

public agenda

Regular Meeting of the Board of Trustees

October 25, 2022
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
11:00 a.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		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			
	7.1 Inclusive Education and Specialized Programming			Page 7-1
	8 Matters Reserved for Board Information			GC-3
	9 Matters Reserved for Board Decision	Board	GC-3	
	9.1 2023-24 Modular Classroom Program		OE-7, 8, 9	Page 9-6
	9.2 North Calgary High School Fit Up Funding		OE-2,5,7,9	Page 9-21
9.3 Proposed Amendments to Governance Policies: OE-5: Financial Planning and OE-8: Communicating and Engaging With the Public		GC-2, 3; OE-5, 8	Page 9-1	

Time	Topic	Who	Policy Ref	Attachment
	10 Consent Agenda	Board	GC-2.6	
	10.1 Items Provided for Board Decision			
	10.1.1 OE-1: Global Operational Expectations – Annual Monitoring		OE-1	Page 5-1-A (Oct 11/22)
	10.1.2 Meeting Minutes			
	<ul style="list-style-type: none"> • September 6, 2022 Special Meeting • September 27, 2022 Regular Meeting 			Page 10-1 Page 10-3
	10.2 Items Provided for Board Information			
	11 In-Camera Session			
	12 Adjournment			
	Debrief	Trustees	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.



Inclusive Education and Specialized Programming

Board Development Session
October 25, 2022



learning | as unique | as every student



Calgary Board
of Education



What is Inclusion? | Overview

“At the core of inclusion is the concept of making differences ordinary so that all students have a place, feel valued and welcomed, and are equipped for success.”



Setting the Direction – Action on Inclusion 2010



Inclusive Education | Definition



“Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners.”

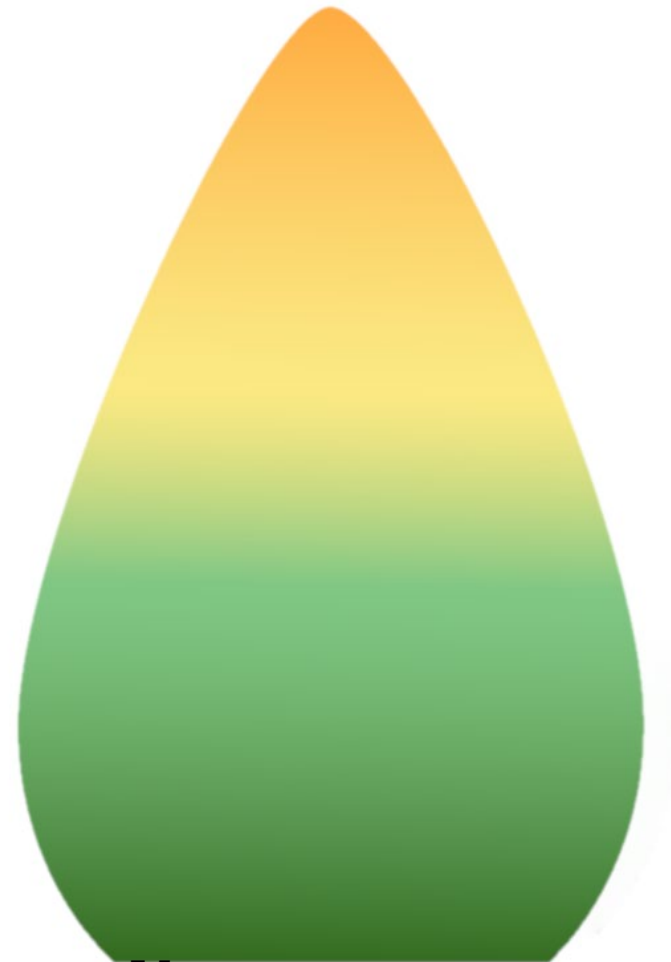
Alberta Education

Alberta Education | Principles of Inclusion



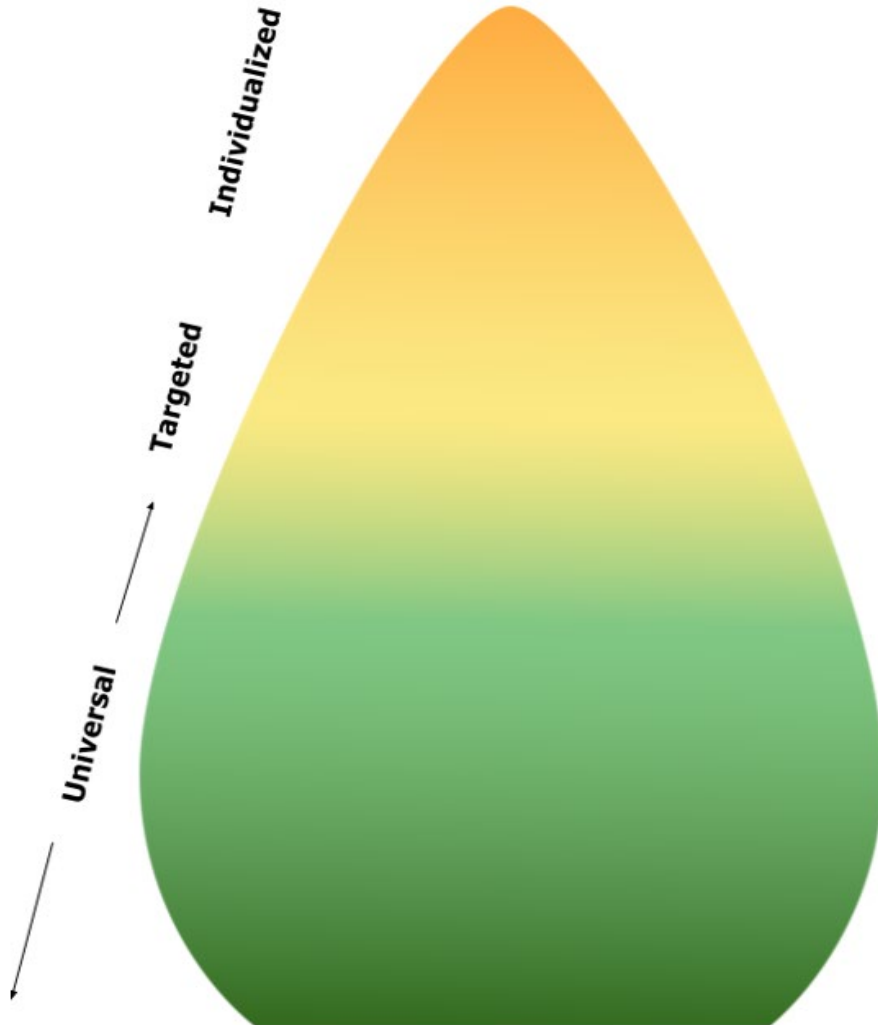
- Anticipate, value and support diversity and learner differences
- High expectations for all learners
- Understand learners' strengths and needs
- Remove barriers within learning environments
- Build capacity
- Collaborate for success

