and that food insecurity is not a barrier to their learning.



Career Pathways Partners



Equipping Students for a Successful Career

Dual-credit | Exploratory | Apprenticeships

- Learn directly from industry professionals and subject-matter experts.
- Earn post-secondary credits.
- Hands-on development of career skills.
- On the job training and experience.



OLDS COLLEGE
OF AGRICULTURE & TECHNOLOGY



**Bow Valley
College**



**UNIVERSITY OF
CALGARY**

Barrier Removal Donors





EducationMatters



EducationMatters is CBE's charitable trust.
Through fundraising and donations, they:

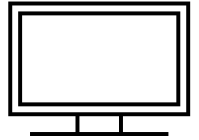
- provide financial grants.
- provide scholarships and awards to schools and students.
- improve access to learning enhancement opportunities.
- advance equity and remove barriers to learning.



Our Generous Community



- Donations that support student basic needs and barrier removal are on-going.
- CBE receives a variety of in-kind donations that benefit students and schools.





Beyond the School Day

- CBE supports the use of schools by the community, public and non-profit organizations, when possible.
- Offer spaces for after-school activities, sports groups, polling stations and more.
 - 35,000 hours schools are rented annually.
- Provide leases for child-care services.
 - 70% of elementary schools offer before and after school care.
- School Connections YYC brings community resources into schools through a coordinated and accessible process.



Partnership Processes in the CBE

- External organizations can complete a partnerships proposal application available on the CBE website.
- Proposals are reviewed by a cross-functional Partnerships Review Committee.
- Partnerships are managed by the Education Director whose portfolio most aligns with the partner's programs, services or resources.







learning | as unique | as every student



Calgary Board
of Education

report to Board of Trustees

Proposed Amendments to New School, Modernization and Modular Ranking Criteria

Date	October 24, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Gary Strother, Acting Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-6: Asset Protection OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging with the Public OE-9: Facilities
Resource Person(s)	Catherine Ford, Director, Planning Jeff Quigley, Manager, Planning

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves amendments to the New School, Modernization and Modular Ranking Criteria as provided in Attachment I to this report.

2 | Issue

Although criteria and ranking formulas have long been established for K-9 new school construction and modernization requests, no formal criteria currently exist for new high school requests.



Accordingly, the Board of Trustees requested the creation of capital planning criteria for new high schools by October 2023 for incorporation in the Three-Year School Capital Plan 2025-2028. The purpose is to increase the transparency and reproducibility of high school ranking results.

3 | Background

Each year a Three-Year School Capital Plan is produced and submitted to Alberta Education as required by April 1.

The Three-Year School Capital Plan criteria was last reviewed and approved by the Board of Trustees on October 7, 2014.

Owing to the small number of high school sites, these requests are currently not ranked using the point criteria, but are instead recommended on the priority list based on analysis of multiple factors such as:

- availability of a site to construct a high school;
- high school student utilization rates;
- student enrolment; and
- community demographics.

4 | Analysis

The proposed information for decision making will include both a points-based criteria analysis as well as a contextual analysis (see Attachment I). All proposed changes are outlined in red.

The proposed high school points-based criteria is similar to what is currently used for elementary and middle schools for familiarity and data availability. The contextual analysis will include a more detailed description of additional factors to consider, such as the impacted high school utilization rates and site readiness.

High school boundaries must be assigned for the purpose of calculating points-based criteria. It should be noted that boundaries for high schools are not finalized until close to the time of a school opening to reflect the most current actual and projected enrolment. As a result, initially and for the purpose of calculating points, high school boundaries will reflect the Area Structure Plan (ASP) boundaries that were originally used to determine the need for a high school (see Attachment II). Boundaries will be further refined closer to when a high school site is ready, and further refined closer to when the high school will open.

Points Criteria Highlights

The following data is proposed to contribute to a points-based criteria in the analysis. Detailed definitions and rationales are outlined in Attachment III.

Grade 4-6 Enrolment

The actual enrolment in Grades 4-6 for the proposed catchment area serves as an indicator of future need for a high school. Grades 4-6 were determined based on an approximate timeframe of five years to have a high school approved and opened.

Grade 10-12 Enrolment

Current Grades 10-12 enrolment is the most accurate measurement that reflects the following issues:

- enrolment increases/decreases that result from students moving to or from Calgary Catholics School District, charter and private schools at the high school level;
- demographics, for example some communities having more children or multiple families per dwelling;
- alternative programs and the impacts on the regular program on student's designated regular program high schools;
- school reputations; and
- returning 4th and 5th year students.

Projected Population/Ratio of Enrolment to Housing Units

This criterion incorporates the five year projected growth by Planning Sector from the City of Calgary, while the ratio of enrolment to housing units addresses concerns raised about multiple families in a dwelling unit as it takes the current Grades 10-12 enrolment and the total number of housing units in a community to generate the number of CBE students per household

The use of these two measures together results in the greatest number of points assigned to communities with the highest number of students per household located in areas of the city that are projected to have the highest population growth.

Median Travel Time/Distance Travelled

The use of these two measures together results in the greatest number of points being assigned to communities with the longest travel time and the greatest distance to travel.

Contextual Analysis Highlights

In addition to the information that is currently provided in Section 3.4 Construction Priorities: Senior High Schools of the Three-Year School Capital Plan, more information will be provided in the following areas: student utilization rates and site readiness.

This information was determined to be more useful in a written format to provide a clearer context rather than having points assigned to it, as well as provide a better understanding for why a site might or might not be included on the Three-Year School Capital Plan at this time.

Utilization by Student Enrolment

Utilization by Student Enrolment rates will be analyzed for each impacted high school as it is a more representative indicator for high schools.

A qualifier is proposed, outlined in the table below, to make it easier to read by assigning categories for student utilization rates on impacted high schools, with and without building a new high school.

Utilization Category	Utilization Rate
Over-utilized	School utilization rate is projected to be above 110%, 5 years after the opening of a new school
Maximized	School utilization rate is projected to be in the 101-110% utilization range, 5 years after the opening of a new school
Optimized	School utilization rate is projected to be in the 85%-100% range, 5 years after the opening of a new school
Sub-optimized	School utilization rate is projected to be in the 70%-84% range, 5 years after the opening of a new school
Underutilized	School utilization rate is projected to be below 70%, 5 years after the opening of a new school

An explanation will accompany this outlining the rationale for the recommended ranking of a new high school site.

The projected opening, if it were to happen in the current year, and 5-year student utilization rates will be used to show changes over a five year period.

Utilization Rate by Student Residence

Utilization Rate by Student Residence represents the utilization rate that would exist if all existing high school students were accommodated in facilities that exist within the planning sector in which they live. This value provides insight into whether there are sufficient spaces within a given sector for the number of students living in that sector.

Site Readiness

A filter process is proposed, assigning categories for level of readiness:

Category	Level of Readiness
A	Site Ready
B	Site Ready within 2 Years
C	Site Ready in more than 2 years

These categories and timelines align with when a site may be placed on the Capital Plan. In the past only sites that were construction ready were placed on the Capital Plan. Commencing with the 2023-24 school year, the Province has allowed a staged approval and funding approach where if a site will be ready within 2-3 years a Board can request pre-planning or planning approval, followed by design funding and finally construction funding.

Assigning a category to the level of site readiness would allow a filtering process by which only those sites that are either in the A or B category would be ranked.

Assigning points based on level of readiness would not change the site readiness status regardless of need.

5 | Financial Impact

There are no additional costs associated with the proposed new high school criteria as the work can be accomplished with existing data resources.

6 | Implementation Consequences

High school sites will be ranked in accordance with the Board approved criteria and placed on the prioritized Three-Year School Capital Plan list in alignment with their relative ranking.

7 | Conclusion

The proposed new high school planning criteria provides for more transparency in the ranking of high school sites.

It is recommended that these criteria be approved and be incorporated in student accommodation planning commencing with the Three-Year School Capital Plan 2025-2028.



GARY STROTHER
ACTING CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: New School, Modernization and Modular Ranking Criteria
Attachment II: Area Structure Plan Boundaries for Future Senior High School Sites
Attachment III: Proposed Criteria, Definitions and Rationales

GLOSSARY –

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.

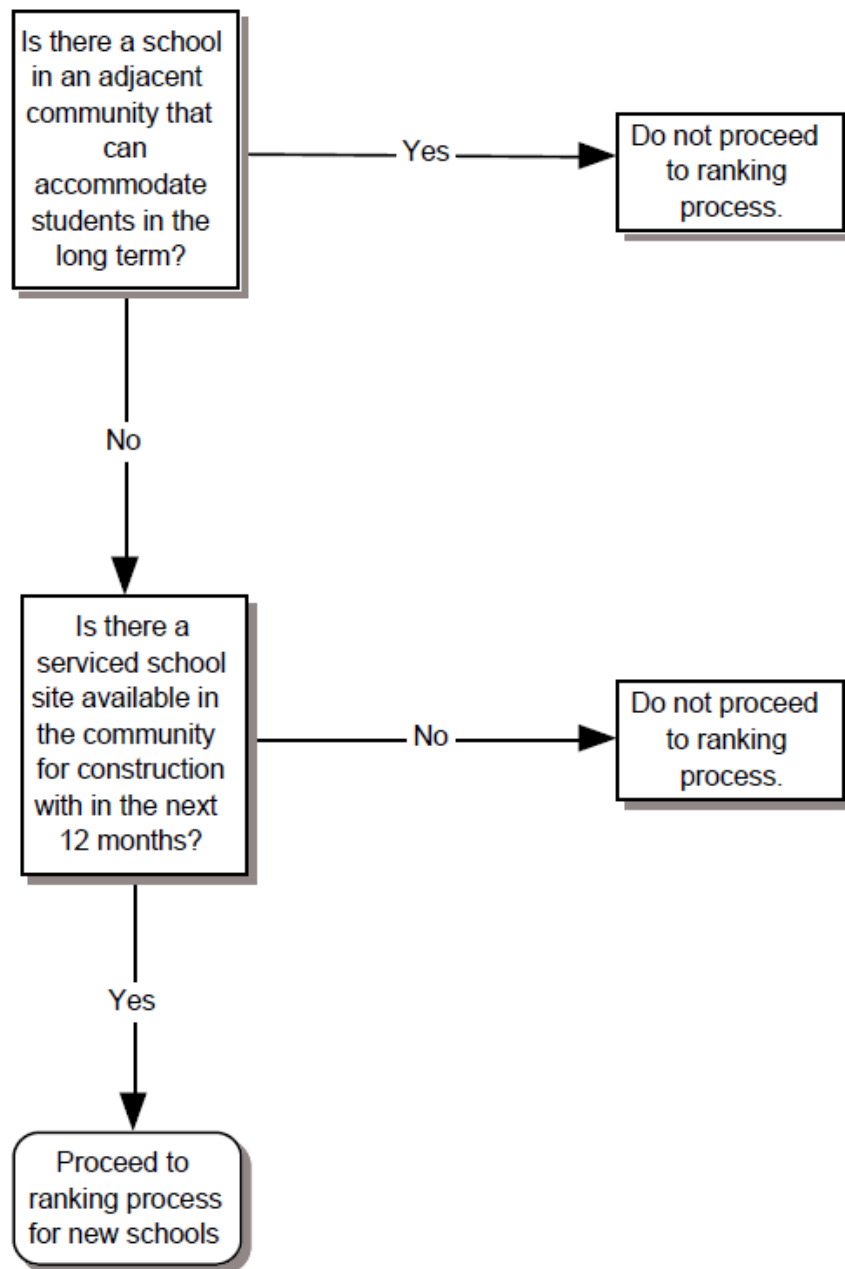
Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent’s performance will be evaluated.

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.

New School, Modernization and Modular Ranking Criteria

ELIGIBILITY FILTERS FOR NEW SCHOOLS (K-GR9)



New School, Modernization and Modular Ranking Criteria

NEW SCHOOL RANKING CRITERIA (K-GR4)

Preschool ~~Census~~ Population

Use Actual Value of Total Preschool ~~Census~~ Population (Age 1-5)

Current K-GR4 Enrolment

Use Actual September 30 2029 enrolment

Ratio of K-4 Enrolment to #of Housing Units in Community (%) (September 30 2029th of each year)

	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25%
Projected 5 Year Sector Population Growth (%)*						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25%	40 points	50 points	60 points	70 points	80 points	90 points

*Based on City of Calgary Suburban Residential Growth (Prepared Annually)

Distance Travelled (km's)*

	≤9	10 to 14	15 to 19	20 to 24	≥25
Median Travel Time					
15-19 minutes	10 points	20 points	30 points	40 points	50 points
20-24 minutes	20 points	30 points	40 points	50 points	60 points
25-29 minutes	30 points	40 points	50 points	60 points	70 points
30-34 minutes	40 points	50 points	60 points	70 points	80 points
35-39 minutes	50 points	60 points	70 points	80 points	90 points
≥40 minutes	60 points	70 points	80 points	90 points	100 points

*Distance travelled calculated using ARCGIS to determine “centre” of the community to bus receiver school

Other Considerations

More than one bus receiver school required for established grade configuration within two years (examples include but are not limited to K-4 and GR5-9 or K-6 and GR7-9) 50 points

Existing Starter School approved or in existence 50 points

New School, Modernization and Modular Ranking Criteria

Notes:

1. If a community already has a school or a starter school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.
2. When there is a starter school in a community, an exception to the standard ranking methodology will be made. The community with the starter school will be assessed through the points ranking criteria but may be placed at a higher priority than the total points determine in cases where the starter school was not fully completed with a core that includes spaces such as a gym and learning commons. The need for CTF and CTS spaces will vary depending on the grade configuration of the starter school.



