

report to Board of Trustees

2019/20 Modular Classroom Program

Date	October 23, 2018
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, 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-7: Communication With and Support for the Board OE-8: Communicating and Engaging With the Public OE-9: Facilities
Resource Person(s)	Ming Tian, Acting Director, Design & Property Development Carrie Edwards, Director, Planning & Transportation Anne Trombley, Manager, Planning Erin Hafichuk, Supervisor, Design & Property Development Colt Chesney, Architectural Technologist, Design & Property Development

1 | Recommendations

It is recommended:

- THAT the Board of Trustees approves the 2019/20 Modular Classroom Program submission.

2 | Issue

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



3 | Background

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

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

The addition of modular classrooms is dependent upon Provincial approvals and funding. The Province requires school utilization rate to be in excess of 90% for modular classrooms to be considered.

Last year a thorough review and assessment of schools with a utilization rate over 90% was conducted and three schools met all the eligibility filters, resulting in a request for eight new modular classrooms. The CBE requested four modular classrooms for Elboya School and four modular classrooms for Ian Bazalgette School. On February 22, 2018, the Province approved three modular classrooms for Elboya School. September 30, 2017 enrolment at Ian Bazalgette School meant that school utilization was slightly below the 90% utilization rate threshold. Accordingly, despite CBE projections that utilization rates at this school would exceed 90%, the submission was not approved by the Province.

4 | Analysis

New Modular Classroom Additions

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

Three schools had a utilization of 90% or more based on their opening day enrolment and met all the filters to be eligible for points ranking. They are as follows:

- Elboya School;
- Ian Bazalgette School; and
- HD Cartwright School.

The Modular Classroom Points Assignment (Attachment IV) provides a summary of the point assignments for the schools listed above.

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

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

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

Vetting the opening day enrolment for these three schools against the September 30 enrolment saw the utilization rates used as part of the initial filter change. The Elboya School utilization rate stands at 101% which is well above the 90% threshold used in CBE’s filter process. However, utilization at both HD Cartwright and Ian Bazalgette schools that were at or above 90% in the initial assessment were ultimately found to have utilization rates just below 90%. As a result, Elboya School is the only school that meets all of the modular classroom criteria.

The priority for new modular classrooms for the 2019/20 modular classroom program submission is as follows:

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

Three modular classrooms were approved from last year’s plan and added to Elboya School in October 2018. Utilization at the school remains high and three additional units are being requested this year. Elboya School offers a kindergarten to Grade 9 regular program as well as a Grade 5 to 9 French Immersion program. Without the addition of three modular classrooms the utilization rate is projected to exceed 110% by 2020. With the addition of the three requested modular classrooms, the school utilization rate is projected to be 92% for the 2019/2020 school year and increase to approximately 100% by 2020.

5 | Financial Impact

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

The CBE has been responsible for the cost of furniture and equipment estimated at approximately \$15,000 per modular classroom. CBE also typically funds approximately \$15,000 per modular classroom for installation of air conditioning units, security system interfaces and minor landscaping upgrades. Additional costs of \$80,000 per site are associated with the development of a connection corridor where required. Administration may return to the board for approval to use capital reserves if these modular classrooms are approved.

The anticipated costs are as follows:

Schools	Estimate of costs (typically covered by the province)	Estimate of costs (typically covered by CBE)
Elboya School, 3 units	\$600,000	\$90,000

6 | Implementation Consequences

Alberta Education normally requires school jurisdictions to submit their annual modular classroom program requests by November 1 each year. If Provincial approval is obtained before February 2019, it is assessed that there would be adequate time to tender, award and install modular classrooms during the summer of 2019 in time for the 2019-2020 school year.

7 | Conclusion

A thorough review and assessment of all schools that are over 90% utilization has been conducted. The initial assessment was conducted using opening day enrolment and subsequently verified using September 30 enrolment numbers. Although three schools were initially identified as meeting CBE's filter and assigned points through the points assignment process, when official September 30 enrolment numbers were used, only Elboya School met the criteria. Therefore, a total of three new units, in addition to the three installed this year, are recommended at Elboya School.

DAVID STEVENSON 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 2018
Attachment IV: Modular Classroom Points Assignment

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.