Continuum of Supports and Services



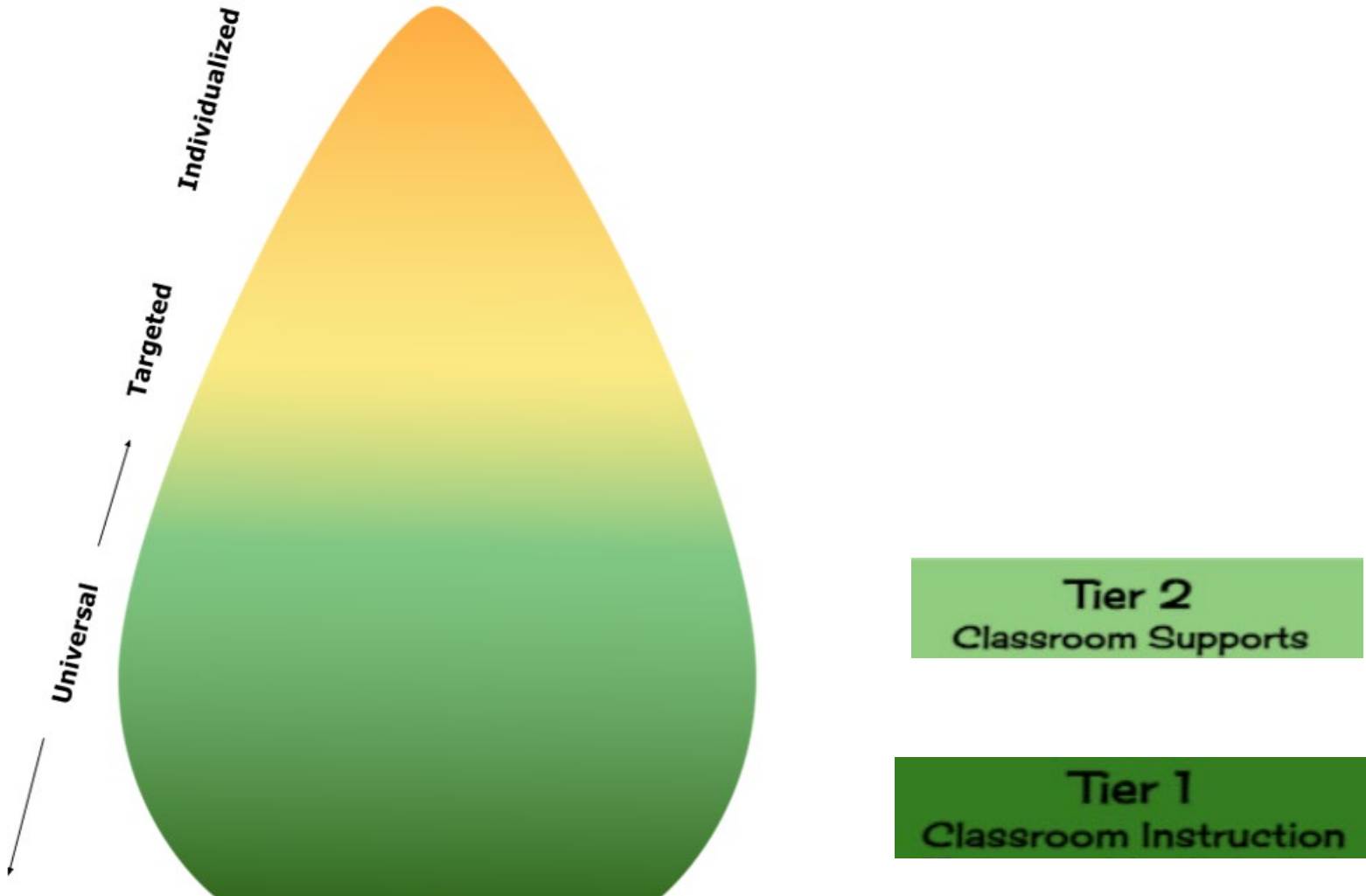
Support Services for
Inclusive Learning

Continuum of Supports and Services

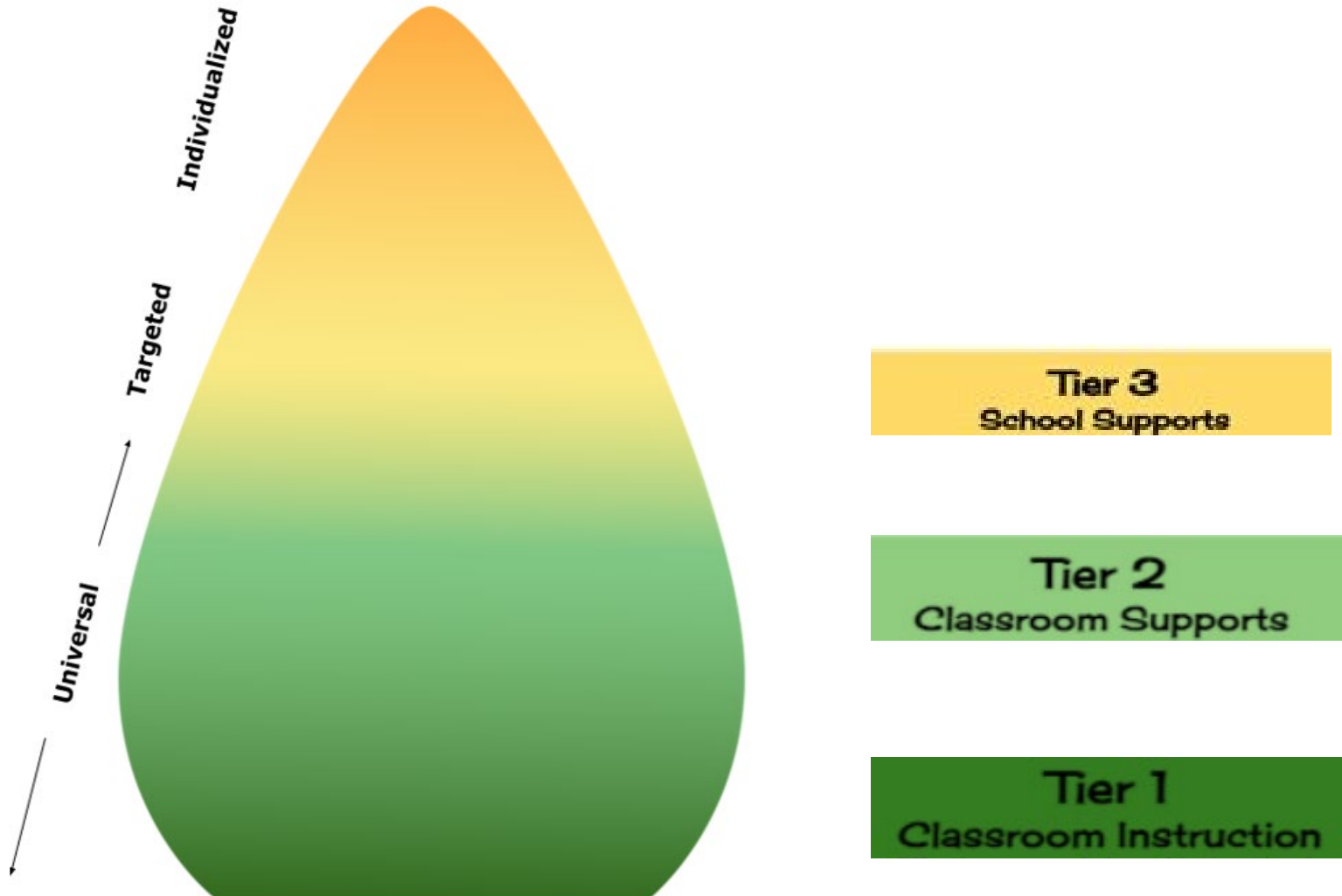


Tier 1
Classroom Instruction

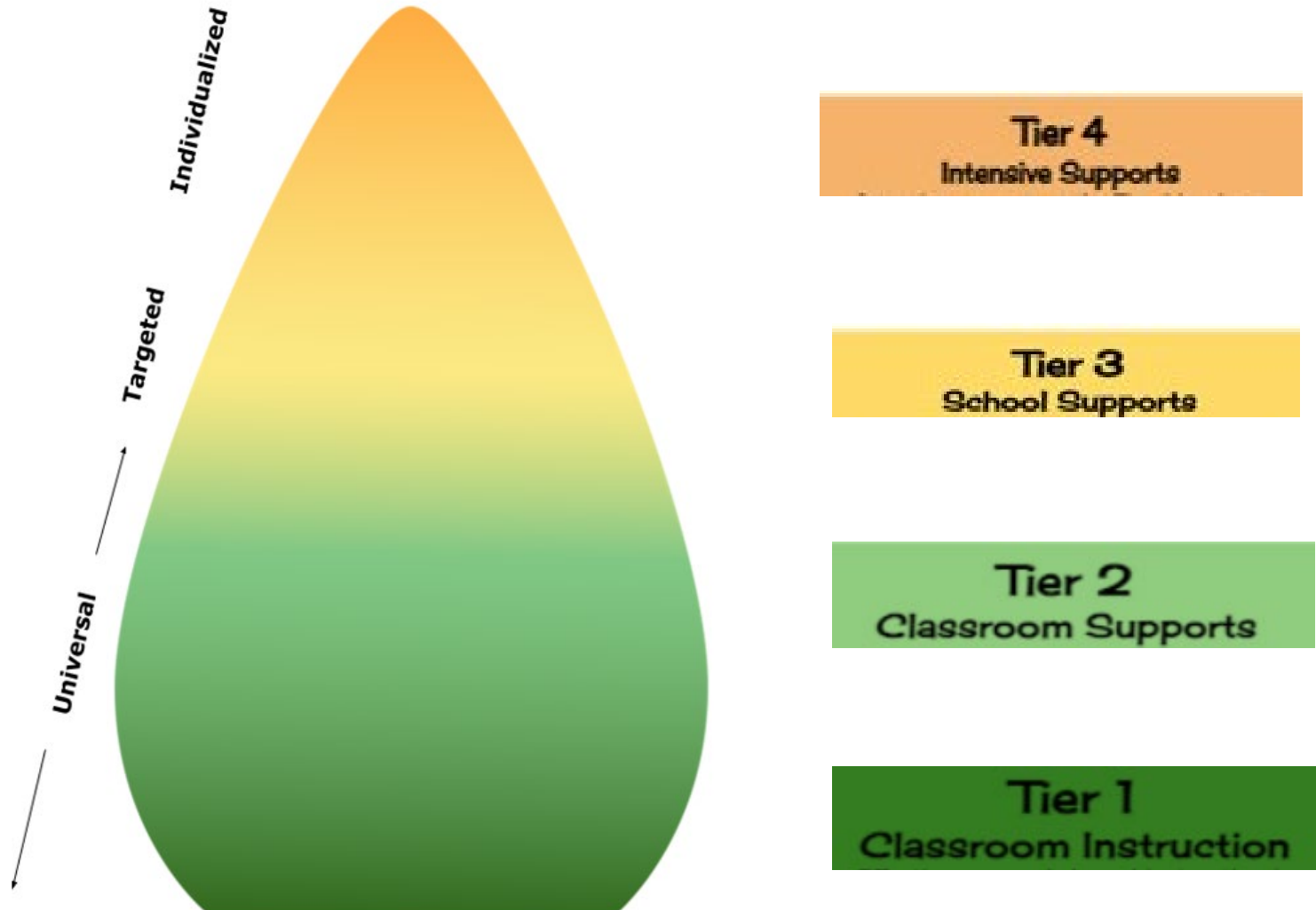
Continuum of Supports and Services



Continuum of Supports and Services



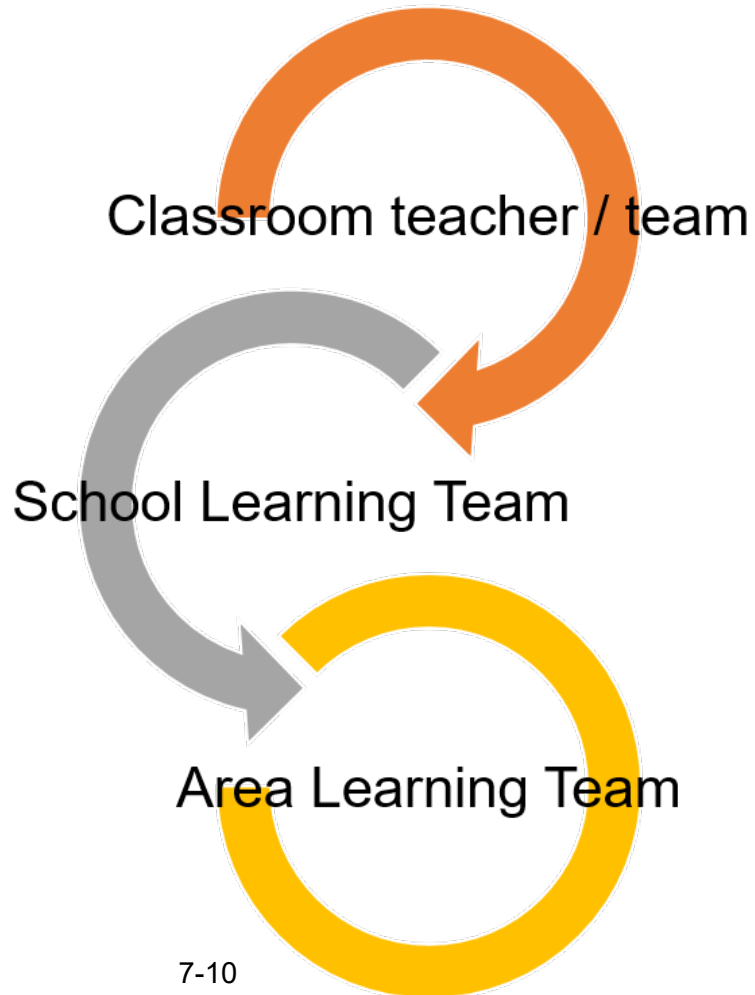
Continuum of Supports and Services



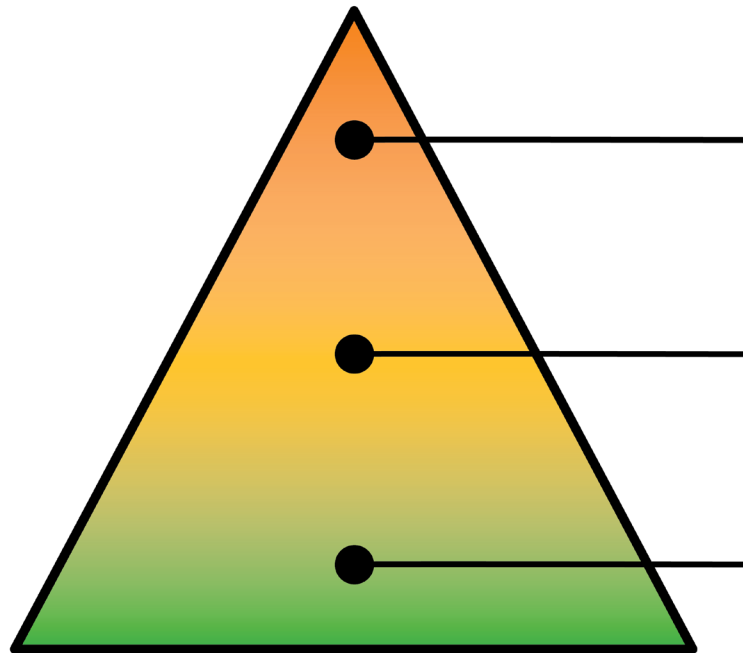
Accessing supports and services from Inclusive Education



Support Services for
Inclusive Learning



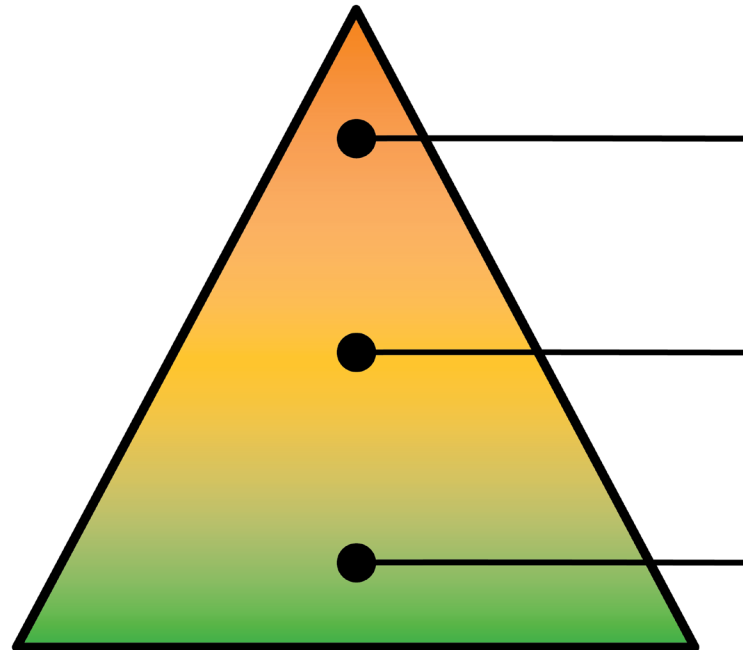
CBE Continuum of Care Model



**School based -
regular classes**

Credit: Alberta Education

CBE Continuum of Care Model

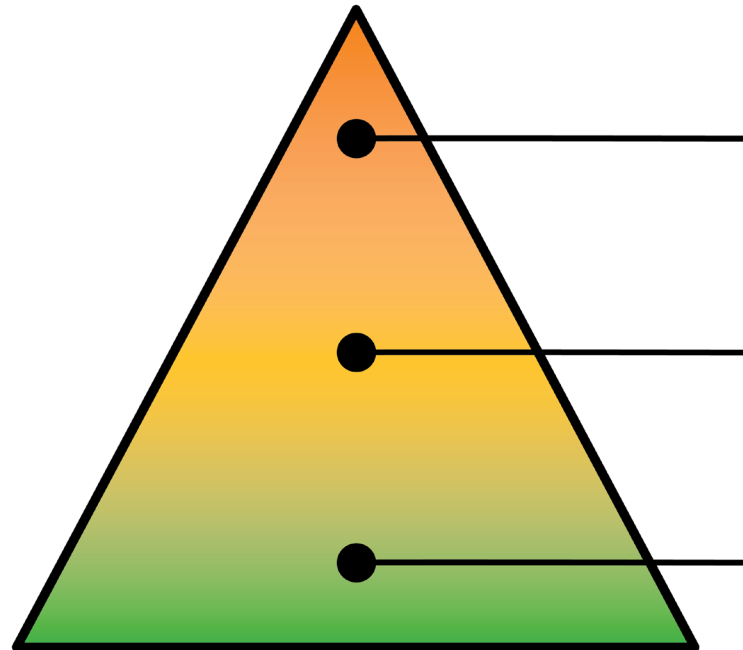


Specialized classes

**School based -
regular classes**

Credit: Alberta Education

CBE Continuum of Care Model



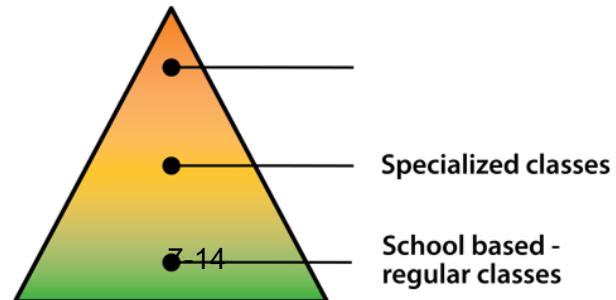
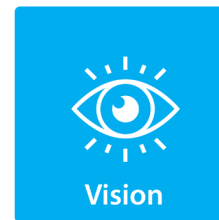
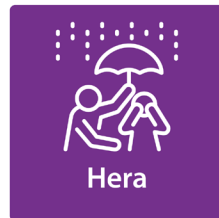
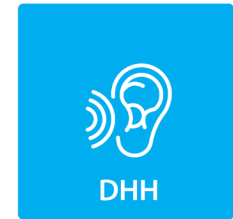
Unique Settings

Specialized classes

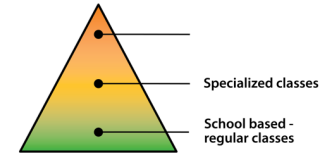
**School based -
regular classes**

Credit: Alberta Education

Inclusive Education | Specialized Classes



Specialized Classes | Complex Needs



Enhanced Educational Supports



Attitude, Community Competence, Elements of Academic Curriculum, Social Skills



Pace Learning Program



Adapted Learning Program

Support Services for Inclusive Learning

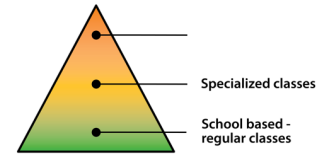


Communication, Sensory and Social Skill Interaction



Teaching Attitude, Social Skills and Communication

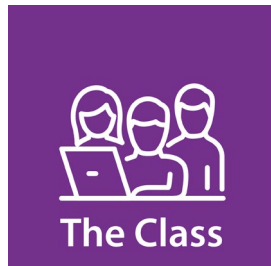
Specialized Classes | Behaviour & Mental Health



Reaching
Independence
through **S**upport
and **E**ducation



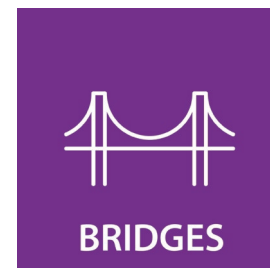
Class for
high risk
females



Students
named this
class!