New School, Modernization and Modular Ranking Criteria

NEW SCHOOL RANKING CRITERIA (GR5-9)

Current K-GR4 Enrolment

Use Actual September 30 29 enrolment

Current GR5-9 Enrolment

Use Actual September 30 29 enrolment

**Ratio of GR5-9 Enrolment to #of Housing Units in Community (%)
(September 30 29th of each year)**

	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25%
Projected 5 Year Sector Population Growth (%)*						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25%	40 points	50 points	60 points	70 points	80 points	90 points

***Based on City of Calgary Suburban Residential Growth (Prepared Annually)**

Distance Travelled (km's)*

	≤9	10 to 14	15 to 19	20 to 24	≥25
Median Travel Time					
15-19 minutes	10 points	20 points	30 points	40 points	50 points
20-24 minutes	20 points	30 points	40 points	50 points	60 points
25-29 minutes	30 points	40 points	50 points	60 points	70 points
30-34 minutes	40 points	50 points	60 points	70 points	80 points
35-39 minutes	50 points	60 points	70 points	80 points	90 points
≥40 minutes	60 points	70 points	80 points	90 points	100 points

***Distance travelled calculated using ARCGIS to determine “centre” of the community to bus receiver school**

Other Considerations

- More than one bus receiver school required for established grade configuration within two years (examples include but are not limited to K-4 and GR5-9 or K-6 and GR7-9) 50 points
- Existing K-4 or Starter School approved or in existence 50 points
- Greater than 2 Transition Points (K-9) 50 points

New School, Modernization and Modular Ranking Criteria

Notes:

1. If a community already has a school or a starter school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.
2. When there is a starter school in a community, an exception to the standard ranking methodology will be made. The community with the starter school will be assessed through the points ranking criteria but may be placed at a higher priority than the total points determine in cases where the starter school was not fully completed with a core that includes spaces such as a gym and learning commons. The need for CTF and CTS spaces will vary depending on the grade configuration of the starter school.



New School, Modernization and Modular Ranking Criteria

NEW SCHOOL RANKING CRITERIA (GR10-12)

Points Criteria Analysis

High School (Grade 10-12)						
GR4-6 Enrolment						
Current GR4-6 Enrolment - September 29 enrolment					Actual Value	
GR10-12 Enrolment						
Current GR10-12 Enrolment - September 29 enrolment					Actual Value	
Projected Population / Ratio of Enrolment to Housing Units						
Ratio of GR10-12 Enrolment to # of Housing Units in Community (%) (September 29th of each year)						
	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25 %
Projected 5 Year Sector Population Growth (%)*						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points
<i>* Based on City of Calgary Suburban Residential Growth (Prepared Annually)</i>						
Median Travel Time / Distance Travelled						
	Distance Travelled (km's)**					
	≤9	10 to 14	15 to 19	20 to 24	≥25	
Median Travel Time						
15-19 minutes	10 points	20 points	30 points	40 points	50 points	
20-24 minutes	20 points	30 points	40 points	50 points	60 points	
25-29 minutes	30 points	40 points	50 points	60 points	70 points	
30-34 minutes	40 points	50 points	60 points	70 points	80 points	
35-39 minutes	50 points	60 points	70 points	80 points	90 points	
≥40 minutes	60 points	70 points	80 points	90 points	100 points	
<i>** Distance travelled calculated using GIS to determine "centre" of the community to bus receiver school</i>						
Notes:						
1. When there is a design only school in a community, an exception to the standard ranking methodology will be made.						

New School, Modernization and Modular Ranking Criteria

Contextual Analysis

Contextual Analysis would include the following:

- Existing information currently provided in Section 3.4 of the Three Year School Capital Plan, Construction Priorities: Senior High Schools will continue to be included (e.g. demographic information, availability of space in existing high schools, proximity of the space to student population, and City of Calgary’s projected growth by sector).
- Utilization Rate by Student Enrolment** for impacted schools. A qualifier “Utilization Category” will be added to summarize the impact as follows:

Utilization Category	Utilization Rate
Over-utilized	School utilization rate is projected to be above 110%, 5 years after the opening of a new school
Maximized	School utilization rate is projected to be in the 101-110% utilization range, 5 years after the opening of a new school
Optimized	School utilization rate is projected to be in the 85%-100% range, 5 years after the opening of a new school
Sub-optimized	School utilization rate is projected to be in the 70%-84% range, 5 years after the opening of a new school
Underutilized	School utilization rate is projected to be below 70%, 5 years after the opening of a new school

- Utilization Rate by Student Residence:** represents the utilization rate that would exist if all existing high school students were accommodated in facilities that exist within the planning sector in which they live. This value provides insight into whether there are sufficient spaces within a given sector for the number of students living in that sector.
- Site Readiness:** Sites will be categorized as “Ready” or Category “A”, “Ready within two years” or category “B” and “ready in more than two years” or Category “C”. Only those sites ready or ready within two years will be ranked according to the points criteria.

New School, Modernization and Modular Ranking Criteria

MAJOR MODERNIZATION RANKING CRITERIA

	Points
Programming requirements (maximum numbers of points = 35) Superintendent's Team to identify and prioritize modernization projects that are required to meet CBE system programming priorities	
5 Year projected enrolment (maximum number of points = 10)	
Projected utilization is less than 79%	0
Projected utilization is between 80 to 84%	2
Projected utilization is between 85 to 89%	4
Projected utilization is between 90 to 94%	6
Projected utilization is between 95 to 99%	8
Projected utilization is greater than 100%	10
Quality of site location to serve students (maximum number of points = 10)	
Usable frontages	2
Site location	2
Site constraint factors	2
Grand-fathered clauses	2
Ability to adjust/reconfigure site	2
<i>Ranking Range for this category: 0 (difficult to upgrade) to 2 (very easy to upgrade)</i>	
Ability to upgrade in terms of teaching environment and minimizing costs (maximum number of points = 20)	
Structural characteristics - post tension slabs	2
Barrier free accessibility (e.g. # of levels, space for washrooms, ramps and elevators)	2
Services available - age, capacity	2
Mechanical systems - age, capacity	2
Electrical systems - age, capacity	2
Sprinkler system required (size of water lines)	2
Washroom count - capacity cap	2
Program space - (e.g. size of classrooms, CTS spaces)	2
Parking (bylaw compliant) - ability to expand	2
Hazardous material-abatement	2
<i>Ranking Range for this category: 0 (difficult to upgrade) to 2 (very easy to upgrade)</i>	
Facility Maintenance based on Provincial RECAPP (maximum number of points = 25) (Note: the higher the number, the poorer the facility)	
Excellent	5
Very Good	10
Good	15
Fair	20
Poor	25

New School, Modernization and Modular Ranking Criteria

MODULAR CLASSROOM ADDITION CONSIDERATIONS

Current practice for assessing technical suitability of modular classrooms

The main items currently considered by CBE's Design Services department in determining the feasibility and financial implications of adding modular classrooms to a school are as follows:

1. SITE REVIEW & CONSIDERATIONS

- 1) Placement to be close to existing exit of the school
- 2) Location must be free of physical obstructions (ie large trees, playground equipment, electrical transformers, retaining walls, etc.)
- 3) Conflict with playfields / sports fields
- 4) Location and setbacks from property lines
- 5) Location of existing school windows
- 6) Existing site grades – steel grades will eliminate possible placement
- 7) Proximity to street – large numbers of portables will require fire lane access
- 8) Site Drainage – do not want to adversely affect current site drainage.

2. BUILDING CODE & CITY BYLAW CONSIDERATIONS:

- 1) Increased school capacity may require additional washroom fixtures
- 2) Increased capacity may require additional parking stalls
- 3) A minimum distance of 6 metres (20 feet) between school and modulars is required
- 4) Increased distance may be required if large amount of windows in both school and modulars are exposed across from each other.
- 5) Development Permit process may require additional site items such as loading zones, fencing, additional trees / or replacements, bike stalls, etc.
- 6) Requirement for fire lane access when larger than 600 sq.m. (approx..)
- 7) Location of fire hydrant within 90m if group of portables exceeds 600 sq.m.

3. CONSTRUCTION PHASE - SCOPE OF WORK FOR MODULAR ADDITIONS

- 1) Development Permit & Building Permits
- 2) Site preparation – strip organics, sod & add gravel, regrading may be req'd.
- 3) Steel screw pile foundations
- 4) Building Mover to move the modular to the site
- 5) Installation of perimeter skirting below modulars
- 6) Add stairs both ends and ramp
- 7) Add all services including gas, power, data cabling, phone line, fire alarm wiring, p.a. either with a trench or through a connecting corridor
- 8) Some may have water and drain lines
- 9) There may be a connecting corridor that will require it's own services for light and heating.
- 10) Some modifications may be required to school entry area if a corridor is added.
- 11) Work inside the school to install the services
- 12) Toilet additions may be needed.

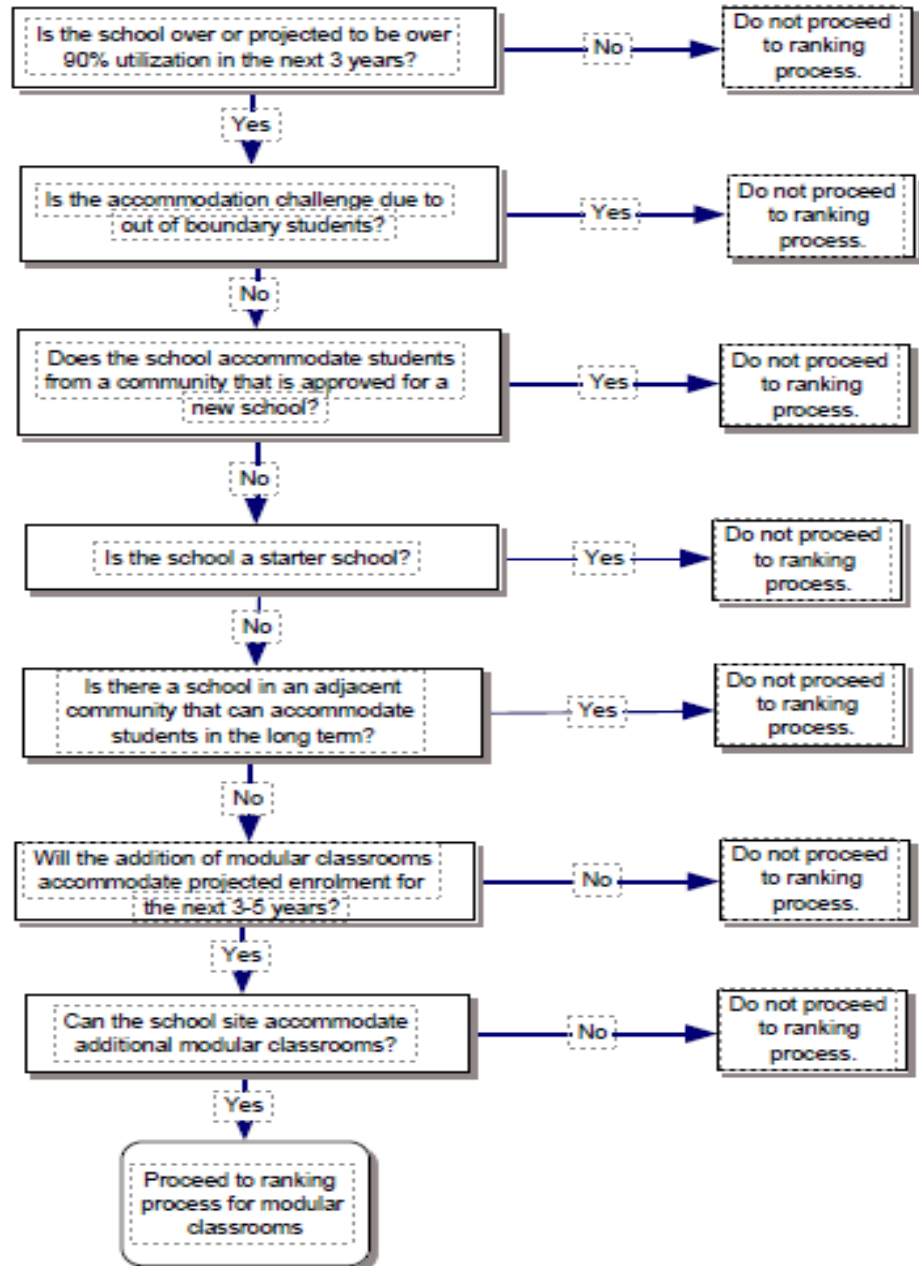
New School, Modernization and Modular Ranking Criteria