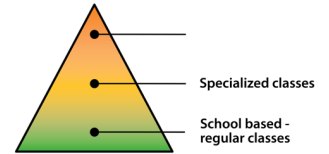
High Risk
Students



Class for
students
identified as
having behaviour
challenges

Support Services for
Inclusive Learning

Specialized Classes | Learning



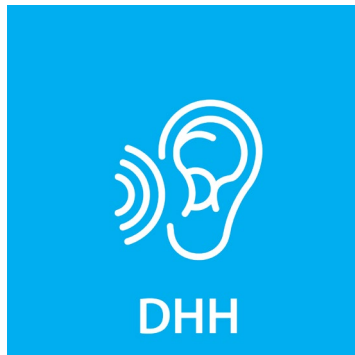
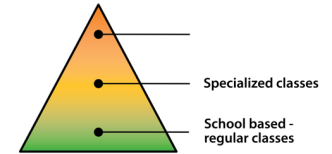
Gifted And Talented Education



Learning and Literacy

Support Services for
Inclusive Learning

Specialized Classes | System-Wide



Elementary | Jennie Elliot

Junior / Senior High | Queen Elizabeth



Students are integrated into regular classes

Support Services for Inclusive Learning

Inclusive Education | Unique Settings



Christine Meikle School



Children's Village School



Dr. Oakley School



Emily Follensbee School



Dr. Gordon Townsend School

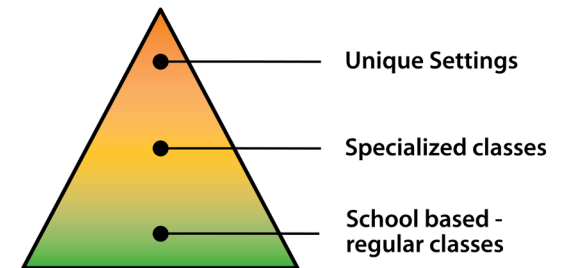


William Roper Hull School



William Taylor Learning Centre

7-19



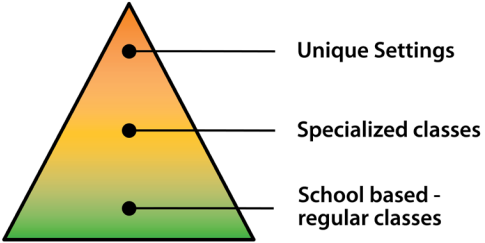
Unique Settings Complex Needs



Emily Follensbee School

Christine Meikle School

Support Services for
Inclusive Learning



Unique Settings Behaviour/Mental Health



Children's Village

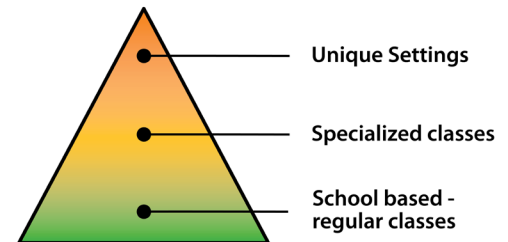


William Roper Hull
School



William Taylor
Learning Centre

Support Services for
Inclusive Learning

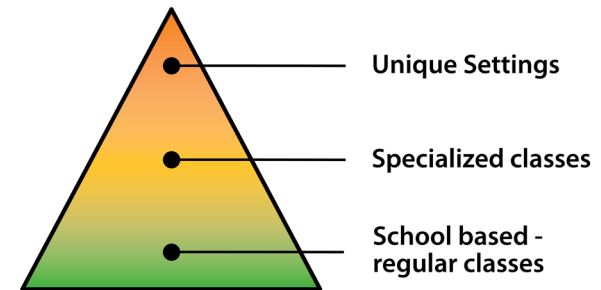


Unique Setting Learning



Dr. Oakley School

Support Services for
Inclusive Learning

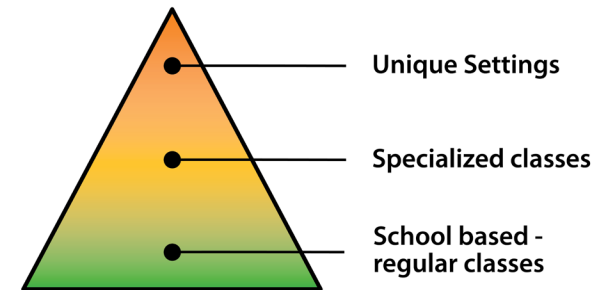


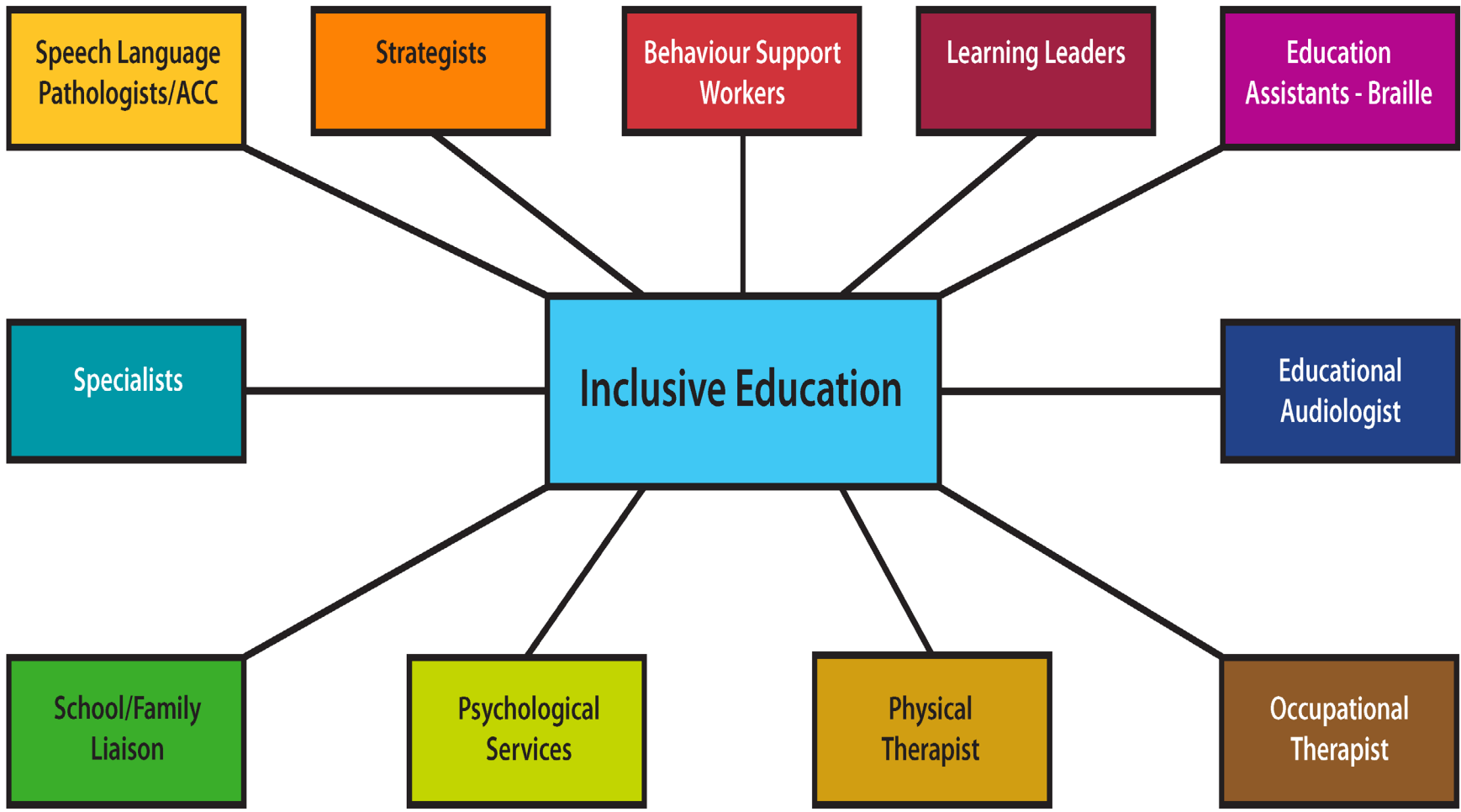
Unique Setting Community Class



Dr. Gordon Townsend

Support Services for
Inclusive Learning



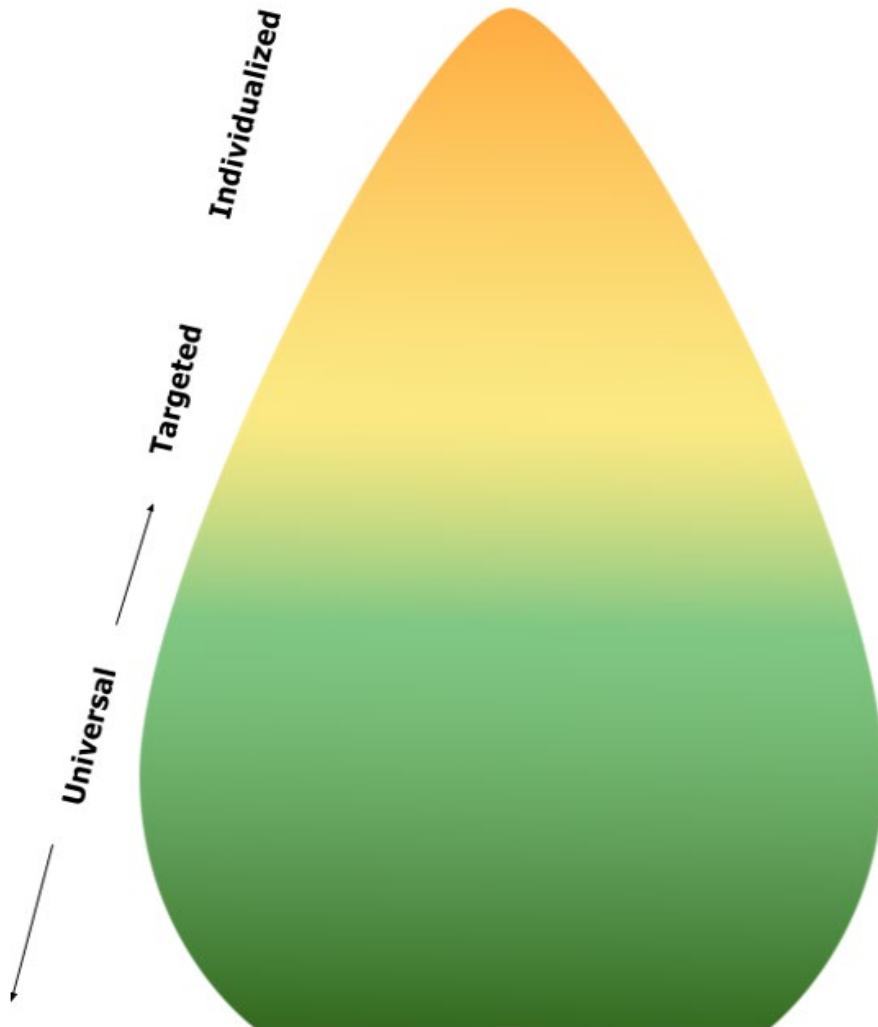


Student Example 1



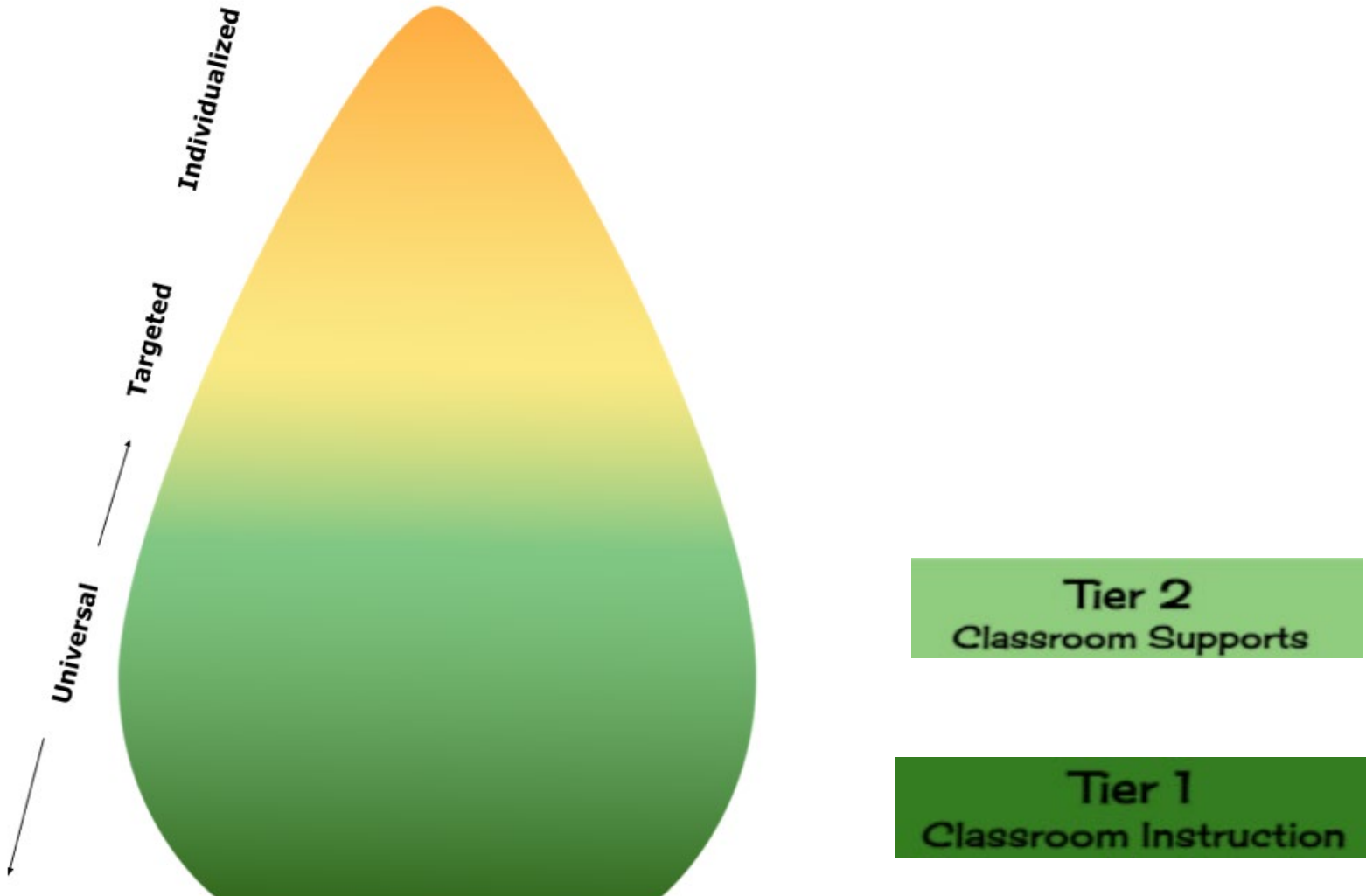
- Ashraf is a grade 7 student who is diagnosed with ASD. He has difficulty following the classroom schedule, school routines and being able to regulate throughout the school day.
- Ashraf has a high need to control his environment therefore unexpected changes are extremely difficult and can result in high level of dysregulation including verbal and physical outbursts and running out of the classroom/away from adults.

Continuum of Supports and Services

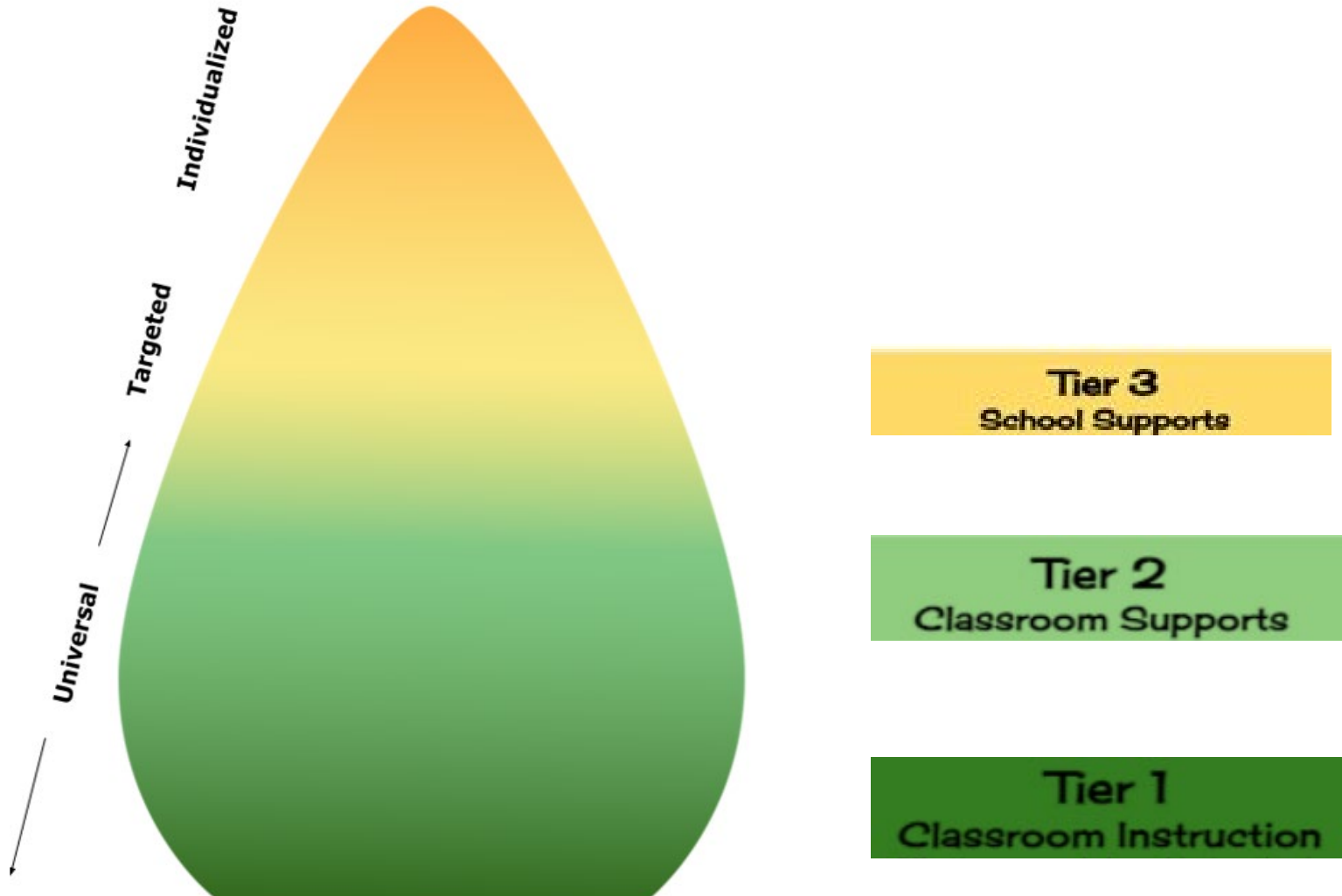


Tier 1
Classroom Instruction

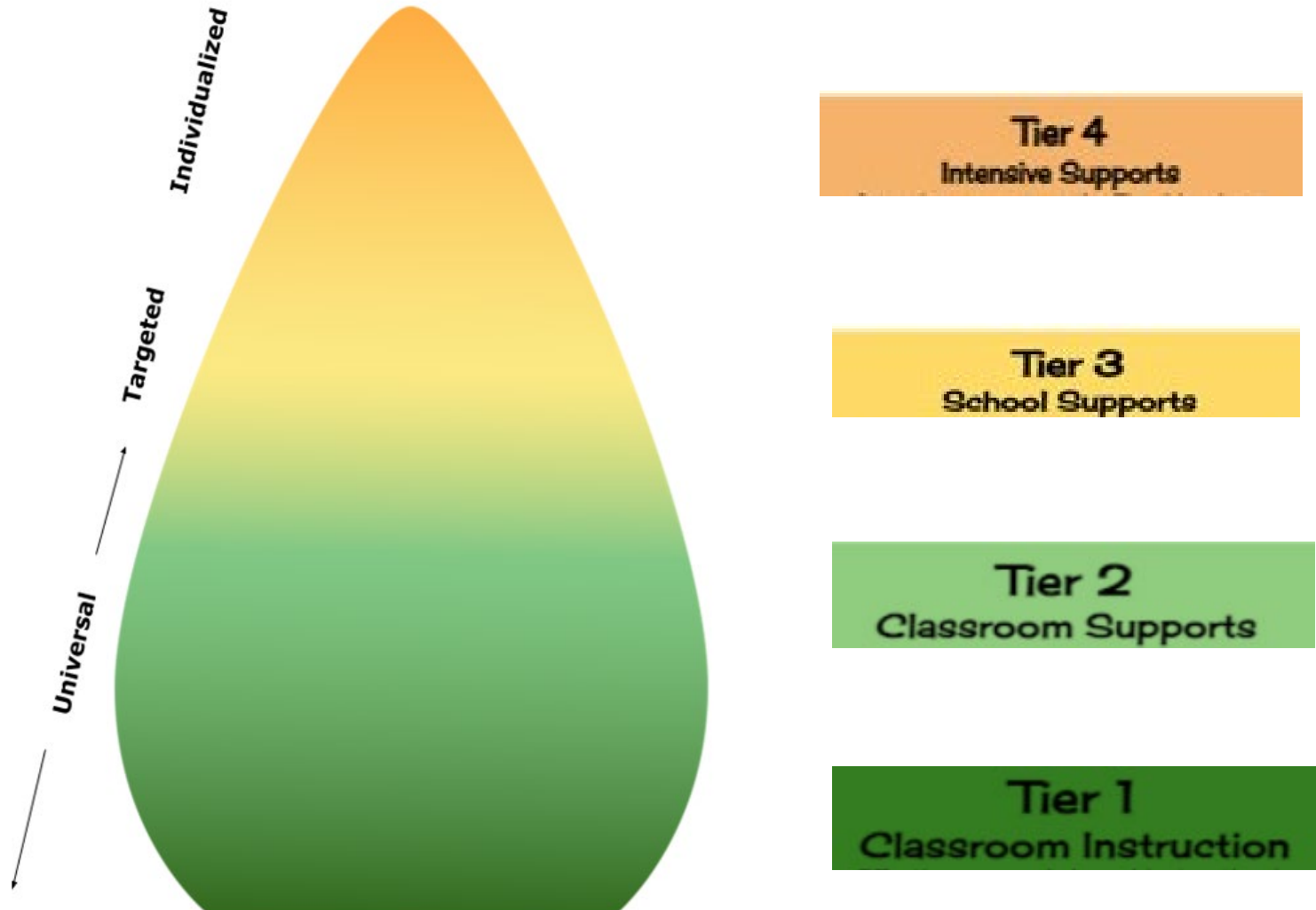
Continuum of Supports and Services



Continuum of Supports and Services



Continuum of Supports and Services

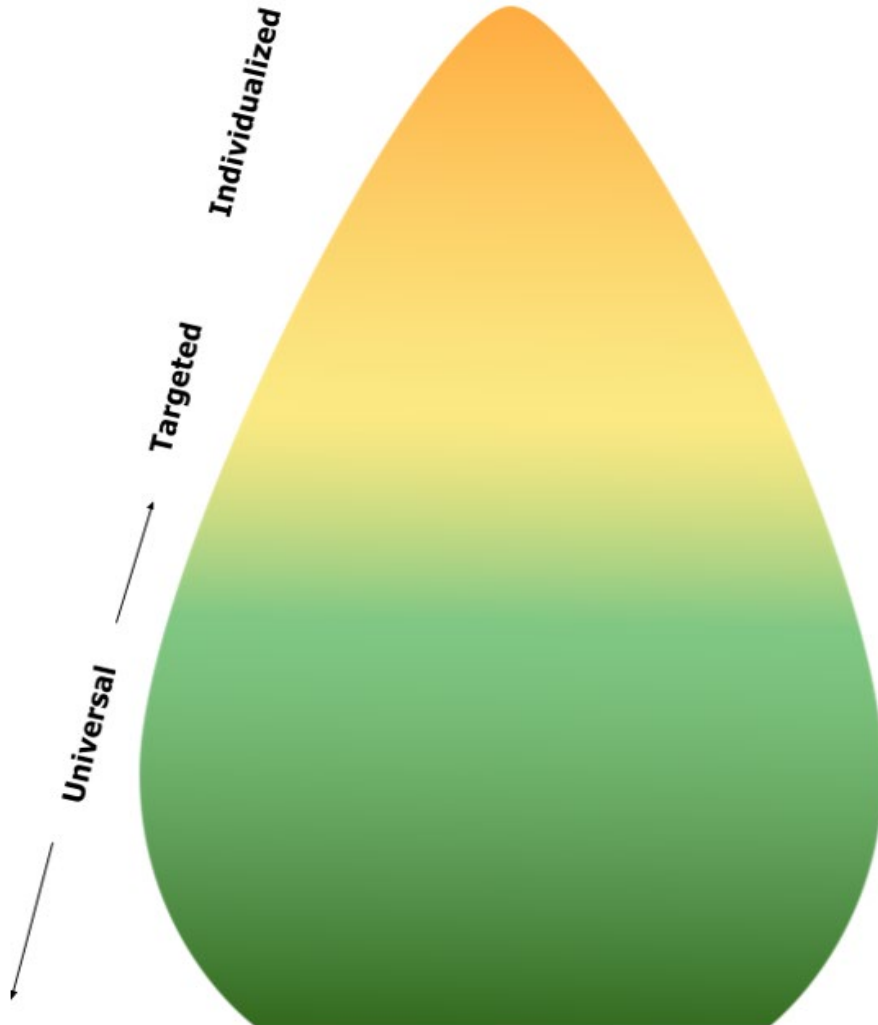


Student Example 2



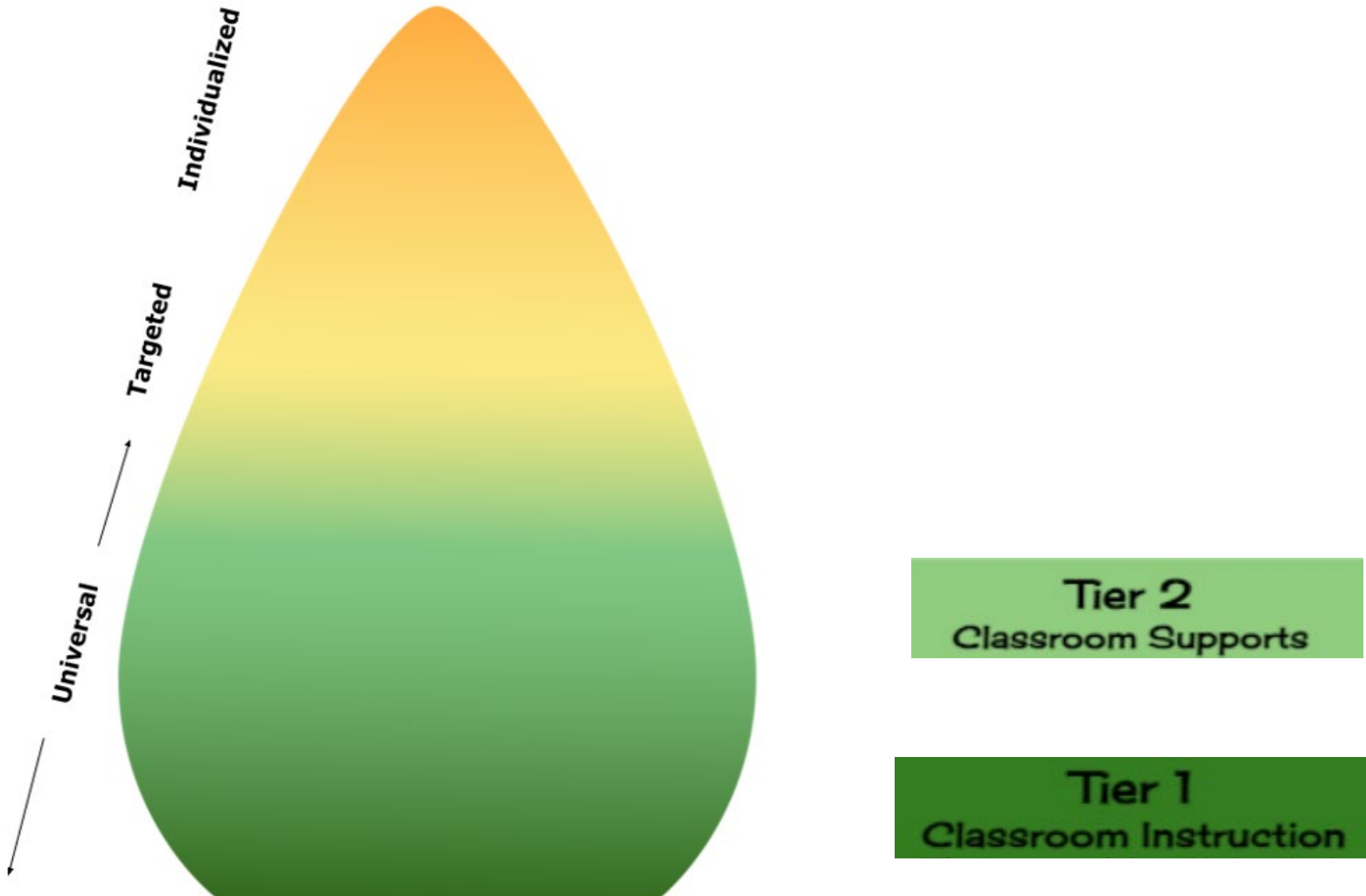
- Jane is a grade 1 student who is diagnosed with Global Developmental Delay (GDD), severe expressive and receptive language delay who struggles with regulation and sensory input.
- The primary issue is that Jane regularly leaves the classroom and sometimes the building.
- She is attending her community school after receiving specialized supports in an early childhood setting where she received supports from an SLP and OT.

Continuum of Supports and Services

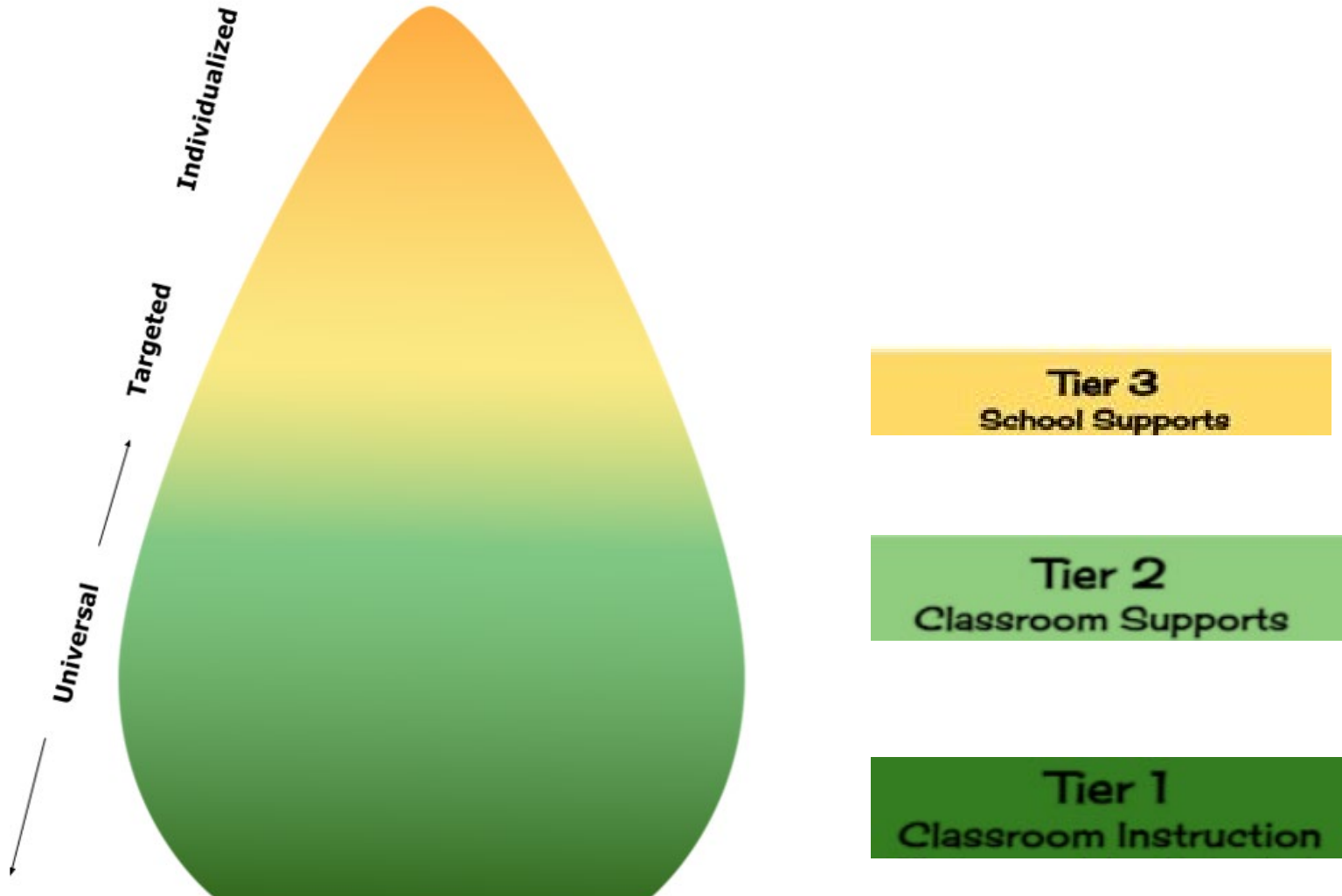


Tier 1
Classroom Instruction

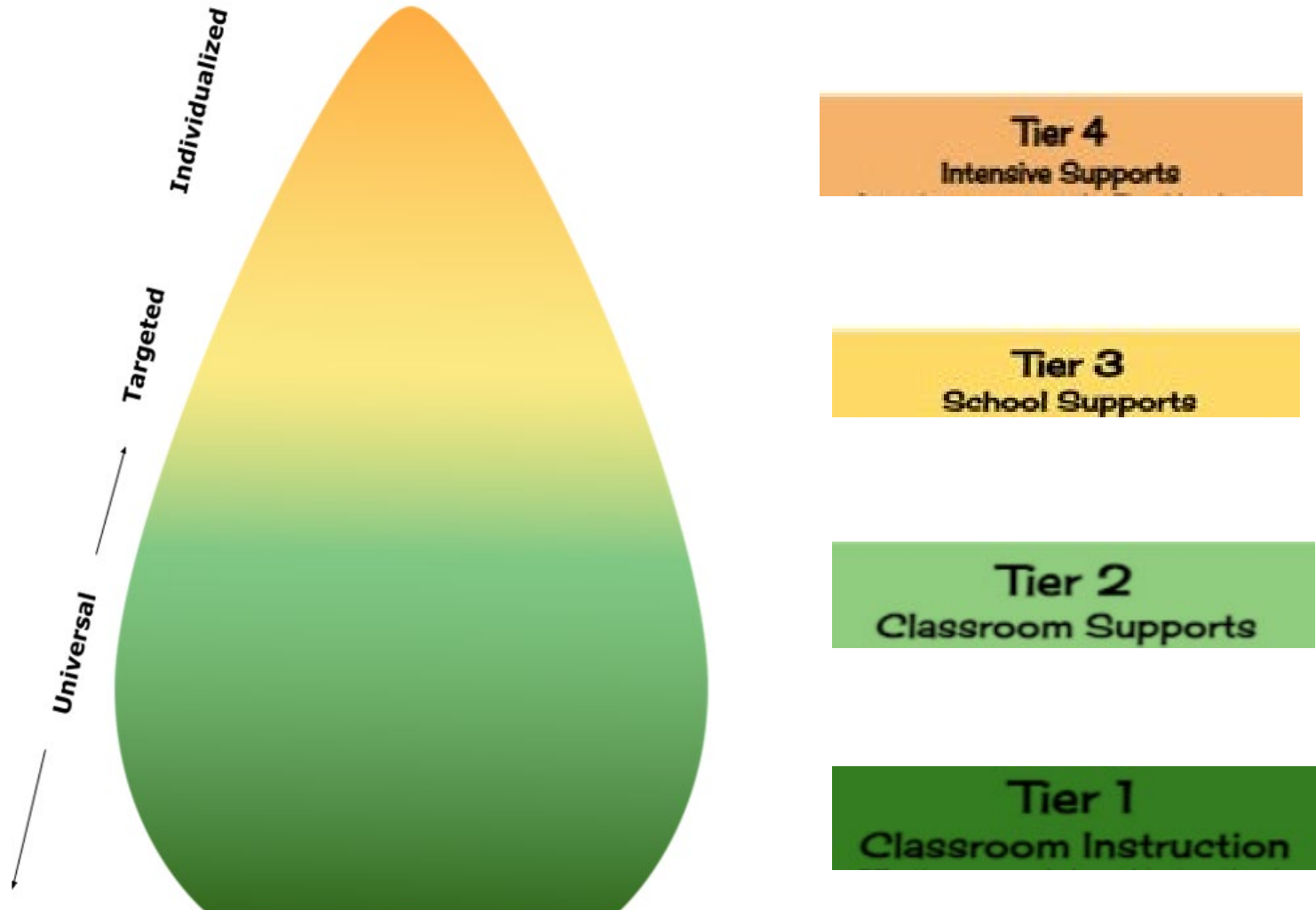
Continuum of Supports and Services



Continuum of Supports and Services



Continuum of Supports and Services



Placement Consideration

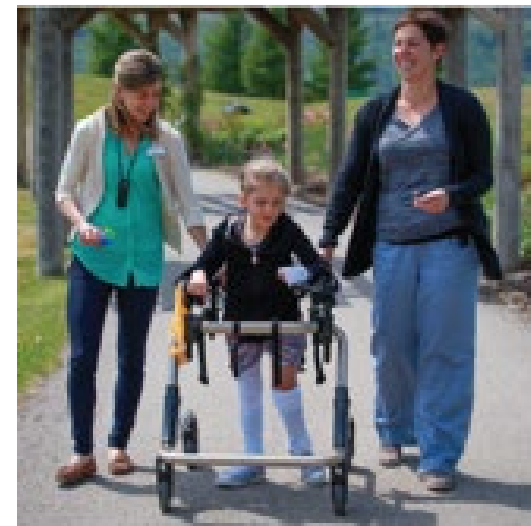


- Jane's needs were discussed at the Complex Needs Placement meeting.
- It was determined by the committee that Jane's needs would be better met in an EES class close to her community school.
- Parents accepted this recommendation and Jane was placed in an EES classroom where her needs could be supported.

It is through such processes, supports, and programs, that the CBE can ensure:



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



Support Services for
Inclusive Learning

report to Board of Trustees

2023-24 Modular Classroom Program

Date	October 25, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging With the Public OE-9: Facilities
Resource Person(s)	Sanjeev Sharma, Acting Director, Facility Projects Catherine Ford, Director Planning Natalie Campbell, Manager, Planning

1 | Recommendations

It is recommended:

- THAT the Board of Trustees approves the 2023-24 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 I**) and the Modular Classroom Ranking Criteria (**Attachment II**).

Relocation or demolition of modular classrooms is dependent upon provincial approval and funding. During the five-year period concluding with the 2020-21 school year, the province has only approved new modular classroom requests for schools with a utilization rate that exceeds 100%. No new modular classrooms, and the removal of fourteen from seven schools were requested during the 2020-21 school year, and the province provided no approvals. This approval basis has been a key consideration in preparing recommendations for modular unit additions.