4. CONSTRUCTION PHASE - SCOPE OF WORK FOR MODULAR RELOCATIONS
- 1) If the project is moving an existing modular from one school site to another there will be a range of work required at the donor site to remediate the site and building after the units is removed. These costs can be significant in some situations.
 - 2) Refurbishing an existing Portable may be required to upgrade roofing, furnace, flooring, exterior siding, etc.
5. COSTS (site conditions can add wide variance to project costs)
- 1) New Modus Modulars – for 2 unit addition:

a.	A unit with corridor =	\$170,000
b.	B unit (no corridor) =	\$140,000
c.	Install 2 unit addition = approx.	\$200,000
d.	Consultants fees, permits	<u>\$ 18,000</u>
	Total for 2 modulars	\$528,000
e.	Add connecting corridor	\$100,000
f.	Add air conditioning	\$ 13,000
g.	Add sinks connected to school	\$ 25,000
h.	Repair to donor site for move	\$ 40,000 (will be a wide range)
6. TIMELINES – commencing from provincial approval
- 1) Design (initial site review and code review) and do Development Permit drawings 3 weeks
 - 2) Apply for DP & do construction drawings 8 weeks
 - 3) Apply for BP and Tender project & AI approval 3 weeks
 - 4) Project in construction phase 8 weeks
 - 5) Add if there is a connecting corridor 3 weeks
- Total time to Occupancy of modulars 25 weeks
- Note: timelines are influenced by –
- a. Modus schedule for constructing the units
 - b. Number of modular units added to the site
 - c. Site complexity and constraints
 - d. Time of year
 - e. How busy the construction industry is
 - f. If there is a connecting corridor or not
 - g. Availability of the building mover (normally only one is available)
 - h. Availability of screw pile contractor
 - i. Number of projects concurrent in Design Services and staff resources
 - j. If washroom or parking additions are required

New School, Modernization and Modular Ranking Criteria

ELIGIBILITY FILTERS FOR MODULAR CLASSROOM

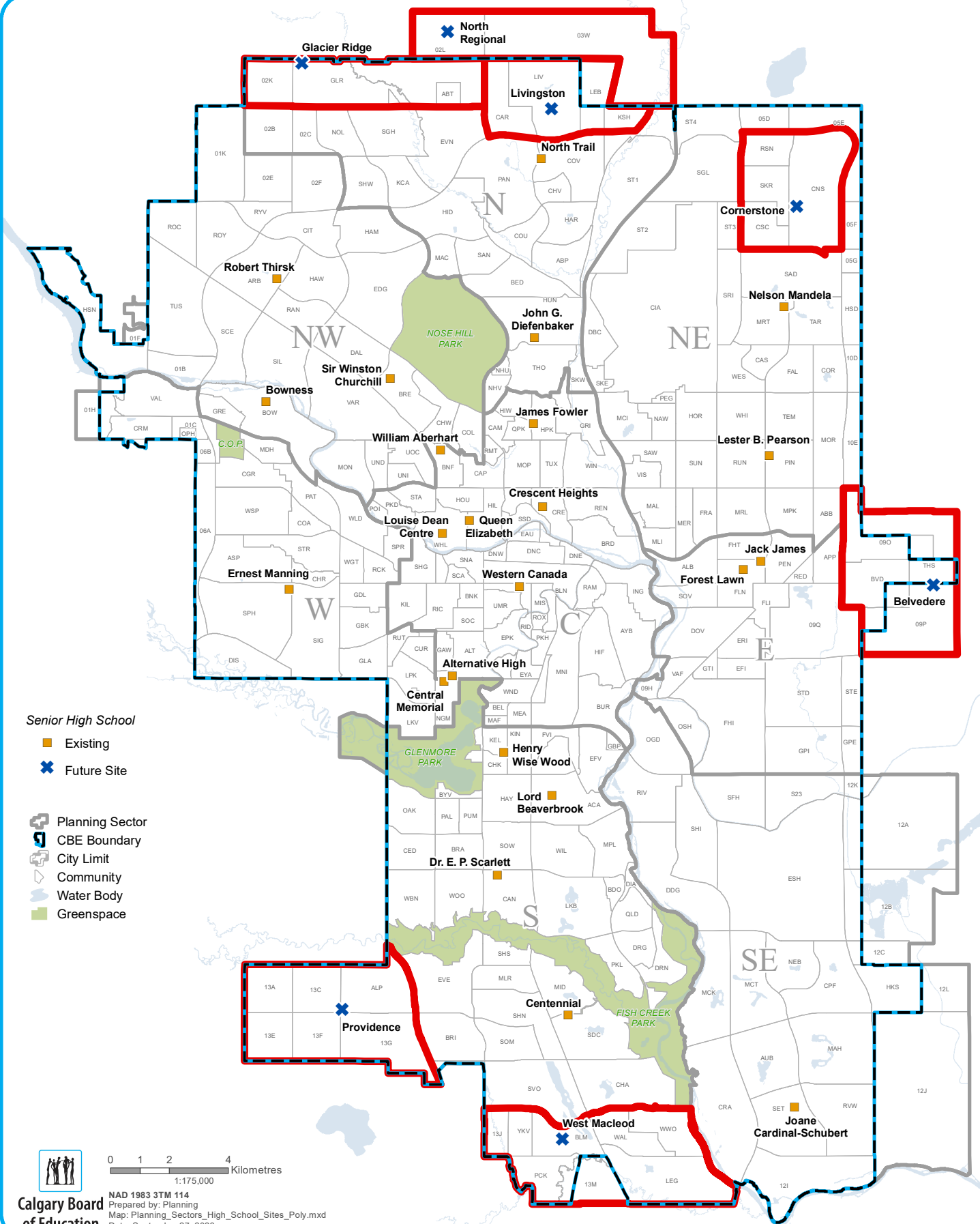


New School, Modernization and Modular Ranking Criteria

MODULAR CLASSROOM RANKING CRITERIA

	Points
Category A	
Enrolment, Utilization, Projection	
Strength of enrolment and utilization into the future (Projected 5 Year Utilization)	
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 modulares	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
	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

Area Structure Plan Boundaries for Future Senior High School Sites



Senior High School
 Existing
 Future Site

Planning Sector
 CBE Boundary
 City Limit
 Community
 Water Body
 Greenspace



0 1 2 4 Kilometres
 1:175,000

Proposed Points Criteria

Below is the proposed high school criteria table followed by criteria definitions and rationales.

High School (Grade 10-12)						
GR4-6 Enrolment						
Current GR4-6 Enrolment - September 29 enrolment					Actual Value	
GR10-12 Enrolment						
Current GR10-12 Enrolment - September 29 enrolment					Actual Value	
Projected Population / Ratio of Enrolment to Housing Units						
Ratio of GR10-12 Enrolment to # of Housing Units in Community (%)						
(September 29th of each year)						
	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25 %
Projected 5 Year Sector Population Growth (%)*						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points
<i>* Based on City of Calgary Suburban Residential Growth (Prepared Annually)</i>						
Median Travel Time / Distance Travelled						
Distance Travelled (km's)**						
	≤9	10 to 14	15 to 19	20 to 24	≥25	
Median Travel Time						
15-19 minutes	10 points	20 points	30 points	40 points	50 points	
20-24 minutes	20 points	30 points	40 points	50 points	60 points	
25-29 minutes	30 points	40 points	50 points	60 points	70 points	
30-34 minutes	40 points	50 points	60 points	70 points	80 points	
35-39 minutes	50 points	60 points	70 points	80 points	90 points	
≥40 minutes	60 points	70 points	80 points	90 points	100 points	
<i>** Distance travelled calculated using GIS to determine "centre" of the community to bus receiver school</i>						
Notes:						
1. When there is a design only school in a community, an exception to the standard ranking methodology will be made.						

Definitions and Rationales

Grade 4-6 Enrolment

Definition

CBE actual student enrolment numbers pulled on September 29 of the given school year. This data includes all students from within the boundary communities who are accessing any CBE school.

Rationale

This criteria was changed from Grades 7-9 to Grades 4-6 to look at a longer-range indication of the future high school population for an area. Grades 4-6 were determined based on an approximate timeframe of 5 years to get a high school approved and opened, and these grades would be provide a future indicator of projected enrolment of that high school.

Grade 10-12 Enrolment

Definition

CBE actual student enrolment numbers pulled on September 29 of the given school year. This data includes all students from within the boundary communities who are accessing any CBE school.

Rationale

Current Grades 10-12 enrolment is the most accurate measurement that reflects the following issues and their impacts on existing high schools:

- enrolment increases/decreases that result from students moving to or from CCSD, charter and private schools at the high school level;
- alternative programs and the impacts on the regular program on student's designated regular program high schools;
- school reputations;
- returning 4th and 5th year students.

Projected Population/Ratio of Enrolment to Housing Units

Definition

Enrolment is the CBE's September 29 data and is all Grade 10-12 students that attend any CBE school in the boundary communities. This data includes all Grade 10-12 students from the community who are accessing any CBE school.

Housing units are the total number of units in a community from the 2019 Civic Census plus the number of residential units drawn from building permits issued from 2019 to the most current full calendar year.

The City of Calgary does not prepare population projections for individual communities but does annually prepare a population forecast by Planning Sector in their *Suburban Residential Growth* report. These sector population projections take future growth into consideration.

A matrix is used to take into account the five year projected population growth by Planning Sector (based on City of Calgary projections) and the ratio of the number of Grade 10-12 CBE students per housing unit in a given community.

Rationale

The use of these two measures together results in the greatest number of points assigned to communities with the highest number of students per household located in areas of the city that are projected to have the highest population growth.

Median Travel Time/Distance Travelled

Definition

CBE Bus Planner software calculates the travel time and distance from the centre of a community to the regular program designated school.

A matrix is used to take into account median travel time and distance from the community to a designated school.

Rationale

The use of these two measures together results in the greatest number of points being assigned to communities with the longest travel time and the greatest distance to travel.

report to Board of Trustees

2024-25 Modular Classroom Program

Date	October 24, 2023
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Gary Strother 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)	Trevor Fenton, Director, Facility Projects Catherine Ford, Director Planning Sony Brar, Manager, Planning

1 | Recommendations

It is recommended:

- THAT the Board of Trustees approves the use of the revised Category A Enrolment, Utilization, Projection for the Modular Classroom Ranking Criteria, contained in **(Attachment I)** to this report, for the purpose of the 2024-25 Modular Classroom Program.
- THAT the Board of Trustees approves the 2024-25 Modular Classroom Program submission.



2 | Issue

The provincial government requires a prioritized list of modular classroom requests from all school boards annually.

3 | Background

Modular classrooms can make an important contribution to bettering the student learning experience by relieving accommodation pressures within a school. 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. These consist of the Eligibility Filters for Modular Classrooms (**Attachment II**) and the Modular Classroom Ranking Criteria (**Attachment III**).

For the 2023-24 school year, the province approved the relocation of 5 modular classrooms and the disposition of 11 modular classrooms (15 were requested). No new modular units were requested.

The pressure on the CBE system caused by exceptional enrolment growth over the past two years has been a key consideration in this year's proposed submission. This pressure is further compounded by the fact that only one new school is currently under construction and the number of years it takes for new schools to be approved and constructed. The result is the largest request for modulars in over a decade submitted by the CBE.

In consideration of the record enrolment growth experienced during the 2022-23 and 2023-24 school years, a revision to the "Category A" Enrolment, Utilization, Projection gradation is proposed as being essential for the 2024-25 Modular Classroom Program (**Attachment I**). The primary driver for this requirement is that all schools considered this year have a projected utilization rate of above 95%, with most being above 100%. Under these circumstances, most schools received maximum points under the old matrix, which did not help identify the highest need schools. The new matrix proposed for the 2024-25 submission allows for greater granularity in differentiating between schools when most of those being considered are experiencing utilization rates above the 100% utilization mark. The following table shows the matrix used for this year:

CATEGORY A	
Enrolment, Utilization, Projection	
Strength of enrolment and utilization into the future (Projected 5 Year Utilization)	
Projected Utilization is less than 89%	0
Projected Utilization is between 90 to 99%	5
Projected Utilization is between 100 to 104%	10
Projected Utilization is between 105 to 109%	15
Projected Utilization is between 110 to 119%	20
Projected Utilization is greater than 120%	25

Relocation or disposition of modular classrooms is dependent upon provincial approval and funding. In recent years, the province has only approved requests for either new modular classrooms or the relocation of modular classrooms for schools with a utilization rate that exceeds 100%.

The COVID-19 pandemic had a significant impact on the construction sector, with the procurement of new modular units continuing to be impacted by these challenges. For this reason, existing CBE modulars that can be relocated have been identified for the highest priority needs.

4 | Analysis

Considering current constraints, it is recommended that some existing modular units be relocated to where there is a need for increased capacity at schools, in addition to new school requests. The analysis below recommends the following submission for the 2024-25 Modular Classroom Program:

- 1 modular unit disposition request (increasing capacity of 1 school);
- 12 modular unit relocation requests (increasing capacity 3 schools); and
- 68 new modular unit requests (increasing capacity 15 schools).

Modular Classroom Additions – Eligible Schools

A Modular Classroom Eligibility Filter Review was conducted using opening day August 31, 2023 student enrolment data. From this, a list of all schools over 90% utilization (based on provincial capacity) was assembled (**Attachment IV**).