Additionally, the COVID-19 pandemic has had a significant impact on the construction sector. Labour and supply shortages continue to affect procurement and construction schedules globally. The procurement of new modular units has been impacted by these challenges and it is unclear if the province will be approving any new modular unit requests in the short term.

4 | Analysis

In light of current constraints, it is recommended that existing modular units be relocated to where there is a need for increased capacity at schools. The analysis below recommends the following submission for the 2023-24 Modular Classroom Program:

- 5 modular unit relocation requests; and
- 15 modular unit demolition requests.

Modular Classroom Additions – Eligible Schools

A Modular Classroom Eligibility Filter Review was conducted using opening day September 6, 2022 student enrolment data and a list of all schools over 90% utilization (based on provincial capacity) was assembled (**Attachment III**).

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

- Ian Bazalgette School
- Stanley Jones School
- Manmeet Singh Bhullar School
- Elboya School
- Simons Valley School
- F.E. Osborne School
- Killarney School

The Modular Classroom Points Assignment (**Attachment IV**) summarizes the points assignments for the schools listed above.

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:

- firefighting access to the proposed location;
- washroom facilities at the proposed receiving site;
- the 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.

Modular Classroom Additions – Recommended Schools

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

Ian Bazalgette School

Recommendation: relocate one modular classroom to this school.

The Ian Bazalgette School utilization rate, based on opening day enrolment numbers, is 100%. Ian Bazalgette School offers Grade 6 to Grade 9 regular and science programs. The school site has the potential to accommodate up to three additional modular units.

Three modular units were relocated from donor schools and added to Ian Bazalgette School in the fall of 2021 to address population growth. Despite this, the utilization at Ian Bazalgette School is projected to range between 98% - 102% through to the 2025-26 school year. With the addition of one requested modular classroom, the school utilization rate is projected to be 99% for the 2023-24 school year and reduce slightly to approximately 94% by 2025.