The following 39 schools had a utilization of 90% or higher and met the filter criteria to be eligible for points ranking analysis:

- Prairie Sky School
- John G. Diefenbaker High School
- Nelson Mandela High School
- Lester B. Pearson High School
- Sir Winston Churchill High
- Western Canada High School
- Mahogany School
- Peter Lougheed School
- Hugh A Bennett School
- Saddle Ridge School
- Grant MacEwan School
- Kenneth D. Taylor School
- Connaught School
- Mount Royal School
- Joane Cardinal-Schubert High School
- Dr. E.P. Scarlett High School

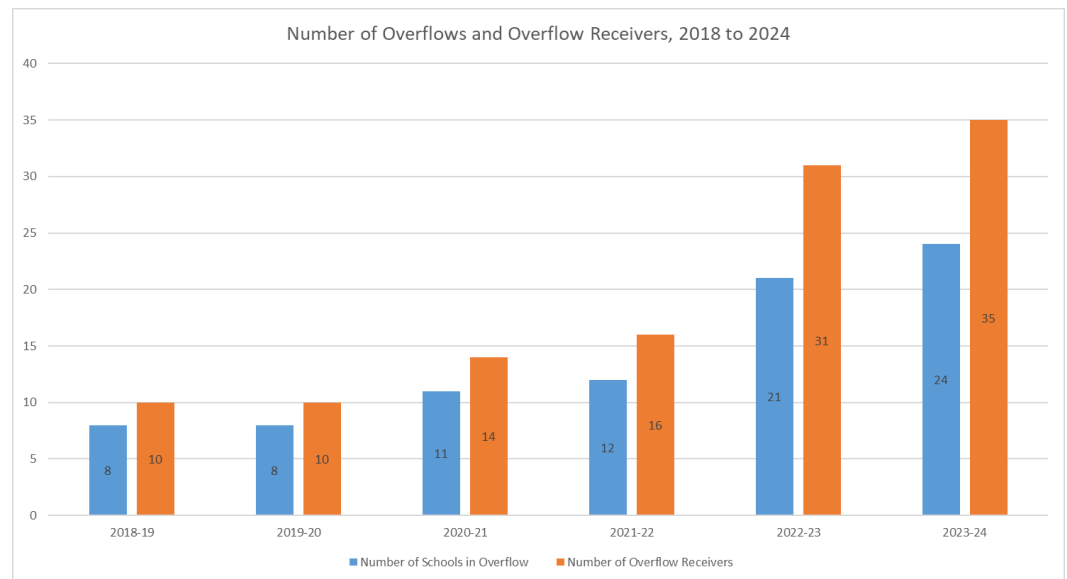
- Buffalo Rubbing Stone School
- O.S. Geiger School
- Colonel Irvine School
- Balmoral School
- Ernest Manning High School
- Dr. Gordon Higgins School
- Terry Fox School
- Colonel Macleod School
- Dr. Gladys McKelvie Egbert School
- Coventry Hills School
- Sir Wilfrid Laurier School
- Forest Lawn High School
- Falconridge School
- Stanley Jones School
- Annie Gale School
- Clarence Sansom School
- Northern Lights School
- Manmeet S. Bhullar School
- North Trail High School
- Captain Nichola Goddard
- Dr. Martha Cohen School
- Ted Harrison School
- James Fowler High School

The Modular Classroom Points Assignment (**Attachment V**) summarizes the points assignments for the schools listed above. As noted previously, the “Category A Enrolment, Utilization, Projection” utilization rate groupings are proposed to be adjusted upward exceptionally this year due to the large number of schools with utilization rates over 100%.

Several factors that affect the viability and cost of modular unit additions were considered in conjunction with the points assignment to arrive at the list of schools recommended for additional modular classrooms (new or relocated units). Considerations include:

- Schools above 100% utilization or in overflow;
- Firefighting access to the proposed location;
- Washroom facilities at the proposed receiving site;
- Number of parking stalls at the proposed receiving site;
- Access to existing garbage enclosures and parking areas;
- Access for modular delivery;
- Buffer zone(s) to existing City or CBE playfields; and
- The presence of connection corridors used to tie new modular classrooms into existing schools.

The number of schools reaching capacity increased during the 2022-23 school year and has continued into the 2023-24 school year. Record enrolment growth, largely due to new migrants to Calgary, both interprovincial and international, continues to pressure the system. This has caused the number of schools in overflow status to rise. Below is a 5-year trend of schools in overflow. It shows the number of schools in an overflow status, as well as the number of schools receiving overflowed students. We expect this trend to continue without new school construction.



Graph: Number of overflow schools and schools that receive students. The 2023-2024 data shown above is as of September 27, 2023.

While the whole system has felt the continued growth of the city, there are certain areas that are feeling particularly strained. The table below shows the year-over-year opening day growth, by Area. Areas 3, 4, and 5 saw the largest growth between opening day 2022 and 2023. Table 1 below also shows the number of schools currently being overflowed, highlighting capacity concerns in Areas 4 and 7, in particular.

Area	Opening Day 2022	Opening Day 2023	Growth	# of Schools in Overflow
1	18845	19481	636	3
2	17788	18282	494	2
3	14774	16547	1773	0
4	19095	20171	1076	9
5	24121	25586	1465	4
6	17292	18159	867	0
7	18710	19704	994	7
	130625	137930	7305	25

Table: Year-over-Year Comparison – Opening Day Sept 29th, 2022 and 2023.

Modular Classroom Additions – Recommended Schools for Unit Relocation

Following review of the school sites and consideration of all factors, the relocation of existing modular units to the following locations is recommended:

School	Reasoning
Prairie Sky School	Opening Day utilization for this school was 110%. This K-9 Regular Program school opened in April 2023 and within 1.5 months it was determined that not all students in Skyview Ranch would be able to attend the school. Prairie Sky School is capped with students being overflowed to three schools, two for K-6 students and one for GR7-9. Without the overflows in place, this school would be at a utilization rate of 135%. Four modular units will be requested under the relocation process.
Sir Winston Churchill High School	Opening Day utilization for this school was 123%. This school is currently capped with students being overflowed to William Aberhart High School. Without the overflows in place, this school would be at a utilization rate of 132%. Six modular units will be requested under the relocation process.
Connaught School	Opening Day utilization for this school was 108%. This school is currently capped with students being overflowed to three separate elementary schools. Without the overflows in place, this school would be at a utilization rate of 155%. Two modular units will be requested under the relocation process. An additional four will be requested as new units.

The Modular Classrooms Recommended for Unit Relocation (**Attachment VI**) summarizes the justification for the schools listed above, including the number of units requested and projected utilization rates. In total we are requesting 12 units to be relocated, for a total of 300 student spaces.

Modular Classroom Additions – Recommended Schools for New Units

Following review of the school sites and consideration of all factors, obtaining new modular units for the following locations is recommended:

School	Reasoning
Connaught School	As discussed previously, only two units are available through the Unit Relocation process above. Since a total of six units are required in total, four new units are also required. This will help ease the current utilization rate of 155% and likely reduce the number of overflows needed. As noted above, four new units will be requested in addition to the two relocated units for a total of 6 units.
Nelson Mandela High School	Opening Day utilization for this school was 122%. This school is currently capped with students being overflowed to James Fowler High School. Continued growth of communities in the NE will continue to put strain on this school. Without the overflows in place, this school would be at a utilization rate of 131%. Six new units will be requested.
Peter Lougheed School	Opening Day utilization for this school was 101%. This school is currently capped with students being overflowed to two schools, one for GR5-6 and one for GR7-9. Without the overflows in place, this school would be at a utilization rate of 121%. Four new units will be requested.

Mahogany School	Opening Day utilization for this school was 123%. This school is currently capped with students being overflowed to Bayside School. Without the overflows in place, this school would be at a utilization rate of 142%. Four new units will be requested.
Grant MacEwan School	Opening Day utilization for this school was 118%. This school is currently capped with students being overflowed to O.S. Geiger School. Without the overflows in place, this school would be at a utilization rate of 135%. Six new units will be requested.
Hugh A. Bennett School	Opening Day utilization for this school was 103%. This school is currently capped with students being overflowed to Pineridge School. This school is currently an overflow receiver for Saddle Ridge School, which was removed from the modular request list due to high costs. Adding modular units to Hugh A. Bennett School would benefit both Hugh A. Bennett and Saddle Ridge Schools due to their close proximity. Four new units will be requested.
Colonel Irvine School	Opening Day utilization for this school was 105% and has a projected 3-yr utilization rate of 109%. It is the designated school for Livingston, which continues to grow, as well as being a dual track school for Mandarin. Four new units will be requested.
Joane Cardinal-Schubert High School	Opening Day utilization for this school was 127% and has a projected 3-yr utilization rate of 123%. It is the designated school for Mahogany and Seton, which continue to grow. Starting next year, New Brighton students will be designated to Lord Beaverbrook HS, which will help lower utilization rates. Six new units will be requested.
Dr. E.P. Scarlett High School	Opening Day utilization for this school was 116%. It has a projected 3-yr utilization rate of 100% but continues to see growth from the surrounding / developing communities. Six new units will be requested.
Lester B. Pearson High School	Opening Day utilization for this school was 113% and has a projected 3-yr utilization rate of 110%. Six new units will be requested.
Buffalo Rubbing Stone School	Opening Day utilization for this school was 109% and has a projected 3-yr utilization rate of 108%. The utilization at this school is trending down, has an established home area, and no new & developing communities. Two new units will be requested.
John G. Diefenbaker High School	Opening Day utilization for this school was 108% and has a projected 3-yr utilization rate of 111%. A modernization project has been approved for this school, but it is anticipated that more space will be needed. Six new units will be requested.
Ernest Manning High School	Opening Day utilization for this school was 107% and has a projected 3-yr utilization rate of 100%. Six new units will be requested.
Kenneth D. Taylor School	Opening Day utilization for this school was 107%. This school is currently capped with students being overflowed to Cambrian Heights School. Without the overflow in place, this school would be at a utilization rate of 121%. Of note, there is a middle school approved for construction and a second elementary school ranked #1 on the CBE 2024-2027 3 Year School Capital Plan for this community, which will favourably impact utilization rates at Kenneth D Taylor. Two new units will be requested.
Dr. Gladys McKelvie Egbert School	Opening Day utilization for this school was 101% and has a projected 3-yr utilization rate of 103%. Two new units will be requested.

The Modular Classrooms Recommended for New Units (**Attachment VII**) summarizes the justification for the schools listed above, including the number of

units requested and projected utilization rates. In total, 68 new units are proposed to be requested, for a total increase of 1700 student spaces.

Schools Excluded from the List of Modular Unit Addition Requests

Following review of the school sites and consideration of all factors, the addition of modular units at the following schools is not recommended:

School	Reasoning
Western Canada High School	The Opening Day utilization for this school was 111%. The school would lose a significant amount of field space, which has a negative impact on school programming. An accommodation plan for the school is presently being developed.
Dr. Gordon Higgins School	The Opening Day utilization for this school was 109%. This school is an overflow receiver and high enrolment would likely end with addition of modulars at Prairie Sky School.
Balmoral School	The Opening Day utilization for this school was 106%. This school operates as a TLC program, which could be capped if needed.
O. S. Geiger School	The Opening Day utilization for this school was 105%. This school is an overflow receiver and high enrolment would likely end with addition of modulars at Grant MacEwan School.
Saddle Ridge School	The Opening Day utilization for this school was 102%, with student being overflowed to Hugh A Bennett School. The cost to add modular units to this school is prohibitive. As such, four units at the neighbouring school, Hugh A. Bennett School, are proposed to be requested to alleviate capacity concerns in the Saddle Ridge community.
Colonel Macleod School	The Opening Day utilization for this school was 100%. The school would lose a significant amount of field space, which has a negative impact on school programming. The school is dual-track TLC with a majority of the students attending the TLC program. Enrolment in alternative programs could be managed through a cap in enrolment and the CBE lottery process.
Mount Royal School	The Opening Day utilization for this school was 100%, with overflows in place to A.E. Cross and Vincent Massey schools. The school would lose a significant amount of field space, which has a negative impact on school programming. Overflows will be maintained while a longer-term accommodation plan is being explored.
Annie Gale School	The Opening Day utilization for this school was below 100% and as such no modular units are requested this year.
Manmeet Singh Bhullar School	The Opening Day utilization for this school was below 100% and as such no modular units are requested this year.
Clarence Sansom School	The Opening Day utilization for this school was below 100% and as such no modular units are requested this year.
Forest Lawn High School	The Opening Day utilization for this school was below 100% and as such no modular units are requested this year.
Northern Lights School	The Opening Day utilization for this school was below 100% and as such no modular units are requested this year.
Falconridge School	The Opening Day utilization for this school was below 100% and as such no modular units are requested this year.
Sir Wilfrid Laurier School	The Opening Day utilization for this school was below 100% and as such we will not be requesting modular units this year.
Coventry Hills School	The Opening Day utilization for this school was below 100% and as such no modular units are requested this year.

Stanley Jones School	The Opening Day utilization for this school was below 100% and as such no modular units are requested this year.
Terry Fox School	The Opening Day utilization for this school was below 100% and as such no modular units are requested this year.
North Trail High School	The Opening Day utilization for this school was below 100% and as such no modular units are requested this year.
Captain Nichola Goddard School	The Opening Day utilization for this school was 114%. Adding modular units to this site was deemed difficult and cost prohibitive and as such no modular units are requested this year. The school is experiencing a bubble of enrolment in certain grades and future enrolment is anticipated to decline once these cohorts have moved through the school.
Dr. Martha Cohen School	The Opening Day utilization for this school was below 100%. Adding modular units to this site was deemed difficult and cost prohibitive.
James Fowler High School	The Opening Day utilization for this school was 119%. Adding modular units to this site was deemed difficult and cost prohibitive and as such no modular units this are requested year. The addition of modulars at Nelson Mandela will reduce the pressure on James Fowler High School. Enrolment will be monitored.
Ted Harrison School	The Opening Day utilization for this school was 109%. Adding modular units to this site was deemed difficult and cost prohibitive and as such no modular units are requested this year. Ted Harrison School is presently being overflowed. The addition of modulars to schools in the NE may provide opportunities to establish an overflow closer to Ted Harrison school but will require additional analysis upon modular plan approvals.