The cost to add one additional modular classroom to the site is estimated to be 10% higher than the average cost to add modular classrooms to a school; however, there are important savings generated by reusing an existing modular classroom instead of procuring a new unit. Increased costs are attributed to:

- the need to provide additional washroom space to comply with building codes; and
- the need to relocate an existing soccer field to accommodate the modular unit installation.

Simons Valley School

Recommendation: relocate four existing modular classrooms to this school.

The Simons Valley School utilization rate, based on opening day enrolment numbers, is 109%. Simons Valley School offers Kindergarten to Grade 6 regular

programming. The school site has the potential to accommodate up to six additional modular units.

Without the addition of modular classrooms, the utilization at Simons Valley School is projected to range between 108% - 112% through to the 2025-26 school year. With the addition of four requested modular classrooms, the school utilization rate is projected to be 96% for the 2023-24 school year and reduce slightly to approximately 92% by 2025.

The cost to add four modular classrooms to the site is estimated to be 30% higher than the average cost to add modular classrooms to a school, however there are important savings generated by reusing existing modular classrooms instead of procuring new units. Increased costs are attributed to:

- the need to provide a fire access lane; and
- the need to provide additional washroom space to comply with building codes.

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:

Stanley Jones School

Recommendation: status quo.

The Stanley Jones School utilization rate, based on opening day enrolment numbers, is 99%. Stanley Jones School offers a Kindergarten to Grade 6 regular program and a Grade 4 to Grade 9 All Girls program.

Stanley Jones School is not recommended for additional modular units at this time due to the following:

- Enrolment at Stanley Jones School is not projected to exceed 100% through to the 2025-26 school year. Provincial approval for modular unit additions has not been granted for schools with a utilization of less than 100% in recent years.
- The cost to add modular classrooms to the site is estimated to be 40% higher than the average cost to add modular classrooms to a school. Costs associated with site preparation may not be fully covered by provincial funding if additional units are installed at the school. Increased costs are attributed to the following requirements that would need to be undertaken to accommodate modular units at the site:
 - parking lot redevelopment to provide a fire access lane;
 - provision of sixteen additional parking stalls for staff;
 - relocation of an existing soccer field to accommodate modular unit installation; and
 - removal/remediation of the existing baseball diamond.

Manmeet Singh Bhullar School

Recommendation: status quo.

The Manmeet Singh Bhullar School utilization rate, based on opening day enrolment numbers, is 94%. Manmeet Singh Bhullar School offers a Kindergarten to Grade 6 regular program.

Manmeet Singh Bhullar School is not recommended for additional modular units at this time due to the following:

- Enrolment at Manmeet Singh Bhullar School is not projected to exceed 100% through to the 2025-26 school year. Provincial approval for modular unit additions has not been granted for schools with a utilization of less than 100% in recent years.
- The cost to add modular classrooms to the site is estimated to be 50% higher than the average cost to add modular classrooms to a school. Costs associated with site preparation may not be fully covered by provincial funding if additional units are installed at the school. Increased costs are attributed to the following requirements that would need to be undertaken to accommodate modular units at the site:
 - parking lot redevelopment to provide a fire access lane;
 - provision of fourteen additional parking stalls for staff; and
 - the need to provide additional washroom space to comply with building codes.

Elboya School

Recommendation: status quo.

The Elboya School utilization rate, based on opening day enrolment numbers, is 91%. Elboya School offers Kindergarten to Grade 9 regular programming, an early French immersion program for Grade 5 to Grade 9, and a late French immersion program for Grade 7 to Grade 9.

Elboya School is not recommended for additional modular units at this time due to the following:

- Enrolment at Elboya School is not projected to exceed 100% through to the 2025-26 school year. Provincial approval for modular unit additions has not been granted for schools with a utilization of less than 100% in recent years.
- The cost to add modular classrooms to the site is estimated to be 25% higher than the average cost to add modular classrooms to a school. Costs associated with site preparation may not be fully covered by provincial funding if additional units are installed at the school. Increased costs are attributed to the following requirements that would need to be undertaken to accommodate modular units at the site:
 - Provision of a new fire hydrant on 6 Street SW to comply with Fire code; and
 - provision of ten additional parking stalls for staff.

F.E. Osborne School

Recommendation: status quo.

The F.E. Osborne School utilization rate, based on opening day enrolment numbers, is 117%. F.E. Osborne School offers a Grade 7 to Grade 9 regular program and a Grade 6 to Grade 9 French Immersion program. In September 2019, F.E. Osbourne School began offering a French Immersion program for students in Grade 6 to Grade 9. The incorporation of Grade 6 students at the

school resulted in a reduction of the school's capacity value by 75 students, despite an unaltered floorplan. This is due to the provincial school capacity formula for elementary school grades from Kindergarten to Grade 6. If common spaces at the school were to be included in the calculation for instructional area, the utilization at the school would be 106%.

F.E. Osborne School is not recommended for additional modular units at this time due to the following:

- This installation of additional modular units at the F.E. Osborne school site is anticipated to be cost prohibitive due to site challenges and constraints. The cost to add modular classrooms to the site is estimated to be 60% higher than the average cost to add modular classrooms to a school, due to building code requirements that would necessitate redevelopment of the parking lot to provide a fire access lane.
 - Redevelopment of the parking lot would result in a reduction of available parking stalls due to space constraints. A parking stall reduction would affect both F.E. Osborne School and neighbouring Marion Carson School, which shares a parking lot with F.E. Osborne School.

In light of the above factors, alternate solutions will be considered to maintain the F.E. Osborne School utilization rate below 100% into the future.

Killarney School

Recommendation: status quo.

The Killarney School utilization rate, based on opening day 2022 enrolment numbers, is 97%. Killarney School offers a Montessori alternative program for K-6 students.

Killarney School is not recommended for additional modular units at this time due to the following:

- Enrolment at Killarney School is not projected to exceed 100% through to the 2025-26 school year. Provincial approval for modular unit additions has not been granted for schools with a utilization of less than 100% in recent years.
- The cost to add modular classrooms to the site is estimated to be 40% higher than the average cost to add modular classrooms to a school. Costs associated with site preparation may not be fully covered by provincial funding if additional units are installed at the school. Increased costs are attributed to the following requirements that would need to be undertaken to accommodate modular units at the site:
 - Parking lot expansion;
 - additional washroom space that would be required to comply with building codes; and
 - extension of services and pathways to accommodate modular units on the site.

Demolition/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. It should be noted that 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. Demolition 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 demolition, site remediation work will be 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 demolition 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.

15 modular classrooms at eight schools are recommended for demolition as part of the 2023-24 Modular Classroom submission (i.e. removal of 375 student spaces), as follows:

School	2022 Provincial Capacity	2022 Opening Day Provincial Utilization	# of Modular Classrooms to be Demolished	Estimated Reduction to Provincial Capacity*	Estimated Provincial Capacity after Demolition	Estimated Provincial Utilization in 2023	Estimated Provincial Utilization in 2025
Battalion Park	687	79%	1	25	662	82%	85%
Belfast	257	63%	1	25	232	71%	71%
Colonel Walker**	597	52%	1	25	572	52%	51%
Nickle	714	25%	3	75	639	29%	31%
Olympic Heights	677	72%	2	50	627	76%	69%
Sam Livingston	553	67%	1	25	528	74%	76%
Somerset	374	58%	4	100	274	80%	80%
W.O. Mitchell	429	77%	2	50	379	89%	94%

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

**Colonel Walker building includes combined enrolment of Colonel Walker School and Piitoayis School.

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

School	2022 Provincial Capacity	2022 Opening Day Provincial Utilization	# of Modular Classrooms to be Returned to The Province	Estimated Reduction to Provincial Capacity*	Estimated Provincial Capacity after Demolition	Estimated Provincial Utilization in 2023	Estimated Provincial Utilization in 2025
Midsun	975	75%	1	25	950	71%	72%
Samuel W. Shaw	1,008	77%	4	100	908	82%	76%

*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:

Table 3: Donor/Recipient Relationship Concerning Modular Unit Relocations

Donor School	Number of Modular Units	Recipient School
Midsun	1	Ian Bazalgette
Samuel W. Shaw	4	Simons Valley

5 | Financial Impact

Typically, Alberta Education funds the demolition and relocation of modular classroom units, including consulting, modular unit transportation, and site rehabilitation costs.

The removal or acquisition of modular units impacts annual operational costs. These effects are attributable to an overall increase in utilization and an estimated reduction in utilities, custodial and maintenance costs across the system. The estimated reduction in O&M costs that would result from the recommended modular unit demolitions is ~ \$60,000 - \$100,000.

In addition, a significant one-time reduction in deferred maintenance values can be realized through demolition of modular units. The CBE defines deferred maintenance as building components and systems requiring immediate replacement, regardless of age and design lifecycle. This is distinguished from deferred lifecycle replacements, which reflect building components and systems that have exceeded their design lifecycle but do not require immediate replacement. Planned replacement for both deferred maintenance and deferred lifecycle items is funded through the annual Infrastructure Maintenance Renewal (IMR) and Capital Maintenance and Renewal (CMR) grants. The estimated one-time reduction in deferred maintenance that would result from the recommended modular unit demolitions is greater than \$1,500,000.

For modular unit demolitions, the average cost of consulting, demolition and site rehabilitation is approximately \$50,000 per unit, with a total estimated cost of demolition and rehabilitation of all fifteen units at the eight affected sites is approximately \$800,000. These costs are summarized below:

Table 4: Summary of Demolition Costs Associated with Modular Classrooms

Schools	Estimate of demolition and rehabilitation costs (typically covered by the province)	Estimate of costs (typically covered by CBE)
Battalion Park One Unit	\$50,000	\$0
Belfast One Unit	\$50,000	\$0

Colonel Walker One Unit	\$50,000	\$0
Nickle Three units	\$150,000	\$0
Olympic Heights Two Units	\$100,000	\$0
Sam Livingston One Unit	\$50,000	\$0
Somerset Four Units	\$250,000	\$0
W.O. Mitchell Two Units	\$100,000	\$0
Total	\$800,000	\$0

For modular unit relocations, the average cost of consulting, transportation, site preparation (recipient school) and site rehabilitation (donor school) is approximately \$160,000 per unit. Costs are associated with consulting fees, permits, transportation of the modular unit(s), modular unit installation at the recipient school, site remediation and landscaping. Additional costs are anticipated for the installation of a modular unit at Ian Bazalgette School and the installation of four modular units at Simons Valley School, due to existing site conditions listed above. This results in a total estimated cost of \$1,008,000 for relocation of the 5 units, as summarized below:

Table 5: Summary of Relocation and Rehabilitation Costs Associated with Modular Classrooms		
Schools	Estimate of relocation and rehabilitation costs (typically covered by the province)	Estimate of costs (typically covered by CBE)
Midsun One Unit relocated to Ian Bazalgette	\$176,000	\$0
Samuel W. Shaw Four Units relocated to Simons Valley	\$832,000	\$0
Total	\$1,008,000	\$0

6 | Implementation Consequences

Alberta Education normally requires school jurisdictions to submit their annual modular classroom program requests by November 1 each year. Alberta

Education has not yet requested submission of modular classroom program requests for the 2023-24 school year.

If provincial approval of the CBE's modular classroom program requests is obtained before February 2023, there would be adequate time to tender, award, remove and relocate the modular classrooms in time for the 2023-24 school year. If approval and funding for the demolition and relocation of modular classrooms is delayed beyond that date, work may not be complete until after the start of the 2023-24 school year.

7 | Conclusion

The CBE recommends the request of five modular unit relocations and 15 modular unit demolitions for the 2023-24 school year, following a system-wide review of enrolment data and projections for schools.

The recommended relocations and demolition of modular classrooms will help reduce O&M dependency upon the global budget, reduce the deferred maintenance requirements of CBE schools while ensuring student learning continues to be supported.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

Attachment I: Eligibility Filters for Modular Classrooms
Attachment II: Modular Classroom Ranking Criteria
Attachment III: Modular Classroom Eligibility Filter Review September 2022
Attachment IV - Modular Classroom Points Assignment September 2022

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

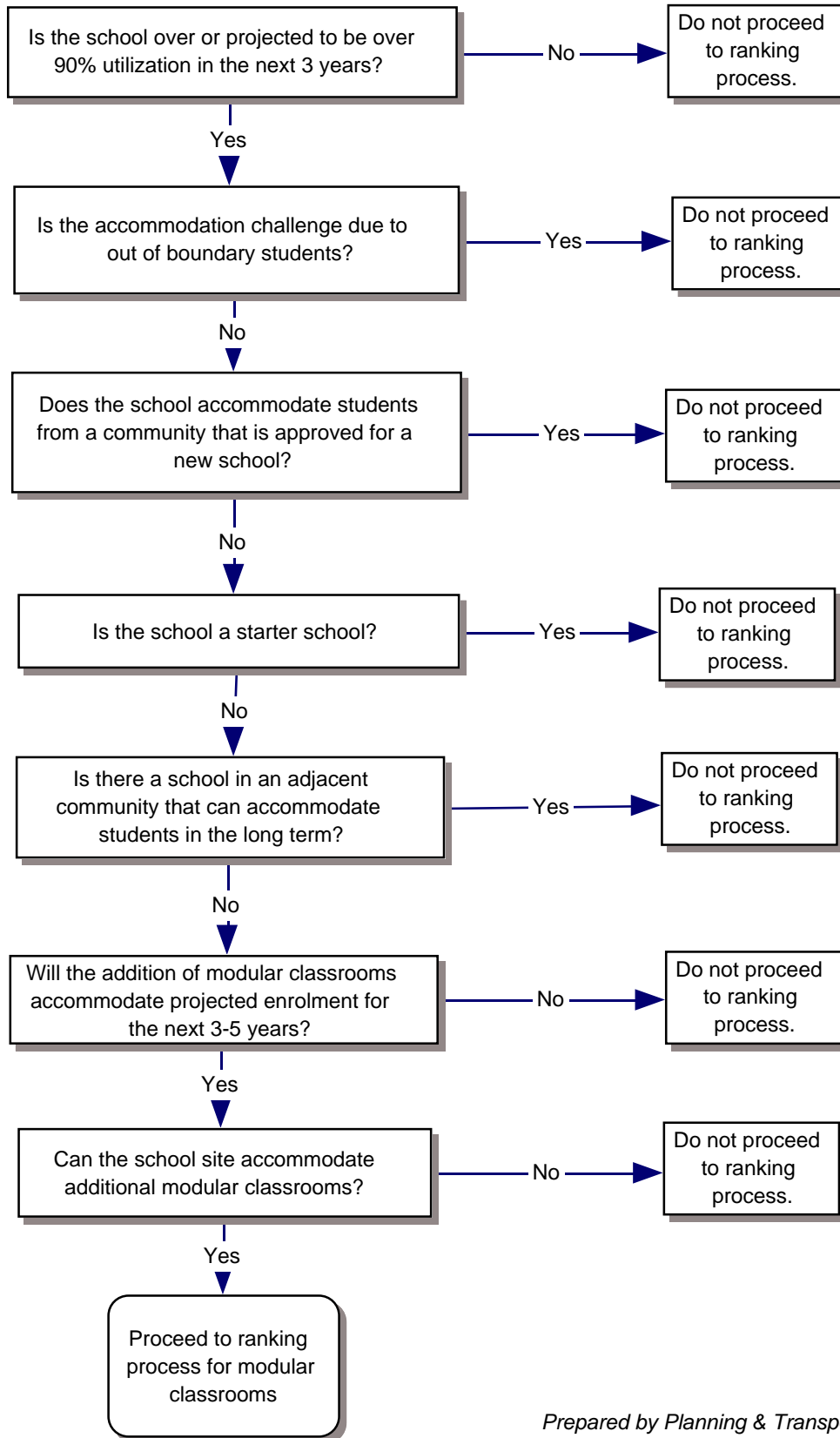
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Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely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

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

2022 School	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?
ALTADORE SCHOOL	No	-	-	-	-	-	-	-
ARBOUR LAKE SCHOOL	No	-	-	-	-	-	-	-
BRENTWOOD SCHOOL	No	-	-	-	-	-	-	-
COVENTRY HILLS SCHOOL	No	-	-	-	-	-	-	-
DOUGLASDALE SCHOOL	No	-	-	-	-	-	-	-
DR. ROBERTA BONDAR SCHOOL	No	-	-	-	-	-	-	-
HIGHWOOD SCHOOL	No	-	-	-	-	-	-	-
LE ROI DANIELS SCHOOL	No	-	-	-	-	-	-	-
MARION CARSON SCHOOL	No	-	-	-	-	-	-	-
PANORAMA HILLS SCHOOL	No	-	-	-	-	-	-	-
PATRICK AIRLIE SCHOOL	No	-	-	-	-	-	-	-
R. T. ALDERMAN SCHOOL	No	-	-	-	-	-	-	-
THOMAS B. RILEY SCHOOL	No	-	-	-	-	-	-	-
WEST RIDGE SCHOOL	No	-	-	-	-	-	-	-
CAPITOL HILL SCHOOL	No	Yes	-	-	-	-	-	-
CENTENNIAL HIGH SCHOOL	Yes	Yes	-	-	-	-	-	-
CENTRAL MEMORIAL HIGH SCHOOL	Yes	Yes	-	-	-	-	-	-
DR. E. P. SCARLETT HIGH SCHOOL	Yes	Yes	-	-	-	-	-	-
FISH CREEK SCHOOL	No	Yes	-	-	-	-	-	-
LESTER B. PEARSON HIGH SCHOOL	Yes	Yes	-	-	-	-	-	-
QUEEN ELIZABETH HIGH SCHOOL	No	Yes	-	-	-	-	-	-
RICHMOND SCHOOL	No	Yes	-	-	-	-	-	-
ROSEDALE SCHOOL	Yes	Yes	-	-	-	-	-	-
SIR WILFRID LAURIER SCHOOL	No	Yes	-	-	-	-	-	-
WILLIAM REID SCHOOL	Yes	Yes	-	-	-	-	-	-
CRESCENT HEIGHTS HIGH SCHOOL	Yes	No	Yes	-	-	-	-	-
JOHN G. DIEFENBAKER HIGH SCHOOL	Yes	No	Yes	-	-	-	-	-
SIMON FRASER SCHOOL	Yes	No	Yes	-	-	-	-	-
CHAPARRAL SCHOOL	Yes	No	No	No	Yes	-	-	-
KEELER SCHOOL	Yes	No	No	No	Yes	-	-	-
ANNIE GALE SCHOOL	Yes	No	No	No	Yes	-	-	-
BALMORAL SCHOOL	Yes	No	No	No	Yes	-	-	-
BUFFALO RUBBING STONE SCHOOL	Yes	No	No	No	Yes	-	-	-
CAMBRIAN HEIGHTS SCHOOL	Yes	No	No	No	Yes	-	-	-
CAPTAIN NICHOLA GODDARD SCHOOL	Yes	No	No	No	Yes	-	-	-
COLONEL IRVINE SCHOOL	Yes	No	No	No	Yes	-	-	-
CONNAUGHT 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	-	-	-
DR. GLADYS MCKELVIE EGBERT SCHOOL	Yes	No	No	No	Yes	-	-	-
DR. GORDON HIGGINS SCHOOL	Yes	No	No	No	Yes	-	-	-
DR. MARTHA COHEN SCHOOL	Yes	No	No	No	Yes	-	-	-
EDGEMONT SCHOOL	Yes	No	No	No	Yes	-	-	-
GRIFFITH WOODS SCHOOL	Yes	No	No	No	Yes	-	-	-
HAWKWOOD SCHOOL	Yes	No	No	No	Yes	-	-	-
HAYSBORO SCHOOL	Yes	No	No	No	Yes	-	-	-
JOHN WARE SCHOOL	Yes	No	No	No	Yes	-	-	-
KENNETH D. TAYLOR SCHOOL	Yes	No	No	No	Yes	-	-	-
KING GEORGE SCHOOL	Yes	No	No	No	Yes	-	-	-
LAKESHORE SCHOOL	Yes	No	No	No	Yes	-	-	-
MCKENZIE HIGHLANDS SCHOOL	Yes	No	No	No	Yes	-	-	-
MOUNT ROYAL SCHOOL	Yes	No	No	No	Yes	-	-	-
NEW BRIGHTON SCHOOL	Yes	No	No	No	Yes	-	-	-
ROYAL OAK SCHOOL	Yes	No	No	No	Yes	-	-	-
SIR WINSTON CHURCHILL HIGH SCHOOL	Yes	No	No	No	Yes	-	-	-
THORNCLIFFE SCHOOL	Yes	No	No	No	Yes	-	-	-
TWELVE MILE COULLEE SCHOOL	Yes	No	No	No	Yes	-	-	-
WOODBINE SCHOOL	Yes	No	No	No	Yes	-	-	-
ERNEST MANNING HIGH SCHOOL	Yes	No	No	No	No	No	-	-
GRANT MACEWAN SCHOOL	Yes	No	No	No	No	No	-	-
HUGH A. BENNETT SCHOOL	Yes	No	No	No	No	No	-	-
JOANE CARDINAL-SCHUBERT HIGH SCHOOL	Yes	No	No	No	No	No	-	-
NELSON MANDELA HIGH SCHOOL	Yes	No	No	No	No	No	-	-
PETER LOUGHEED SCHOOL	Yes	No	No	No	No	No	-	-
ROBERT THIRSK HIGH SCHOOL	Yes	No	No	No	No	No	-	-
SADDLE RIDGE SCHOOL	Yes	No	No	No	No	No	-	-
WESTERN CANADA HIGH SCHOOL	Yes	No	No	No	No	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	-
CROSSING PARK SCHOOL	Yes	No	No	No	No	Yes	No	-
DR. J. K. MULLOY SCHOOL	Yes	No	No	No	No	Yes	No	-
GLAMORGAN SCHOOL	Yes	No	No	No	No	Yes	No	-
LOUIS RIEL SCHOOL	Yes	No	No	No	No	Yes	No	-
RIDEAU PARK SCHOOL	Yes	No	No	No	No	Yes	No	-
RIVERSIDE 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	-
TED HARRISON SCHOOL	Yes	No	No	No	No	Yes	No	-
TOM BAINES SCHOOL	Yes	No	No	No	No	Yes	No	-
WEST SPRINGS SCHOOL	Yes	No	No	No	No	Yes	No	-
ELBOYA SCHOOL	Yes	No	No	No	No	Yes	Yes	Yes
F. E. OSBORNE SCHOOL	Yes	No	No	No	No	Yes	Yes	Yes
IAN BAZALGETTE SCHOOL	Yes	No	No	No	No	Yes	Yes	Yes
KILLARNEY SCHOOL	Yes	No	No	No	No	Yes	Yes	Yes
MANMEET SINGH BHULLAR SCHOOL	Yes	No	No	No	No	Yes	Yes	Yes
SIMONS VALLEY SCHOOL	Yes	No	No	No	No	Yes	Yes	Yes
STANLEY JONES SCHOOL	Yes	No	No	No	No	Yes	Yes	Yes

Attachment IV: Modular Classroom Points Assignment

SCHOOL	Program	CATEGORY A	CATEGORY B	CATEGORY C	TOTAL
		Enrolment/Projection/Utilization	Site Features/Location	Cost Compared to Average	
IAN BAZALGETTE	Regular and Science	20	11	20	51
ELBOYA	Regular and French Immersion	20	12	10	42
SIMONS VALLEY	Regular	25	11	5	41
F.E OSBOURNE	Regular and French Immersion	25	6	5	36
KILLARNEY	Montessori	25	5	5	35
STANLEY JONES	Regular and All Girls	20	9	5	34
MANMEET SINGH BHULLAR	Regular	15	9	5	29

report to Board of Trustees

North Calgary High School Fit Up Funding

Date	October 25, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations: OE-2: Learning Environment/Treatment of Students OE-5: Financial Planning OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Sanjeev Sharma, Acting Director, Facility Projects Tanya Scanga, Manager, Corporate Planning & Reporting David Jaimes, Project Manager, Facility Projects

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves a budget expenditure of up to \$8,631,680 from capital reserves in 2022-2023 to undertake school development and fit-up for the North Calgary High School.

2 | Issue

The North Calgary High School, presently in the construction phase, is anticipated to be ready to allow for a September 2023 opening. As a result, funding for school development and fit-up activities is required this school year in support.

3 | Background

The CBE provides supplemental commissioning funding to new schools and major modernization projects to support student success by investing in a well-planned and organized learning environment for each school. Additional details and background information can be found in Attachment I.

The North Calgary High School is currently under construction by Alberta Infrastructure for the Calgary Board of Education (CBE) and is anticipated to be open in September 2023 as confirmed by Alberta Infrastructure.

The Government of Alberta funds Furniture and Equipment (F&E) for eligible items as described in the School Capital Manual. However, additional items such as technology devices, learning commons resources and staff time for capital development, school administration, start-up and support are not covered by the provincial F&E funding. Additional owner costs associated with turnover and final fit-out are also not included in provincial funding.

The CBE invested \$8,467,000 in fiscal 2021-22 from capital reserves in support of the four new schools opening in the 2022-23 school year. This amount also included \$141,486 for Facility Projects staff and technical expertise providing construction support to the North Calgary High School.

4 | Analysis

The following table summarizes the final funding request for 2022-2023 to complete the fit-up and opening of the North Calgary High School:

Project	2022-23
North Calgary High School	\$8,631,680
Total Request	\$8,631,680

This funding will be used to provide additional technology, materials, supplies, and equipment for the new schools, as well as staff and technical expertise to support start up, turn over and fit-out activities.

Through the investments identified above, the CBE is aligned with the strategies and actions established in the Education Plan 2021-2024.

5 | Financial Impact

The school fit-up funding would contribute to the successful creation of learning environments that will support student learning by:

- Providing appropriate funding for learning resources;
- Directing funding to ensure that adequate logistical processes and resources are in place for organized, smooth project completion and program opening; and
- Addressing existing learning hindrances.

If the proposed use of capital reserve on new school development and fit-up project is approved, the capital reserve balance at August 31, 2022 is anticipated to be \$29,191,000. The balances identified above include the anticipated reserve uses in the Third Quarter Budget Variance Analysis report provided to the Board of Trustees.

6 | Conclusion

Through the investment in School Fit-Up, student learning will be supported in a fashion that aligns with the Three-Year Education Plan.

CBE Administration further recommends that the Board of Trustees approves a budget expenditure of up to \$8,631,680 from capital reserves in 2022-2023 to undertake school development and fit-up for the above noted school.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: North Calgary High School – Fit-Up Budget

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North Calgary High School - School Fit Up Budget

Assumptions

Item	Variable
General Contingency	15%
Exchange Rate (e.g. Enter .86 for Canadian Dollar)	0.7500 (It costs \$1.3333 CDN to purchase 1 US Dollar)

- 10% - Assurance of requested budget based on the similar of the related prior projects
- 15% - Reasonable assurance that the requested budget addressed proposed scope of work, with possibility of some unknowns
- 20% - Budget based on Projection for entirely new scope of work, with highly probability of unknowns

Attachment I

Capital Budget Summary			Year 1 (2021-22)	Year 2 (2022-23)	Year 3 (2023-24)	Year 4 (2024-25)	Entire Project
Equipment			\$ -	\$ 4,010,000.00	\$ -	\$ -	\$ 4,010,000.00
Consulting/Contract fees			\$ -	\$ -	\$ -	\$ -	\$ -
Temporary Salaries & Benefits			\$ 141,486.00	\$ 1,060,809.00	\$ -	\$ -	\$ 1,202,295.00
Materials/Supplies			\$ -	\$ 950,000.00	\$ -	\$ -	\$ 950,000.00
Other and Contingency			\$ -	\$ 2,610,871.00	\$ -	\$ -	\$ 2,610,871.00
Total			\$ 141,486.00	\$ 8,631,680.00	\$ -	\$ -	\$ 8,773,166.00

Equipment			Year 1 (2020-21)		Year 2 (2022-23)		Year 3 (2023-24)		All Years	
Item	CDN/US	Unit Cost/Rate	# of Units	Total	# of Units	Total	# of Units	Total	# of Units	Total
CTS User Devices	CDN	\$ 1,400,000.00			1	\$ 1,400,000.00			1	1,400,000.00
ITS Devices	CDN	\$ 355,000.00			1	\$ 355,000.00			1	355,000.00
Specialized AV Equipment (refer to breakdown)	CDN	\$ 505,000.00			1	\$ 505,000.00			1	505,000.00
Musical Instruments	CDN	\$ 450,000.00			1	\$ 450,000.00			1	450,000.00
CTS Equipment Top Up	CDN	\$ 900,000.00			1	\$ 900,000.00			1	900,000.00
Additional Specialized Equipment	CDN	\$ 400,000.00			1	\$ 400,000.00			1	400,000.00
		\$ -		\$ -		\$ -		\$ -		\$ -
Total				\$ -		\$ 4,010,000.00		\$ -		\$ 4,010,000.00

Consulting/Contract Fees			Year 1 (2020-21)		Year 2 (2022-23)		Year 3 (2023-24)		All Years	
Item	CDN	Unit Cost/Rate	# of Units	Total	# of Units	Total	# of Units	Total	# of Units	Total
	CDN			\$ -		\$ -		\$ -		\$ -
Total				\$ -		\$ -		\$ -		\$ -

Temporary Salaries/Benefits			Year 1 (2020-21)		Year 2 (2022-23)		Year 3 (2023-24)		All Years	
Item	CDN	Unit Cost/Rate	# of Units	Total	# of Units	Total	# of Units	Total	# of Units	Total
Principal (12 month engagement; cost per month)	CDN	\$ 12,200.67	2.0	\$ 21,486.00	12.0	\$ 146,408.00		\$ -	14	167,894.00
Assistant Principals (12 month total engagement budget; to be split into 3 APs for 4 months ea.)	CDN	\$ 12,589.00			12	\$ 151,068.00		\$ -	12	151,068.00
Admin E Secretary (8 month engagement budget)	CDN	\$ 7,881.75			8	\$ 63,054.00		\$ -	8	63,054.00
Other school staffing (business mgr, SIS secretary, learning leaders)	CDN	\$ 295,191.00			1	\$ 295,191.00		\$ -	1	295,191.00
Learning Commons Staff Costs (school staff top-up) (20 week staff appointment)	CDN	\$ 1,454.40			20	\$ 29,088.00		\$ -	20	29,088.00
ERLS staff costs for Learning Commons implementation	CDN	\$ 30,000.00			1	\$ 30,000.00		\$ -	1	30,000.00
CTS Resources for implementation	CDN	\$ 35,000.00			1	\$ 35,000.00		\$ -	1	35,000.00
ITS Resources for implementation	CDN	\$ 35,000.00			1	\$ 35,000.00		\$ -	1	35,000.00
School Operations (4 month engagement + 10 days swarm team)	CDN	\$ 36,000.00			1	\$ 36,000.00		\$ -	1	36,000.00
Facility Projects Resources for implementation	CDN	\$ 240,000.00	1	\$ 120,000.00	1	\$ 240,000.00		\$ -	2	360,000.00
		\$ -		\$ -		\$ -		\$ -		\$ -
Total				\$ 141,486.00		\$ 1,060,809.00		\$ -		\$ 1,202,295.00

Materials/Supplies			Year 1 (2020-21)		Year 2 (2022-23)		Year 3 (2023-24)		All Years	
Item	CDN	Unit Cost/Rate	# of Units	Total	# of Units	Total	# of Units	Total	# of Units	Total
Learning Commons Collection, Print and Digital Resources, including software licensing	CDN	\$ 200,000.00			1	\$ 200,000.00		\$ -	1	200,000.00
Resource Packages (Basic curriculum packages)	CDN	\$ 400,000.00			1	\$ 400,000.00		\$ -	1	400,000.00
Decentralized budget (learning resources/supplies)	CDN	\$ 350,000.00			1	\$ 350,000.00		\$ -	1	350,000.00
		\$ -		\$ -		\$ -		\$ -		\$ -
Total				\$ -		\$ 950,000.00		\$ -		\$ 950,000.00

Other and Contingency			Year 1 (2020-21)		Year 2 (2022-23)		Year 3 (2023-24)		All Years	
Item	CDN	Unit Cost/Rate	# of Units	Total	# of Units	Total	# of Units	Total	# of Units	Total
Mechanical cooling & smudging fans	CDN	\$ 625,000.00			1	\$ 625,000.00		\$ -	1	625,000.00
Additional Owner Commissioning at Turn Over	CDN	\$ 600,000.00			1	\$ 600,000.00		\$ -	1	600,000.00
Warehousing costs - January-September	CDN	\$ 135,000.00			1	\$ 135,000.00		\$ -	1	135,000.00
School Bus	CDN	\$ 125,000.00			1	\$ 125,000.00		\$ -	1	125,000.00
		\$ -		\$ -		\$ -		\$ -		\$ -
General Contingency on all Line Items in all Sections		15%				\$ 1,125,871.00		\$ -		\$ 1,125,871.00
Total				\$ 9-24		\$ 2,610,871.00		\$ -		\$ 2,610,871.00

report to Board of Trustees

Proposed Amendments to Governance Policies: Operational Expectations 5: Financial Planning and Operational Expectations 8: Communicating and Engaging With the Public

Date	October 25, 2022
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Trustee Laura Hack Board Chair
Purpose	Decision
Governance Policy Reference	GC-2: Governing Commitments GC-3: Board Job Description OE-5: Financial Planning OE-8: Communicating and Engaging With the Public
Resource Person(s)	Patricia Minor, Corporate Secretary

1 | Recommendation

It is recommended:

- THAT the Board of Trustees gives first reading to the amendments of Operational Expectations 5: Financial Planning and Operational Expectations 8: Communicating and Engaging With the Public policies as provided in the Attachments to the report.
- That the Chief Superintendent informs the Board on or before December 31, 2022 of significant organizational impacts, if any, that would result from these proposed changes.

2 | Background

The Board of Trustees meets regularly to review its policies and procedures in accordance with section 4 of the *Board Procedures Regulation* (AR 82/2019):

“4 The board must

- (a) Establish polices and procedures governing the conduct of meetings of the board and the administration and business of the board, and



- (b) Monitor and evaluate the effectiveness of the established policies and procedures on a regular basis.”

Further, Governance Culture 2: Governing Commitments policy provides that “the Board, by majority vote, may revise or amend its policies at any time. However, as a customary practice, a proposed policy revision will be discussed at one session of the Board prior to being acted upon at a subsequent Board meeting.” Second reading of these policy changes will be scheduled following confirmation of organizational impacts.

3 | Analysis

The Board of Trustees operates under a policy governance model whereby the Board provides leadership for the CBE by setting direction through policy. Section 33(1)(h) of the Education Act mandates that the Board establish governance and organizational structures for the CBE. Day-to-day operations and leadership of the system lays with the Chief Superintendent who is responsible for carrying out duties as assigned by the Board. The Board governs the CBE through policies that set out the Results (learning outcomes for each student), Operational Expectations (the boundaries of day-to-day operations including both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate), Governance Culture (how the Board works) and Board/Chief Superintendent Relationship (delegation to and evaluation of the Board’s single employee). The Chief Superintendent must demonstrate reasonable progress towards achieving Results and compliance with Board Operational Expectations.

Following final approval of policy revisions, the Chief Superintendent provides reasonable interpretations and proposed indicators that demonstrate successful performance for each policy. The reasonable interpretations and indicators are subject to Board approval, and, following such approval, will form the basis for monitoring of the policies.

Until this work is complete, monitoring of the policies will continue in their current form. It is anticipated that at earliest, monitoring of the revised policies will commence in the 2023-24 school year.

Attachment I: OE-5: Financial Planning (proposed revisions shown in track changes)

Attachment II: OE-8: Communicating and Engaging With the Public (proposed revisions shown in track changes)

OPERATIONAL EXPECTATIONS
OE-5: Financial Planning**Monitoring Method: Internal Report**
Monitoring Frequency: Annually

The Board of Trustees believes that prudent financial planning and management are essential for student success and public confidence.

The Chief Superintendent shall:

- 5.1 Avoid short and long term fiscal jeopardy.
- 5.2 Develop budget-planning assumptions.
- 5.3 Develop a budget that is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the Results priorities and any Operational Expectations goals for the year as set out in the Annual Summative Evaluation.
- 5.4 Ensure prudent financial management that does not materially deviate from the budget
- 5.5 Ensure that prior Board approval is received for all expenditures from reserve funds and for all transfers between operating reserves, capital reserves or committed operating surplus.
- 5.6 Ensure any request for use of operating reserves:
 - a. is to minimize disruption due to unanticipated negative budget variances within the school year; or
 - b. is to ease transitions due to significant shifts in policy or statutory obligations; or

- c. is for a one year investment in learning opportunities;
and
- d. considers the risks and opportunities including sustainability and the ability to replenish operating reserves ~~to a minimum of three per cent of operating expenses.~~

Adopted: ~~October 13, 2020~~

OPERATIONAL EXPECTATIONS**OE-8: Communicating and Engaging With the Public****Monitoring Method: Internal Report****Monitoring Frequency: Annually**

The Board of Trustees believes that working with our communities is a critical component to building relationships that support student success, the Calgary Board of Education and public education. Communities include students, parents, school councils, staff, post-secondary institutions, members of the public, corporate and community partners, and all levels of government. We value relationships based on mutual respect, courtesy, honesty, freedom of information and protection of privacy.

The Chief Superintendent shall:

- 8.1 Ensure the timely flow of information, appropriate input, and strategic two-way dialogue between the organization and its communities to build understanding and support for organizational efforts.
- 8.2 Ensure that school councils are supported in performing their mandated role.
- 8.3 Effectively handle complaints and concerns.
- 8.4 Reasonably include people in decisions that affect them.

Adopted: ~~March 14, 2017~~

Effective: ~~September 1, 2017~~



**operational
expectations
monitoring report**

OE-1: Global Operational Expectations

BOARD OF TRUSTEES ACTION

Monitoring report for the school
year 2020-2021

Report Date

October 11, 2022

Resubmitted

October 25, 2022

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

- Approves that the Chief Superintendent is in compliance with the provisions of this policy.
- Finds the evidence to be compliant with noted exceptions
- Finds evidence to be not compliant

operational
expectations
monitoring report

OE-1: Global Operational Expectations


Monitoring report for the
school year 2020-2021

Report date:
October 11, 2022

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: 
 Christopher Usih, Chief Superintendent

Date: October 11, 2022

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 September 28, 2021. The Board of Trustees approved revisions to the reasonable interpretations and indicators for OE 1 on October 27, 2020, which are reflected in this report. This report includes data available from the 2021-2022 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
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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 with all principals sharing the Employee Code of Conduct with their staff as well as the expectations for their conduct in the context of their employment with CBE.

c) annually by supervisors.

Evidence statement

OE-1: Global Operational Expectations

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
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The organization is compliant with this indicator.

Evidence statement

A workplan is created annually in January of each year. Administrative regulation development and amendments are prioritized 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. A primary focus during COVID-19 was the development and implementation of a comprehensive vaccination policy. Administrative Regulation 1016 – COVID-19 Vaccinations engaged multiple service units and schools within CBE. Staffing vacancies have limited the advancement of administrative regulation reviews.

A revised workplan will be in place in January 2023 and will account for priorities identified by superintendents and directors.

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
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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.

OE-1: Global Operational Expectations

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.

Board-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
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The Board of Trustees monitored Results throughout the 2021-2022 school year in accordance with its Annual Workplan Results 2 – Academic Success was monitored January 11, January 25 and February 8, 2022. On February 8, 2022, the Board determined that administration made reasonable progress is being made

OE-1: Global Operational Expectations

towards the ultimate achievement of the Board Results with an exception for Indigenous students in all academic areas. This determination was based on the evidence in the Monitoring report.

Results 3 – Citizenship was monitored on March 8 and 29, 2022. 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 5 and 26, 2022 and determined that administration made reasonable progress towards the ultimate achievement of this Results policy.

Results 5 – Character was monitored on May 17 and 24, 2022. Based on the evidence in the Monitoring report, the Board determined that administration was making reasonable progress towards the ultimate achievement of this Results policy.

The organization is compliant with this indicator.

Evidence statement

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

OE-1: Global Operational Expectations

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 will be presented to this Board of Trustees for approval no later than June 30, 2023.

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
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The organization is compliant with this indicator.

Evidence statement

OE-1: Global Operational Expectations

The Urban Schools Insurance Consortium, and by extension, the 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 2021-2022 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.

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

The organization is compliant with this indicator.

Evidence statement

3. Standard form contracts are available and utilized for master agreements, purchasing.	Compliant
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The organization is compliant with this indicator.

Evidence statement

All service units who manage master agreements confirm that standard form contracts are utilized for agreements. Standard forms exist for procurement, On-Site and Off-Site activities, and partnerships with external partners. Master agreements are reviewed and revised in consultation with Legal Services as needed. With the addition of a contracts expert in Legal Services, master agreements were developed and/or revised in the following areas:

- A new standard form purchase of goods agreement was developed. Implementation will occur in the 2022-2023 school year.
- Supplementary terms in the CCDC2 contracts were updated to reflect CBE's concerns.



OE-1: Global Operational Expectations

- CBE’s Master Tour Operator agreements were updated and amended as a result of an RFP bid and awarding process.
- CBE’s standard form Professional Services Agreement was updated to address COVID measures.
- The Master Transportation Agreement template was updated and overhauled in preparation for an RFP process.

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. This work is complemented by the Off-Site Activities Committee (OSAC) which provides review and approval for out of province and out of country trips. The Manager from Corporate Risk & Security or delegate provides expert advice on risk and insurance for extra-provincial (“C”) and international trips (“D”). When taken together these measures 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 (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.

Due to the COVID-19 pandemic, out of province and out of country trips were prohibited. Within city and within province trips were permitted within applicable COVID-19 guidelines.

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.				



OE-1: Global Operational Expectations

Approved Trips (August, 2021 – June, 2022)

	A	B	C	D
Number of Trips	8,490	545	No Trips	No Trips
Number of Students	282,725	25,830	No Trips	No Trips

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.