The Modular Classrooms Excluded from Modular Unit Additions (**Attachment VIII**) summarizes the justification for the schools listed above, including current and projected utilization rates.

Disposition/Relocation of Existing Modular Classrooms

Alberta Education approves the use of modular classrooms as a means to alleviate emergent, short to medium-term growth pressures within a school jurisdiction. The Modular Classroom Program is intended to address the typical growth cycle of a community. At some point, a community's school-aged population peaks and begins to decline. Decreased enrolment results in a reduction of the utilization value for a school and higher operating costs per student. Removal and relocation of modular classrooms to other schools or jurisdictions where demographic pressures are high offers an alternative approach to adjusting catchment areas or grade configurations to optimize utilization rates. The Operations and Maintenance (O&M) Funding Grant framework maximizes provincial funding for schools that operate at a utilization value of 85% or higher.

Some CBE-owned modular classrooms in the inventory are older and have exceeded their design lifecycle. Such units may require significant investment to improve their condition. Disposition of modular units that have exceeded their lifecycle helps increase utilization rates at schools, reduces operating costs, and eliminates deferred maintenance for aging infrastructure that is not required to accommodate students now or into the medium term.

Modular classrooms constructed at schools within the last 15 years may be considered for relocation and redistribution to sites with high demographic pressures. Alberta Education retains ownership of modular classrooms provided to school jurisdictions. As a result, provincial approval must be sought before relocation or demolition of existing modular units is undertaken.

Where modular classrooms are approved for relocation or disposition, site remediation work is required at the donor school to disconnect services, rehabilitate the site and restore landscaping. Costs for professional consulting, demolition, and site remediation would be requested from the province to support this work.

Modular classrooms identified for disposition and/or relocation are selected based on condition and school utilization, not through the ranking process used to identify schools best suited to acquire additional modular classrooms.

One modular classroom at one school is recommended for disposition as part of the 2024-25 Modular Classroom submission (i.e. removal of 25 student spaces), as follows:

Table 1: Modular Classrooms Recommended for Disposition							
School	2023 Provincial Capacity	2023 Opening Day Provincial Utilization	# of Modular Classrooms to be Dispositioned	Estimated Reduction to Provincial Capacity*	Estimated Provincial Capacity after Disposition	Estimated Provincial Utilization in 2024	Estimated Provincial Utilization in 2026
James Short Memorial	471	34%	1	25	446	43%	41%

**The estimated reduction to Provincial Capacity assumes 25 student spaces per unit.*

This year, twelve modular classrooms at four schools have been identified as no longer required. These twelve units are recommended for relocation to the aforementioned schools requiring additional modular classrooms.

School	2023 Provincial Capacity	2023 Opening Day Provincial Utilization	# of Modular Classrooms to be Relocated to other sites	Estimated Reduction to Provincial Capacity*	Estimated Provincial Capacity after Disposition	Estimated Provincial Utilization in 2024	Estimated Provincial Utilization in 2026
Banting and Best	250	65%	2	50	200	79%	82%
Glenmeadows	516	68%	2	50	466	80%	90%
Riverbend	502	60%	4	100	402	83%	88%
Somerset	374	61%	4	100	274	80%	79%

**The estimated reduction to Provincial Capacity assumes 25 student spaces per unit.*

The donor/recipient relationship between schools under a relocation scheme are proposed as follows:

Donor School	Number of Modular Units	Recipient School
Banting and Best	2	Connaught
Glenmeadows	2	Sir Winston Churchill High
Riverbend	4	Sir Winston Churchill High
Somerset	4	Prairie Sky

5 | Financial Impact

Alberta Education funds the relocation, addition and disposition of modular classrooms including consulting fees, construction costs and project expenses. However, Alberta Education does not fund connection corridors where required or new furniture, fixtures & equipment (FF&E) for modular relocation projects.

The CBE must provide capital funding for modular projects that include connection corridors or require Furniture, Fixtures & Equipment. Infrastructure Maintenance Renewal (IMR) and Capital Maintenance and Renewal (CMR) grants are not permitted to cover these project expenses on modular projects.

The total project value for modular classroom projects includes the average base value and the value for site revisions associated to Code and Bylaw upgrades. The average base value includes consulting fees, permits, transportation, and construction costs associated to the installation of one modular classroom.

The value for site revision includes upgrades to meet current Code and Bylaw requirements which includes fire access provisions, parking lot expansions, additional washroom facilities, playfield relocations, site grading, etc. These additional scopes of work are directly driven by existing site conditions and these costs form the Percentage Above Average Cost referenced in attachments VI, VII and VIII.

For modular classroom relocation projects, the average base project value equals approximately \$168,000.00 per modular unit. The total estimated project value for each modular relocation project is summarized below:

Table 4: Summary of Modular Classroom Relocation Costs			
School	Estimate of Relocation Costs (Covered by Alberta Education)	Estimate of Relocation Costs (Covered by CBE)	Estimate of Desks and Chairs and Smartboards* (Covered by CBE)
Prairie Sky School (Four Units)	\$735,000	\$48,000	\$52,853
Sir Winston Churchill High School (Six Units)	\$1,133,000	\$72,000	\$79,280
Connaught School (Two Units)	\$336,000	\$24,000	\$26,427
Total	\$2,284,000	\$144,000	\$158,559

* Estimates for tables and chairs will fluctuate based on class size.

For new modular classroom addition projects, the average base project value equals approximately \$148,000 per modular unit. Estimates for desks and chairs will fluctuate based on class size. The total estimated project value for each new modular addition project is summarized below:

Table 5: Summary of New Modular Classroom Costs			
School	Estimate of New Addition Costs (Covered by Alberta Education)	Estimate of Construction Costs (Covered by CBE)	Estimate of Desks and Chairs and Smartboards* (Covered by CBE)
Connaught School (Four Units)	\$834,000	\$0	\$52,853
Nelson Mandela High School (Six Units)	\$1,103,000	\$100,000	\$79,280
Peter Lougheed School (Four Units)	\$833,000	\$100,000	\$52,853
Mahogany School (Four Units)	\$821,000	\$100,000	\$52,853
Grant MacEwan School (Six Units)	\$1,199,000	\$0	\$79,280

Hugh A. Bennett School (Four Units)	\$789,000	\$100,000	\$52,853
Colonel Irvine School (Four Units)	\$897,000	\$0	\$52,853
Joane Cardinal - Schubert High School (Six Units)	\$1,375,000	\$0	\$79,280
Dr. E.P. Scarlett High School (Six Units)	\$1,303,000	\$0	\$79,280
Lester B. Pearson High School (Six Units)	\$973,000	\$0	\$79,280
Buffalo Rubbing Stone School (Two Units)	\$507,000	\$0	\$26,427
John G. Diefenbaker High School (Six Units)	\$978,000	\$0	\$79,280
Ernest Manning High School (Six Units)	\$933,000	\$100,000	\$79,280
Kenneth D. Taylor School (Two Units)	\$459,000	\$0	\$26,427
Dr. Gladys McKelvie Egbert School (Two Units)	\$483,000	\$100,000	\$26,427
Total	\$13,487,000	\$600,000	\$898,501

* Estimates for tables and chairs will fluctuate based on class size. Alberta Education provides \$12,000 per modular unit for furniture, fixtures & equipment for new modular projects, which does not cover all costs.

For modular classroom disposition projects, the average total project value equals approximately \$50,000 per modular unit. The total estimated project value for each new modular disposition project is summarized below:

Table 6: Summary of Modular Classrooms Disposition Costs		
School	Estimate of Disposition Costs (Covered by Alberta Education)	Estimate of Costs (Covered by CBE)
James Short Memorial	\$50,000	\$0
Total	\$50,000	\$0

The removal of modular units impacts annual operational and maintenance costs, these effects include an increase in utilization, a reduction in utilities costs and a reduction in custodial and maintenance costs. The estimated reduction in O&M costs that would result from the disposition of one modular unit at one school site is approximately \$1,827.

In addition, a one-time reduction in deferred maintenance values can be realized through disposition of modular units. The estimated one-time reduction in deferred maintenance that would result from the disposition of one modular classroom equals \$160,000.

6 | Implementation Consequences

Alberta Education normally requires school jurisdictions to submit their annual modular classroom program requests by November 1 each year. At the time this report was written, Alberta Education had not yet requested submission of modular classroom program requests for the 2024-25 school year.

If provincial approval of the CBE's modular classroom program requests is obtained before January 2024, there should be adequate time to complete designs, obtain permits and complete construction for all demolition and relocation projects as well as the installation of new units at up to five schools in time for the 2024-25 school year. However, this is subject to the responsiveness of the construction industry in producing new modulars. The installation of the balance of approved new modular units at the remaining schools would be completed throughout the 2024-25 school year. If approval and funding is delayed beyond that timeframe, the likelihood of completion in time for the start of the 2024-25 school year diminishes dramatically.

7 | Conclusion

The CBE recommends the request of 12 modular unit relocations, 1 modular unit demolition, and 68 new modular units for the 2024-25 school year.

The record number of new modular units being proposed is directly in response to the record enrolment being experienced and that will likely continue for several more years. It is further compounded by the fact that the CBE currently only has approval for the construction on one new school and how new schools take many years to open after they are announced.



GARY STROTHER
ACTING CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: Revised "Category A" Enrolment, Utilization, Projection
Attachment II: Eligibility Filters for Modular Classrooms
Attachment III: Modular Classroom Ranking Criteria
Attachment IV: Modular Classroom Eligibility Filter Review September 2023
Attachment V: Modular Classroom Points Assignment September 2023
Attachment VI: Modular Classrooms Recommended for Unit Relocation 2023
Attachment VII: Modular Classrooms Recommended for New Units 2023
Attachment VIII: Modular Classrooms Excluded from Modular Unit Additions 2023

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.

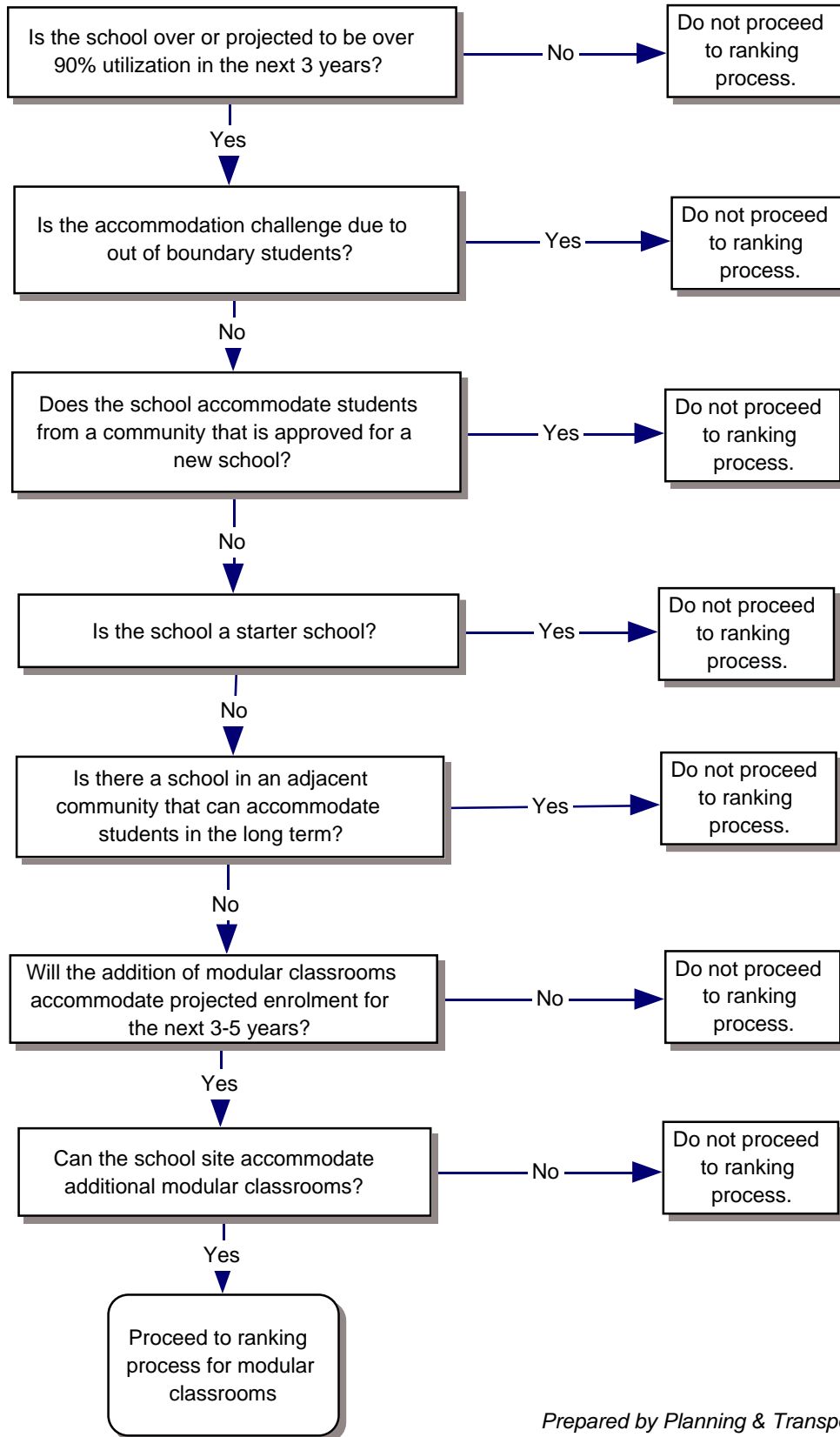
Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

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.

Attachment I: Revised "Category A" Enrolment, Utilization, Projection

CATEGORY A	
Enrolment, Utilization, Projection	
Strength of enrolment and utilization into the future (Projected 5 Year Utilization)	
Projected Utilization is less than 89%	0
Projected Utilization is between 90 to 99%	5
Projected Utilization is between 100 to 104%	10
Projected Utilization is between 105 to 109%	15
Projected Utilization is between 110 to 119%	20
Projected Utilization is greater than 120%	25

Attachment II: Eligibility Filters for Modular Classrooms



Prepared by Planning & Transportation Sept.2014

Category A	Points
Enrolment, Utilization, Projection	
Strength of enrolment and utilization into the future (Projected 5 Year Utilization)	
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

Should the Board approve revised Category A, as reflected in Attachment I to this report, the revised Category A would be used for the 2024-25 Modular Classroom Program.

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 Name	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 enrolment 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?
Bowness High School	Yes	Yes	-	-	-	-	-	-
Fish Creek School	Yes	Yes	-	-	-	-	-	-
Henry Wise Wood High School	Yes	Yes	-	-	-	-	-	-
Mount View School	Yes	Yes	-	-	-	-	-	-
Rosedale School	Yes	Yes	-	-	-	-	-	-
Rosemont School	Yes	Yes	-	-	-	-	-	-
Simon Fraser School	Yes	No	Yes	-	-	-	-	-
William D. Pratt School	Yes	No	Yes	-	-	-	-	-
Acadia School	Yes	No	No	No	Yes	-	-	-
Altadore School	Yes	No	No	No	Yes	-	-	-
Belvedere Parkway School	Yes	No	No	No	Yes	-	-	-
Cambrian Heights School	Yes	No	No	No	Yes	-	-	-
Capitol Hill School	Yes	No	No	No	Yes	-	-	-
Citadel Park School	Yes	No	No	No	Yes	-	-	-
Copperfield School	Yes	No	No	No	Yes	-	-	-
David Thompson School	Yes	No	No	No	Yes	-	-	-
Douglas Harkness School	Yes	No	No	No	Yes	-	-	-
Douglasdale School	Yes	No	No	No	Yes	-	-	-
Dr. Roberta Bondar School	Yes	No	No	No	Yes	-	-	-
Edgemont School	Yes	No	No	No	Yes	-	-	-
Elboya School	Yes	No	No	No	Yes	-	-	-
F.E. Osborne School	Yes	No	No	No	Yes	-	-	-
Fairview School	Yes	No	No	No	Yes	-	-	-
Griffith Woods School	Yes	No	No	No	Yes	-	-	-
Hawwood School	Yes	No	No	No	Yes	-	-	-
Ian Bazalgette School	Yes	No	No	No	Yes	-	-	-
Keeler School	Yes	No	No	No	Yes	-	-	-
King George School	Yes	No	No	No	Yes	-	-	-
Lakeshore School	Yes	No	No	No	Yes	-	-	-
Marion Carson School	Yes	No	No	No	Yes	-	-	-
McKenzie Highlands School	Yes	No	No	No	Yes	-	-	-
McKenzie Lake School	Yes	No	No	No	Yes	-	-	-
New Brighton School	Yes	No	No	No	Yes	-	-	-
Patrick Airlie School	Yes	No	No	No	Yes	-	-	-
Queen Elizabeth School	Yes	No	No	No	Yes	-	-	-
R.T. Alderman School	Yes	No	No	No	Yes	-	-	-
Richmond School	Yes	No	No	No	Yes	-	-	-
Rideau Park School	Yes	No	No	No	Yes	-	-	-
Ron Southern School	Yes	No	No	No	Yes	-	-	-
Royal Oak School	Yes	No	No	No	Yes	-	-	-
Rundle School	Yes	No	No	No	Yes	-	-	-
Scenic Acres School	Yes	No	No	No	Yes	-	-	-
Silver Springs School	Yes	No	No	No	Yes	-	-	-
Thornciffe School	Yes	No	No	No	Yes	-	-	-
Varsity Acres School	Yes	No	No	No	Yes	-	-	-
West Springs School	Yes	No	No	No	Yes	-	-	-
Wilma Hansen School	Yes	No	No	No	Yes	-	-	-
Woodbine School	Yes	No	No	No	Yes	-	-	-
Arbour Lake School	Yes	No	No	No	No	No	-	-
Bayside School	Yes	No	No	No	No	No	-	-
Bishop Pinkham School	Yes	No	No	No	No	No	-	-
Bob Edwards School	Yes	No	No	No	No	No	-	-
Georges P. Vanier School	Yes	No	No	No	No	No	-	-
Jack James High School	Yes	No	No	No	No	No	-	-
Ramsay School	Yes	No	No	No	No	No	-	-
Sibylla Kiddle School	Yes	No	No	No	No	No	-	-
Simons Valley School	Yes	No	No	No	No	No	-	-
Sundance School	Yes	No	No	No	No	No	-	-
Vincent Massey School	Yes	No	No	No	No	No	-	-
Alternative High School	Yes	No	No	No	No	Yes	No	-
Brentwood School	Yes	No	No	No	No	Yes	No	-
Centennial High School	Yes	No	No	No	No	Yes	No	-
Chaparral School	Yes	No	No	No	No	Yes	No	-
Chief Justice Milvain School	Yes	No	No	No	No	Yes	No	-
Chris Akkerman School	Yes	No	No	No	No	Yes	No	-
Colonel J. Fred Scott School	Yes	No	No	No	No	Yes	No	-
Colonel Sanders School	Yes	No	No	No	No	Yes	No	-
Cranston School	Yes	No	No	No	No	Yes	No	-
Crossing Park School	Yes	No	No	No	No	Yes	No	-
Dalhousie School	Yes	No	No	No	No	Yes	No	-
Dr. J. K. Mulloy School	Yes	No	No	No	No	Yes	No	-
Giamorgan School	Yes	No	No	No	No	Yes	No	-
Guy Weadick School	Yes	No	No	No	No	Yes	No	-
H.D. Cartwright School	Yes	No	No	No	No	Yes	No	-
Highwood School	Yes	No	No	No	No	Yes	No	-
Killarney School	Yes	No	No	No	No	Yes	No	-
Le Roi Daniels School	Yes	No	No	No	No	Yes	No	-
Lord Beaverbrook High School	Yes	No	No	No	No	Yes	No	-
Nose Creek School	Yes	No	No	No	No	Yes	No	-
Panorama Hills School	Yes	No	No	No	No	Yes	No	-
Riverside School	Yes	No	No	No	No	Yes	No	-
Robert Thirsk High School	Yes	No	No	No	No	Yes	No	-
Sir John A. Macdonald School	Yes	No	No	No	No	Yes	No	-
Taradale School	Yes	No	No	No	No	Yes	No	-
Thomas B. Riley School	Yes	No	No	No	No	Yes	No	-
Tom Baines School	Yes	No	No	No	No	Yes	No	-
Valley Creek School	Yes	No	No	No	No	Yes	No	-
West Ridge School	Yes	No	No	No	No	Yes	No	-
William Reid School	Yes	No	No	No	No	Yes	No	-

School Name	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 enrolment 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?
Annie Gale School	Yes	No	No	No	No	Yes	Yes	Yes
Balmoral School	Yes	No	No	No	No	Yes	Yes	Yes
Buffalo Rubbing Stone School	Yes	No	No	No	No	Yes	Yes	Yes
Captain Nichola Goddard School	Yes	No	No	No	No	Yes	Yes	Yes
Clarence Sansom School	Yes	No	No	No	No	Yes	Yes	Yes
Colonel Irvine School	Yes	No	No	No	No	Yes	Yes	Yes
Colonel Macleod School	Yes	No	No	No	No	Yes	Yes	Yes
Connaught School	Yes	No	No	No	No	Yes	Yes	Yes
Coventry Hills School	Yes	No	No	No	No	Yes	Yes	Yes
Dr. E. P. Scarlett High School	Yes	No	No	No	No	Yes	Yes	Yes
Dr. Gladys McKelvie Egbert School	Yes	No	No	No	No	Yes	Yes	Yes
Dr. Gordon Higgins School	Yes	No	No	No	No	Yes	Yes	Yes
Dr. Martha Cohen School	Yes	No	No	No	No	Yes	Yes	Yes
Ernest Manning High School	Yes	No	No	No	No	Yes	Yes	Yes
Falconridge School	Yes	No	No	No	No	Yes	Yes	Yes
Forest Lawn High School	Yes	No	No	No	No	Yes	Yes	Yes
Grant MacEwan School	Yes	No	No	No	No	Yes	Yes	Yes
Hugh A. Bennett School	Yes	No	No	No	No	Yes	Yes	Yes
James Fowler High School	Yes	No	No	No	No	Yes	Yes	Yes
Joane Cardinal-Schubert High School	Yes	No	No	No	No	Yes	Yes	Yes
John G. Diefenbaker High School	Yes	No	Yes	No	No	Yes	Yes	Yes
Kenneth D. Taylor School	Yes	No	No	No	No	Yes	Yes	Yes
Lester B. Pearson High School	Yes	No	No	No	No	Yes	Yes	Yes
Mahogany School	Yes	No	No	No	No	Yes	Yes	Yes
Manmeet Singh Bhullar School	Yes	No	No	No	No	Yes	Yes	Yes
Mount Royal School	Yes	No	No	No	No	Yes	Yes	Yes
Nelson Mandela High School	Yes	No	No	No	No	Yes	Yes	Yes
North Calgary High School	Yes	No	No	No	No	Yes	Yes	Yes
Northern Lights School	Yes	No	No	No	No	Yes	Yes	Yes
O. S. Geiger School	Yes	No	No	No	No	Yes	Yes	Yes
Peter Lougheed School	Yes	No	No	No	No	Yes	Yes	Yes
Prairie Sky School	Yes	No	No	No	No	Yes	Yes	Yes
Saddle Ridge School	Yes	No	No	No	No	Yes	Yes	Yes
Sir Wilfrid Laurier School	Yes	No	No	No	No	Yes	Yes	Yes
Sir Winston Churchill High School	Yes	No	No	No	No	Yes	Yes	Yes
Stanley Jones School	Yes	No	No	No	No	Yes	Yes	Yes
Ted Harrison School	Yes	No	No	No	No	Yes	Yes	Yes
Terry Fox School	Yes	No	No	No	No	Yes	Yes	Yes
Western Canada High School	Yes	No	No	No	No	Yes	Yes	Yes

Attachment V: Modular Classroom Points Assignment 2023

SCHOOL	PROGRAM	CATEGORY A Enrolment/Projection/Utilization	CATEGORY B Site Features/Location	CATEGORY C Cost Compared to Average	TOTAL
Lester B. Pearson High School	Regular	20	10	20	50
John G. Diefenbaker High School	Regular	15	12	20	47
North Trail High School	Regular	20	11	15	46
Sir Winston Churchill High School	Regular	25	9	10	44
Prairie Sky School	Regular	25	8	10	43
Mahogany School	Regular	25	12	5	42
Peter Lougheed School	Regular	25	12	5	42
Balmoral School	Traditional Learning Centre	10	11	20	41
O. S. Geiger School	Regular	25	11	5	41
Nelson Mandela High School	Regular	25	10	5	40
Ernest Manning High School	Regular	15	10	15	40
Grant MacEwan School	Regular	25	9	5	39
Kenneth D. Taylor School	Regular	25	8	5	38
Connaught School	Regular	25	7	5	37
Joane Cardinal-Schubert High School	Regular	25	6	5	36
Dr. E. P. Scarlett High School	Regular and French Immersion	20	10	5	35
Buffalo Rubbing Stone School	Regular	15	12	5	32
Captain Nichola Goddard School	Regular	20	7	5	32
Colonel Irvine School	Regular and Chinese Bilingual	15	11	5	31
Saddle Ridge School	Regular	15	10	5	30
Ted Harrison School	Regular	20	5	5	30
Western Canada High School	Regular and French Immersion	10	8	10	28
Terry Fox School	Regular	5	7	15	27
Colonel Macleod School	Regular and Traditional Learning	10	12	5	27
Dr. Gladys McKelvie Egbert School	Regular	10	12	5	27
Coventry Hills School	Regular	10	12	5	27
Manmeet Singh Bhullar School	Regular	15	6	5	26
Hugh A. Bennett School	Regular	10	10	5	25
Stanley Jones School	Regular and All Girls	10	7	5	22
Northern Lights School	Regular	10	7	5	22
Sir Wilfrid Laurier School	Traditional Learning Centre	5	11	5	21
Dr. Martha Cohen School	Regular	10	6	5	21
Forest Lawn High School	Regular	5	10	5	20
Dr. Gordon Higgins School	Regular	5	8	5	18
Falconridge School	Regular	5	8	5	18
Mount Royal School	Regular	5	7	5	17
Annie Gale School	Regular and Traditional Learning	5	7	5	17
Clarence Sansom School	Regular	5	7	5	17
James Fowler High School	Regular	15	0	0	15

Attachment VI: Modular Classrooms Recommended for Unit Relocation 2023

School Name	Area	Planning Sector	Opening Day 2023 Utilization	Overflow Status	Utilization w/o Overflow	Overflowed To:	# of Units Requested	# of Student Spaces	New Utilization w/o Overflow	Points Ranking	% above Avg. Cost	Playfields Impacted?	Site Revisions
Prairie Sky School	4	NE	110%	Overflowed	135%	Annie Foote School Dr. Gordon Higgins School Monterey Park School	4	100	120%	43	21%	Yes	Long Service Route, Relocate Playfields, Data Closet.
Sir Winston Churchill High School	1	NW	123%	Overflowed	132%	William Aberhart High School	6	150	123%	44	24%	No	Long Service Route, Parking Revisions, Replace Trees, Regrading, Data Closet.
Connaught School	7	C	108%	Overflowed	155%	Ramsay School Earl Grey School Wildwood School	6	150	112%	37	34%	Yes	Long Service Route, Parking & Washroom Expansions, Relocate Playfield, Replace Trees, Data Closet.

Note: For the Unit Relocation request, Connaught School will require 2 units from relocation. The remaining 4 units will be requested through the New Unit request.

Attachment VII: Modular Classrooms Recommended for New Units 2023

School Name	Area	Planning Sector	Opening Day 2023 Utilization	Overflow Status	Utilization w/o Overflow	Overflowed To:	# of Units Requested	# of Student Spaces	New Utilization w/o Overflow	Points Ranking	% above Avg. Cost	Playfields Impacted?	Site Revisions
Connaught School	7	C	108%	Overflowed	155%	Ramsay School Earl Grey School Wildwood School	6	150	112%	37	34%	Yes	Long Service Route, Parking & Washroom Expansions, Relocate Playfield, Replace Trees, Data Closet.
Nelson Mandela High School	4	NE	122%	Overflowed	131%	James Fowler High School	6	150	120%	40	35%	No	New Fire Wall, Washroom Expansion, Sprinklered Connection, Regrading, Relocate Services, Connection Corridor.
Peter Lougheed School	4	NE	101%	Overflowed	121%	Pineridge School Clarence Sansom School	4	100	110%	42	58%	Yes	New Fire Wall, Parking & Washroom Expansion, Sprinklered Connection, Replace Trees, Regrading, Connection Corridor.
Mahogany School	5	SE	123%	Overflowed	142%	Bayside School	4	100	120%	42	56%	No	New Fire Wall, Parking & Washroom Expansion, Sprinklered Connection, Connection Corridor.
Grant MacEwan School	4	NE	118%	Overflowed	135%	O.S. Geiger School	6	150	107%	39	35%	Yes	Long Service Route, Parking & Washroom Expansion, Data Closet.
Hugh A. Bennett School	4	NE	103%	Overflowed	104%	Pineridge School	4	100	104%	25	50%	Yes	New Fire Wall, Parking & Washroom Expansion, Sprinklered Connection, Relocate Playfields, Connection Corridor.
Colonel Irvine School	2	C	105%	None	105%		4	100	98%	31	52%	Yes	Long Service Route, Parking & Washroom Expansion, Data Closet.
Joane Cardinal-Schubert High School	5	SE	127%	None	127%		6	150	116%	36	55%	No	Long Service Route, New Fire Access Lane, Fire Hydrant, Data Closet Parking & Washroom Expansion, Replace Trees, Regrading.
Dr. E. P. Scarlett High School	6	S	116%	None	116%		6	150	106%	35	47%	No	Long Service Route, New Fire Access Lane, Data Closet, Parking Revisions.
Lester B. Pearson High School	4	NE	113%	None	113%		6	150	103%	50	10%	No	Long Service Route, Parking Revisions, Washroom Expansion, Replace Trees, Data Closet.
Buffalo Rubbing Stone School	2	N	109%	None	109%		2	50	100%	32	71%	No	New Fire Wall, Parking Expansion, Sprinklered Connection, Replace Trees, Regrading.
John G. Diefenbaker High School	2	N	108%	None	108%		6	150	98%	47	10%	No	Long Service Route, Data Closet.
Ernest Manning High School	7	W	107%	None	107%		6	150	98%	40	16%	No	New Fire Wall, Sprinklered Connection, Connection Corridor.
Kenneth D. Taylor School	2	N	107%	Overflowed	121%	Cambrian Heights School	2	50	111%	38	55%	No	Parking & Washroom Expansion, Sprinklered Connection, Regrading.
Dr. Gladys McKelvie Egbert School	3	NE	101%	None	101%		2	50	96%	27	97%	No	New Fire Wall, Parking Expansion, Connection Corridor.

Attachment VIII: Modular Classrooms Excluded from Modular Unit Additions 2023

School Name	Area	Planning Sector	Opening Day 2023 Utilization	3-Yr Utilization Average	Overflow Status	# of Units That Can Be Accommodated	# of Student Spaces	New Utilization	Points Ranking	% above Avg. Cost	Playfields Impacted?	Site Revisions
Western Canada High School	7	C	111%	104%	Overflowed	6	150	104%	28	17%	Yes	Long Service Route, Parking Expansion, Relocate Playfields, Data Closet.
Dr. Gordon Higgins School	4	NE	109%	96%	Receiver	1	25	106%	18	69%	Yes	Parking Expansion, Relocate Playfields, Data Closet.
Balmoral School	2	C	106%	105%	None	2	50	97%	41	13%	Yes	Long Service Route, Parking Expansion, Relocate Playfields, Data Closet.
O. S. Geiger School	4	NE	105%	134%	Receiver	6	150	81%	41	50%	Yes	Long Service Route, New Fire Access Lane, Parking & Washroom Expansion, Barrier Free Upgrades, Relocate Playfields, Data Closet.
Saddle Ridge School	4	NE	102%	108%	Overflowed	2	50	102%	30	98%	Yes	Parking & Washroom Expansion, Relocate Playfields, Sprinklered Connection, Regrading, Relocate Services.
Colonel Macleod School	3	C	100%	101%	None	4	100	87%	27	34%	Yes	Parking & Washroom Expansion, Relocate Playfields.
Mount Royal School	7	C	100%	100%	Overflowed	4	100	100%	17	33%	Yes	Long Service Route, Parking & Washroom Expansion, Relocate Playfields, Regrading, Data Closet.
Annie Gale School	4	NE	99%	97%	None	4	100	86%	17	32%	No	Short Service Route, Parking & Washroom Expansion, Data Closet.
Manmeet Singh Bhullar School	4	NE	98%	106%	None	4	100	83%	26	65%	No	Long Service Route, Fire Access Lane, Parking & Washroom Expansion, Data Closet.
Clarence Sansom School	4	NE	98%	100%	Receiver	2	50	92%	17	117%	No	Long Service Route, New Fire Hydrant, Parking Expansion Data Closet.
Forest Lawn High School	3	E	97%	95%	None	4	100	95%	20	41%	No	Long Service Route, Parking Expansion, Data Closet.
Northern Lights School	3	N	97%	102%	None	4	100	82%	22	57%	No	Washroom Expansion, Sprinklered Connection, Replace Trees, Regrading, Barrier Free Upgrades, Connection Corridor.
Falconridge School	4	NE	97%	96%	None	2	50	89%	18	66%	Yes	New Fire Wall, Parking Revisions, Relocate Playfields, Connection Corridor.
Sir Wilfrid Laurier School	4	E	97%	100%	None	4	100	81%	21	45%	No	Short Service Route, New Fire Wall, Washroom Expansion, Data Closet, Connection Corridor.
Coventry Hills School	3	N	95%	102%	None	2	50	88%	27	30%	No	Parking & Washroom Expansion.
Stanley Jones School	3	C	94%	101%	None	4	100	80%	22	66%	Yes	Long Service Route, New Fire Access Lane, Parking Expansion Relocate Playfields.
Terry Fox School	4	NE	93%	97%	None	4	100	83%	27	14%	No	Long Service Route, Parking & Washroom Expansion, Replace Trees, Data Closet.
North Trail High School	3	N	82%	111%	None	6	150	75%	46	19%	No	Short Service Route, New Fire Hydrant, Data Closet.
Captain Nichola Goddard School	Excluded from analysis due to cost											
Dr. Martha Cohen School	Excluded from analysis due to cost											
James Fowler High School	Excluded from analysis due to cost											
Ted Harrison School	Excluded from analysis due to cost											

OE-1: Global Operational Expectations

Monitoring report for the school year 2022-2023

Report date:
October 17, 2023

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 1: Global Operational Expectations, the Chief Superintendent certifies that the proceeding information is accurate and complete.

- In Compliance.
- In Compliance with exceptions noted in the evidence.
- Not in Compliance.

Signed: *G. Strother*
Gary Strother, Acting Chief Superintendent

Date: October 17, 2023

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 1: Global Operational Expectations, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

OE-1: Global Operational Expectations

Executive Summary

The Board of Trustees believes that the credibility of and public confidence in the organization are necessary to contribute positively to student success. The Board expects practices, activities and decisions that are in keeping with the standards, as defined in law and board policies, for an organization responsible for public education.

This Operational Expectation establishes the global values and expectations of the Board of Trustees for the Calgary Board of Education regarding the operation of the organization.

The Chief Superintendent's reasonable interpretation and indicators for OE 1: Global Operational Expectations were approved on October 10, 2017. The Board last monitored that version of the policy on October 11, 2022. The Board of Trustees approved revisions to the reasonable interpretations and indicators for OE 1 on October 25, 2022, which are reflected in this report. This report includes data available from the 2022-2023 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
1.1	1.1.1	Compliant
1.1	1.1.2	Compliant
1.2	1.2.1	Compliant
1.2	1.2.2	Not Applicable
1.3	1.3.1	Compliant
1.3	1.3.2	Compliant
1.3	1.3.3	Compliant
1.3	1.3.4	Compliant



OE-1: Global Operational Expectations

The Board of Trustees believes that the credibility of and public confidence in the organization are necessary to contribute positively to student success. The Board expects practices, activities and decisions that are in keeping with the standards, as defined in law and board policies, for an organization responsible for public education.

Board-approved Interpretation |

The Chief Superintendent has a responsibility to ensure that the organization operates in such a way that public trust and confidence is maintained. In order to do this, the organization must:

- operate in accordance with the *Education Act* and the related regulations, as well as other applicable legislation and regulations;
- operate using standards associated with sound professional and business practice;
- maintain working and learning environments that endeavour to keep employees and students from harm;
- support a respectful work and learning environment for students and employees and considerate, thoughtful interactions with the public;
- meet the expectations set out in the Board of Trustees' Operational Expectations policies; and
- administer its operations in ways that meet or exceed the community's expectations for the conduct of a public institution.

The Chief Superintendent shall:

1.1	Take all reasonable measures to ensure that practices, activities, decisions, and organizational conditions are lawful, ethical, safe, respectful, prudent, in compliance with Board policy and preserve the organization's public image and credibility.	Compliant
-----	---	-----------

OE-1: Global Operational Expectations**Board-approved Interpretation |**

The Chief Superintendent is responsible for ensuring the organization operates within the boundaries of law and Board of Trustees policies. Having consistent expectations through regulations aligned with and in support of applicable legislation and policies provides guidance and clarity for employees as they perform their duties.

The Chief Superintendent interprets:

- *reasonable measures* to mean system-wide preventative internal controls.
- *practice, activity, decision or organizational condition* to mean the day-to-day operations of the Calgary Board of Education.

Board-approved Indicators and Evidence of Compliance |

1. Employees are informed of the expectations for their conduct in the context of their employment through the CBE Employee Code of Conduct.	Compliant
--	-----------

The organization is compliant with this indicator.

a) at the point of hire, as evidenced by new employee acknowledgement;

Evidence statement

Human resources confirms 100% compliance. Before any hire or re-hire is completed, all paperwork must be received as well as the signed acknowledgement form, stating the employee is aware of the Employee Code of Conduct.

b) annually by school principals;

Evidence statement

Principals have confirmed 100% compliance in sharing the Employee Code of Conduct with their staff as well as the expectations for their conduct in the context of their employment with CBE.

OE-1: Global Operational Expectations

c) annually by supervisors.

Evidence statement

All supervisors confirm 100% compliance in sharing and discussing the Employee Code of Conduct with their staff. This includes education directors, service unit directors, and superintendents.

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

The organization is compliant with this indicator.

Evidence statement

While staffing vacancies have limited the advancement of administrative regulation reviews, it is anticipated that reviews will begin to return to a more consistent pacing during 2023-2024. In January 2023, a former principal was hired to assist in backfilling for the role until a permanent Policy Coordinator could be hired. A workplan was generated and provided to General Counsel. The plan prioritized work based on legislative and regulatory changes, amendments flowing from Board policies, and changes stemming from material operational changes. This work is followed by regularly scheduled reviews.

In 2022-2023, the following Administrative Regulations were amended:

- AR 4029: Employee Police Information;
- AR 3006: Home Education;
- AR 5007: Concerns and Complaints;
- AR 1070: Occupational Health and Safety; and
- AR 6020: Attendance of Students.

In addition, a substantial review was completed on AR 6024: Records Management. A revised AR 6024 will be implemented early fall 2023.

The Chief Superintendent shall:

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

OE-1: Global Operational Expectations**Board-approved Interpretation |**

The Chief Superintendent shall ensure that activities and conditions within the CBE support the reliable achievement of strategic and operational objectives over time and within available financial resources.

The Chief Superintendent interprets:

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

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

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

The organization is compliant with this indicator.

Evidence statement

The Board of Trustees monitored Results throughout the 2022-2023 school year in accordance with its Annual Work plan. Results 2 – Academic Success was monitored January 17, January 31, and February 21, 2023. On February 21, 2023, the Board determined that administration made reasonable progress towards the ultimate achievement of the Board Results with an exception for students who self-identify as Indigenous in all academic areas. This determination was based on the evidence in the Monitoring report.

Results 3 – Citizenship was monitored on March 7 and 21, 2023. Based on the evidence in the Monitoring report, the Board determined that administration made reasonable progress towards the ultimate achievement in all areas of this Results policy.

Result 4 - Personal Development was monitored on April 4 and 18, 2023 and determined that administration made reasonable progress towards the ultimate achievement of this Results policy.

Results 5 – Character was monitored on May 9 and 23, 2023. Based on the evidence in the Monitoring report, the Board determined that administration made reasonable progress towards the ultimate achievement of this Results policy.

OE-1: Global Operational Expectations

<p>2. Risks to the achievement of the CBE's strategic and operational objectives are managed within the Board's risk appetite and risk tolerance levels.</p>	<p>Not applicable</p>
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This indicator is not applicable pending Board of Trustee approval of the Board's risk appetite and risk tolerance.

Evidence statement

In late October 2020, the Board of Trustees amended Operational Expectation 1: Global Operations Expectations, to reflect a renewed focus on governance and oversight of strategic and operational risks to the CBE. Subsection 1.2 was amended to provide specific policy direction on management of CBE's organizational risks. The policy amendments provide for Board of Trustees oversight of risk management through Board approval of a risk appetite and risk tolerance statements that define the Board's values in relation to risk management within the CBE.

In 2021, CBE administration commenced development of a risk appetite and risk tolerance for review and approval by the Board of Trustees pursuant to the Board's amended policy. CBE administration also commenced development of an internal risk register to support the prioritization, management, and mitigation of strategic and operational risks. CBE administration consulted with external and internal experts in developing these three instruments and engaged the then Board on the development of these guiding documents. In discussion with the former Board of Trustees, approval of the risk appetite and risk tolerance statements was deferred to enable the 2021-2025 Board of Trustees to review and approve it.

A proposed risk appetite and risk tolerance statement was to be presented to this Board of Trustees for approval no later than June 30, 2023. With the resignation of the Chief Superintendent in May 2023, this work was further deferred by the Board until a new Chief Superintendent is selected.

OE-1: Global Operational Expectations

The Chief Superintendent shall:

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

The Chief Superintendent interprets *recklessly expose* as allowing conditions to exist which prevent The Calgary Board of Education from obtaining insurance coverage.

Board-approved Indicators and *Evidence of Compliance* |

1. CBE purchases insurance coverage that is comparable to the Ontario School Board Insurance Exchange and therefore considered normal and customary for the operation of a similar school district.	Compliant
---	-----------

The organization is compliant with this indicator.

Evidence statement

The Urban Schools Insurance Consortium, and by extension, CBE, did not experience any challenges in acquiring insurance coverage for our multiple exposure lines (casualty, property, vehicles, student activities, general liability and cyber) during the 2022-2023 school year. As a result of world-wide catastrophes, including the recent COVID-19 pandemic, the global insurance market is in what is known as a "hard-market" state and is expected to be for the next year. This means that underwriters who provide the finances to support our insurance policies, can be more selective in the risks they take and the clients they are willing to back. Despite this hard market, the CBE (USIC) has been able to secure adequate coverage for our risks.

OE-1: Global Operational Expectations

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

The organization is compliant with this indicator.

Evidence statement

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

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

The organization is compliant with this indicator.

Evidence statement

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

- Purchase of goods, services and professional services agreements;
- Supplementary terms in CCDC2, RAIC-6 and ACEC standard form contracts;
- The CBE's Master Tour Operator agreements; and
- Ad-Hoc Transportation Agreements

OE-1: Global Operational Expectations

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

The organization is compliant with this indicator.

Evidence statement

CBE has a clearly defined and well-communicated process for approving off-site activities of all types. The process includes an Off-Site Activities Procedures Manual, administrative regulations, an online Off-Site Activities Proposal and Review process, an Education Director, and an Off-Site Activities Coordinator (System Assistant Principal) to oversee off-site activities. Oversight ensures compliance with the Off-Site Activities Procedures Manual and the applicable administrative regulations.

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

OE-1: Global Operational Expectations

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

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

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

OE-1: Global Operational Expectations

Approved Trips (August 2022 – June 2023)

2022 - 2023 Trip Stats

	A	B	C	D
# of Trips	14,489	952	61	14
# of Students	342,865	45,068	2,006	541

Evidence demonstrates all indicators in subsection 1 are in compliance.

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

Board: The Board of Trustees

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

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

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

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

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



CALGARY BOARD OF EDUCATION

Minutes of the Special Meeting of the Board of Trustees (the “Board”) for a Teacher Transfer Appeal Hearing held in Room T224, Education Centre, 1221 – 8 Street SW, Calgary, Alberta on Wednesday, September 6, 2023 at 9:30 a.m.

MEETING ATTENDANCE

Board of Trustees:

Trustee L. Hack
Trustee P. Bolger
Trustee N. Close
Trustee M. Dennis
Trustee D. Downey
Trustee C. May
Trustee S. Vukadinovic

Administration:

R. Armstrong, Superintendent, Human Resources
K. A. Fenney, General Counsel
J. Pitman, Superintendent, School Improvement
C. Tobin, Director, Human Resources
P. Minor, Corporate Secretary

Others:

A. McLeod, Alberta Teachers’ Association, Representative to the Appellant
Teacher Appellant

CALL TO ORDER

Chair Hack called the meeting to order at 9:32 a.m.

MOTION TO MOVE IN CAMERA

MOVED by Trustee Dennis:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the private agenda for the Special Meeting of the Board of Trustees, September 6, 2023, be considered at an in-camera session; therefore, be it

Resolved, THAT the Special Meeting of the Board of Trustees moves in-camera.

The motion was
CARRIED UNANIMOUSLY.

Recessed: 3:00 p.m.



**Calgary Board
of Education**

Reconvened: 7:30 p.m. (virtual)

Attendees confirmed they were alone and in locations that no other person could hear them or any part of this meeting.

MOTION TO REVERT TO PUBLIC MEETING

MOVED by Trustee Vukadinovic:

THAT the Special Meeting of the Board of Trustees moves out of in-camera.

The motion was
CARRIED UNANIMOUSLY.

MOTIONS TO ACTION IN-CAMERA RECOMMENDATIONS

MOVED by Trustee May:

THAT, subsequent to giving consideration to the presentations of both parties, the Board of Trustees dismisses the appellant's appeal of the decision to transfer the appellant from Discovering Choices and West View School to Ted Harrison School, for the following reason:

THAT the appellant presented no convincing cause to uphold the appeal.

The motion was
CARRIED

In favour: Trustee Close
Trustee Dennis
Trustee Downey
Trustee May

Opposed: Trustee Bolger
Trustee Hack
Trustee Vukadinovic

TERMINATION OF MEETING

The meeting terminated at 10:40 p.m.

Chair

Corporate Secretary
Adopted:

CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the “Board”) held in the Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary, Alberta on Tuesday, September 26, 2023 at 11:00 a.m.

MEETING ATTENDANCE

Board of Trustees:

Trustee L. Hack, Chair
Trustee P. Bolger
Trustee N. Close
Trustee M. Dennis
Trustee D. Downey
Trustee C. May
Trustee S. Vukadinovic

Administration:

G. Strother, Acting Chief Superintendent of Schools
R. Armstrong, Superintendent, Human Resources
D. Breton, Superintendent, Facilities and Environmental Services
K. Fenney, General Counsel
B. Grundy, Superintendent, Finance/Technology Services
M. Martin-Esposito, Chief Communications Officer
M. Nelson, Acting Superintendent, School Improvement
J. Pitman, Superintendent, School Improvement
P. Minor, Corporate Secretary
M. Graham, Board Administrator

Stakeholder Representatives:

C. Gordon, Canadian Union of Public Employees, Local 40

1 | **CALL TO ORDER, NATIONAL ANTHEM AND WELCOME**

Chair Hack called the meeting to order at 11:01 a.m. and students from Fish Creek School led the national anthem through a video recording.

Chair Hack acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. She also acknowledged the Tsuut’ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta.

The Chair welcomed staff, union representatives and members of the public to the meeting, including those attending virtually



2 | CONSIDERATION/ APPROVAL OF AGENDA

P. Minor, Corporate Secretary, noted that a request was received to remove Item 9.2.2, Construction Projects Status Report, from the Consent Agenda and add the same as Item 7.1 under Matters Reserved for Board Information.

MOVED by Trustee Bolger:

THAT the Board of Trustees approves the agenda for the Regular Meeting of September 26, 2023, subject to the changes noted above.

The motion was
CARRIED UNANIMOUSLY.

3 | AWARDS AND RECOGNITIONS

There were no presentations.

4 | RESULTS FOCUS

There were no reports or presentations.

5 | OPERATIONAL EXPECTATIONS

There were no reports or presentations.

6 | PUBLIC COMMENT

There were no public comments.

7 | MATTERS RESERVED FOR BOARD INFORMATION

7.1 Construction Projects Status Report

Chair Hack introduced the item.

Administration responded to Trustee questions on the report, including matters of pre-planning and planning development stages; Evanston Middle School; modernizations of John G. Diefenbaker School and Sir John A. Macdonald School; and, status of current funding requests for priority new school and modernization projects.

8 | MATTERS RESERVED FOR BOARD DECISION

8.1 Locally Developed Courses

Acting Chief Strother introduced the report, stating that Locally Developed Courses ensure CBE access to enhanced or extended learning based on student interests and



availability of staff. The recommended courses being brought forward today, based on Alberta Education approval, have been developed by CBE or acquired from other school divisions.

Trustees commented on Administration's ability to work with Alberta Education to provide these courses to CBE students.

MOVED by Trustee Downey:

THAT the Board of Trustees approves the recommendations for Locally Developed Courses for school use in the Calgary Board of Education for the authorization periods set by Alberta Education's policy.

In debate of the motion, Trustees made comments on alteration to the regular timeline for course submission approval; and CBE's strong offering of courses to enhance choice for students.

Chair Hack called for a vote.

The motion was
CARRIED UNANIMOUSLY.

8.2 Meeting Minutes

Chair Hack noted these minutes are on the agenda for decision instead of being on the consent agenda, as is the normal process. Pursuant to Section N(12)(b) of the Board Meeting Procedures, any Trustee who is absent from a Board of Trustees' meeting is not entitled to vote on the adoption of the minutes arising from the meeting. Trustee Downey will abstain from voting on the approval of the minutes from the July 18, 2023 Special Meeting; Trustees Downey and Hack will abstain from voting on the approval of the minutes from the July 24, 2023 Special Meeting; Trustees Hack and Vukadinovic will abstain from voting on the approval of the minutes from the August 2, 2023 Special Meeting; and Trustee Vukadinovic will abstain from voting on the approval of the minutes from the August 8, 2023 Special Meeting.

MOVED by Trustee Bolger:

THAT the Board of Trustees approves the minutes of the Special Meeting held July 18, 2023, as submitted.

The motion was
CARRIED.

Abstained: Trustee Downey

MOVED by Trustee Vukadinovic:

THAT the Board of Trustees approves the minutes of the Special Meeting held July 24, 2023, as submitted.



The motion was
CARRIED.

Abstained: Trustee Downey
Trustee Hack

MOVED by Trustee Downey:

THAT the Board of Trustees approves the minutes of the Special Meeting held August 2, 2023, as submitted.

The motion was
CARRIED.

Abstained: Trustee Hack
Trustee Vukadinovic

MOVED by Trustee Bolger:

THAT the Board of Trustees approves the minutes of the Special Meeting held August 8, 2023, as submitted.

The motion was
CARRIED.

Abstained: Trustee Vukadinovic

9 | **CONSENT AGENDA**

9.1 **Items Provided for Board Decision**

9.1.1 Meeting Minutes

- Regular Meeting held June 13, 2023
- Organizational Meeting held June 13, 2023
- Regular Meeting held June 20, 2023
- Special Meeting held August 23, 2023

THAT the Board of Trustees approves the Minutes of the Regular Meetings held June 13 and 20, 2023, the Organizational Meeting held June 13, 2023, and the Special Meeting held August 23, 2023, as submitted.

9.2 **Items Provided for Board Information**

9.2.1 Acting Chief Superintendent's Update

Chair Hack noted the public portion of this meeting is now adjourned; and, that the Board would reconvene in private to discuss one legal, one land, five labour and three strategic planning matters. She stated the next public Board meeting is on Tuesday, October 17, 2023.

Recessed: 11:27 p.m.
Reconvened: 11:39 p.m.



10 | **PRIVATE SESSION**

Motion to Move In Camera

MOVED by Trustee Dennis:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the private agenda for the Regular Meeting of the Board of Trustees, September 26, 2023 be considered at a private session; therefore, be it

Resolved, **THAT the Regular Meeting of the Board of Trustees moves in camera.**

The motion was
CARRIED UNANIMOUSLY.

Motion to Move Out of In Camera

MOVED by Trustee Downey:

THAT the Regular Meeting of the Board of Trustees moves out of in camera.

The motion was
CARRIED UNANIMOUSLY.

Motions to Action In-Camera Recommendations

MOVED by Trustee Vukadinovic:

THAT the Board of Trustees approves the Service Agreement provided in Attachment III to the report.

The motion was
CARRIED UNANIMOUSLY.

11 | **TERMINATION OF MEETING**

The meeting terminated at 1:40 p.m.

Chair

Corporate Secretary
Adopted:

