

public
agenda

Regular Meeting of the Board of Trustees

October 29, 2024
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			
	4.1 Chief Superintendent Student Advisory Council Presentation	J. Pitman		
	5 Operational Expectations			
	6 Public Comment [PDF]		GC-3.2	
	Requirements as outlined in Board Meeting Procedures			
	7 Board Development Session		GC-3	
	7.1 Continuum of Supports and Services	J. Pitman, C. Radu		Page 7-1
	8 Matters Reserved for Board Information		GC-3	
	9 Matters Reserved for Board Decision	Board	GC-2	
	9.1 Capital Planning Project Ranking Criteria		OE-7,9	Page 9-1
	9.2 2025/26 Modular Classroom Program		OE-7,9	Page 9-29

Time	Topic	Who	Policy Ref	Attachment
10 	Consent Agenda	Board	GC-2.6	
10.1	Items Provided for Board Decision	Board		
10.1.1	OE-1: Global Operational Expectations – Annual Monitoring <i>(THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-1: Global Operational Expectations).</i>		OE-1	Page 5-1 (Oct. 15/24)
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.



CBE Continuum of Supports and Services

learning | as unique | as every student



**Calgary Board
of Education**





Continuums of Supports and Services

In public education, continuums of supports and services:

- are developed both within schools and across the organization
- are guided by Alberta Education's Principles of Inclusive Education
- identify universal, targeted and individualized tiers of supports
- establish structures and processes for seven key elements of effective practice



Students and employees thrive in a culture of well-being



Structures and processes improve students' sense of belonging and well-being

- Sustained focus on implementation of the [Student Well-Being Framework](#).
- Support students academically and socio-emotionally through targeted programming, structures, and processes with particular emphasis on middle school students.
- Refine partnerships that offer evidence-informed and culturally responsive resources for student well-being.



Students and employees thrive in a culture of well-being



Key Measures

Alberta Education Assurance Measures (AEAMs)	Alberta Education Local Components	Local Measures
<ul style="list-style-type: none"> AEAMs Survey: Access to Support and Services AEAMs Survey: Welcoming, Caring, Respectful and Safe Learning Environment 	<ul style="list-style-type: none"> Professional Learning, Supervision and Evaluation Access to a Continuum of Supports and Services Annual Report of Disclosures 	<ul style="list-style-type: none"> Report Card results Attendance data CBE Student Survey OurSCHOOL Survey Employee absence and fill rates Employee Well-Being survey Employee supports and services utilization rates Professional learning data regarding impact on professional growth



- AEAMs Survey: Access to Support and Services

- Access to a Continuum of Supports and Services



Alberta Education: Principles of Inclusive Education



Anticipate, value and support diversity and learner differences



Create a culture of high expectations for all learners



Understand learners' strengths and needs



Remove barriers within learning environments

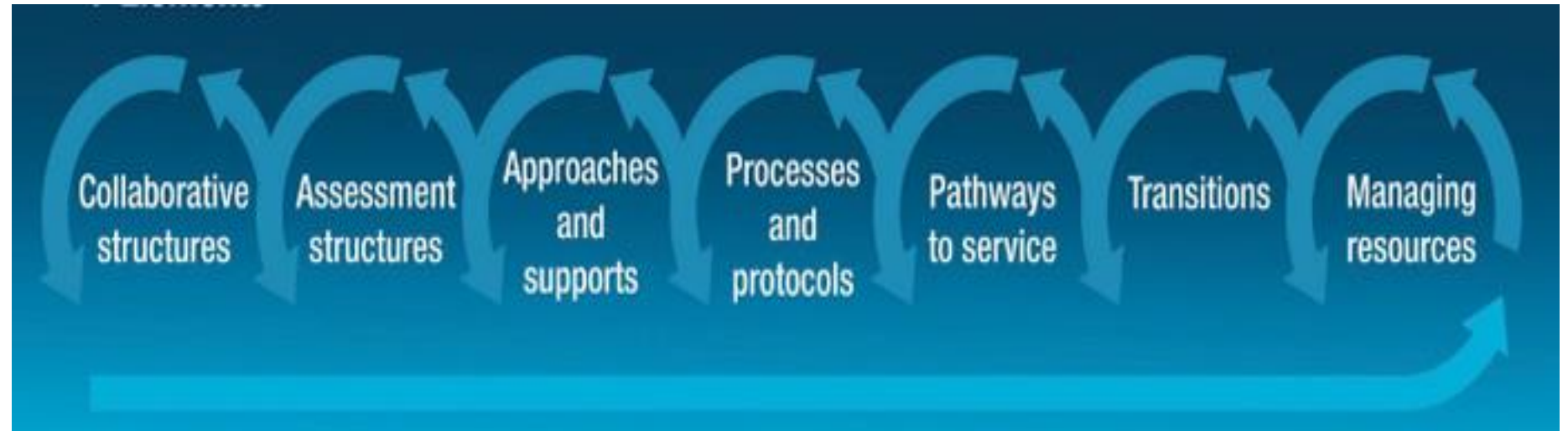


Build capacity

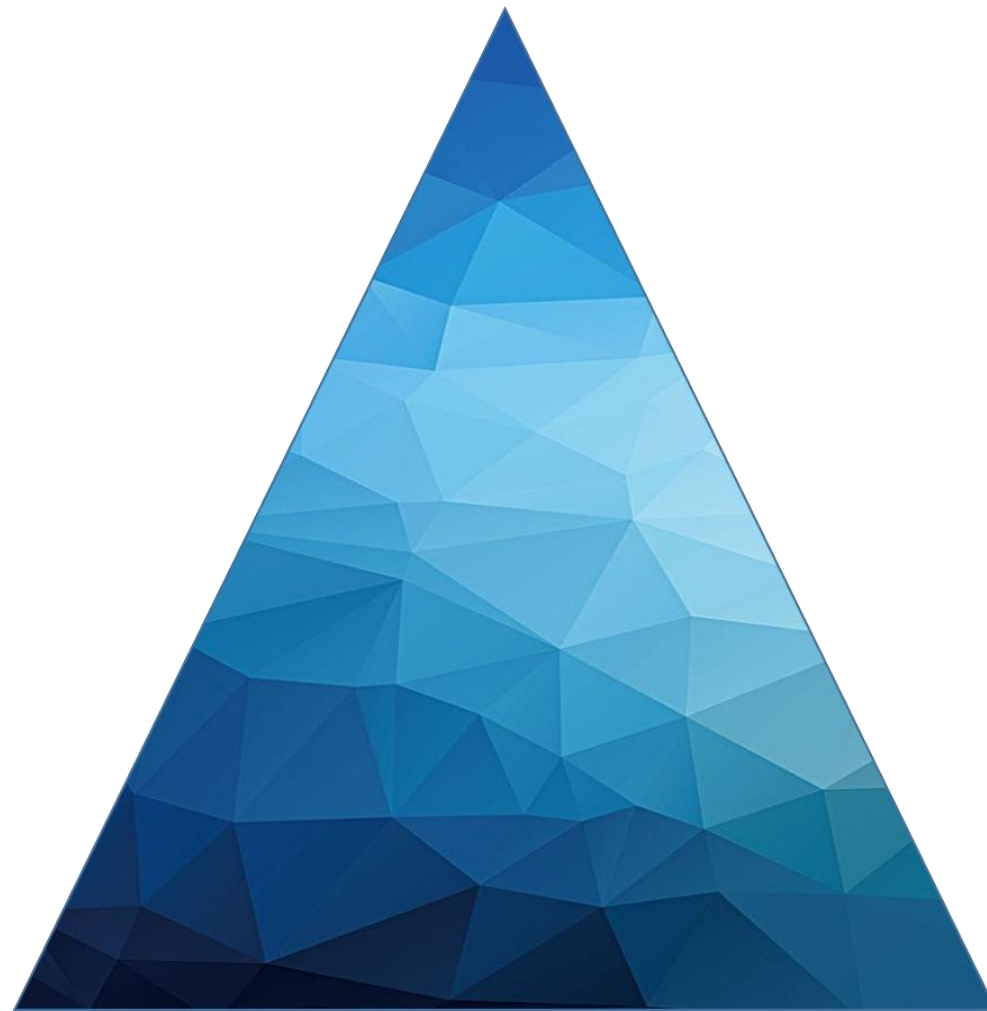


Collaborate for success

Seven Elements of Effective Programming



Multi-Tiered Systems of Supports and Services



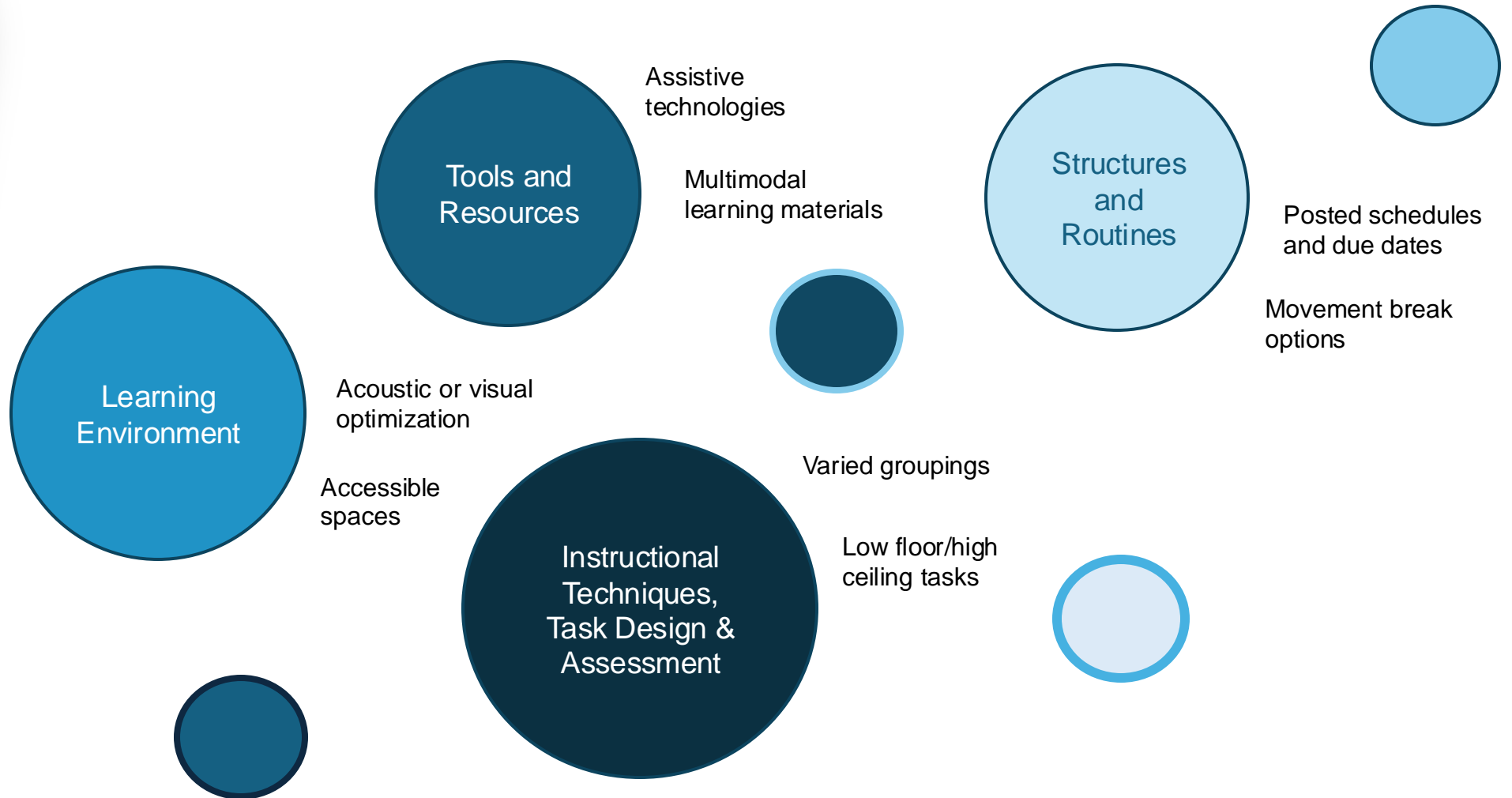
Tier 3: Individualized

Tier 2: Targeted

Tier 1: Universal

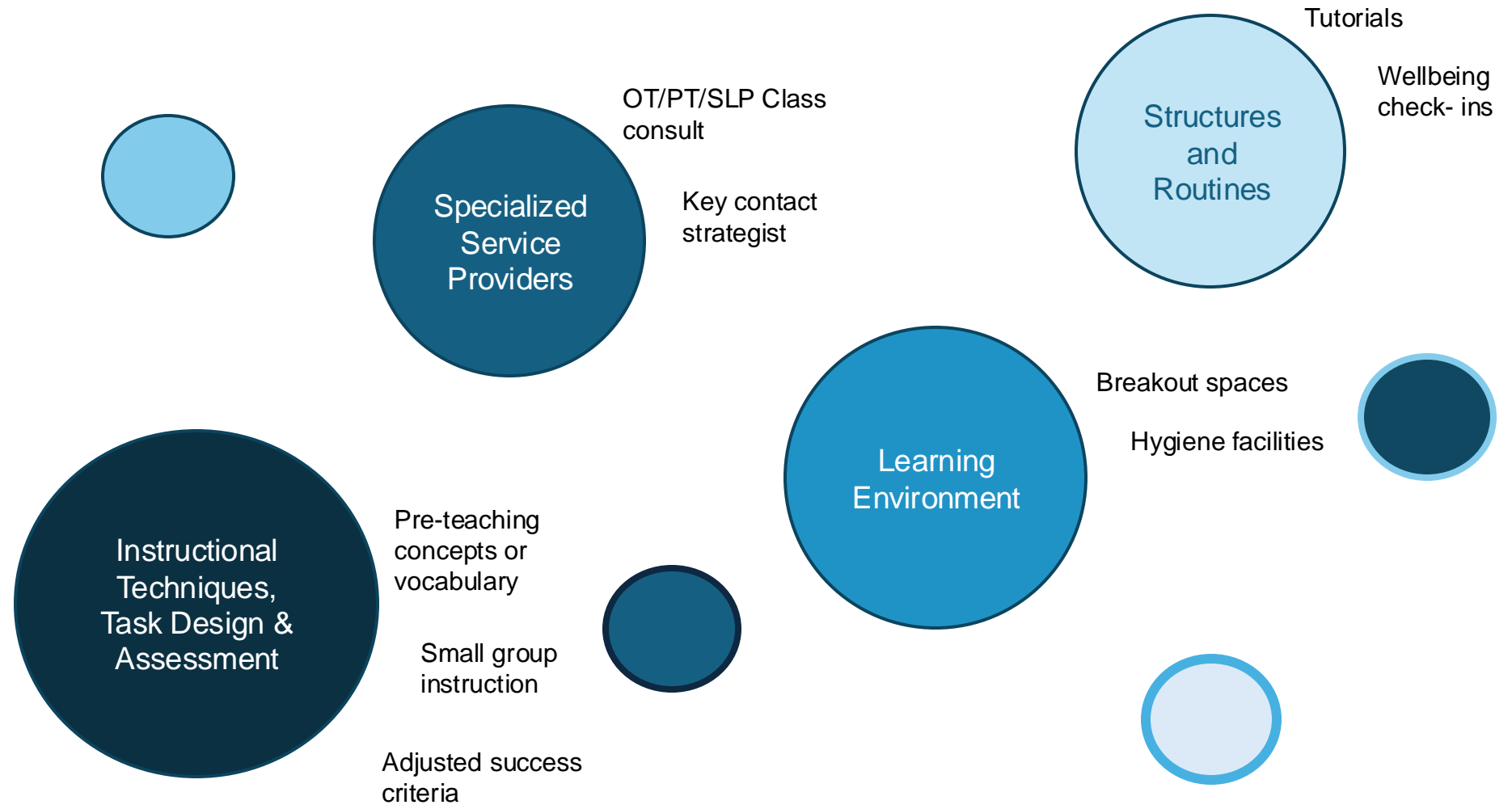


Universal Supports and Services

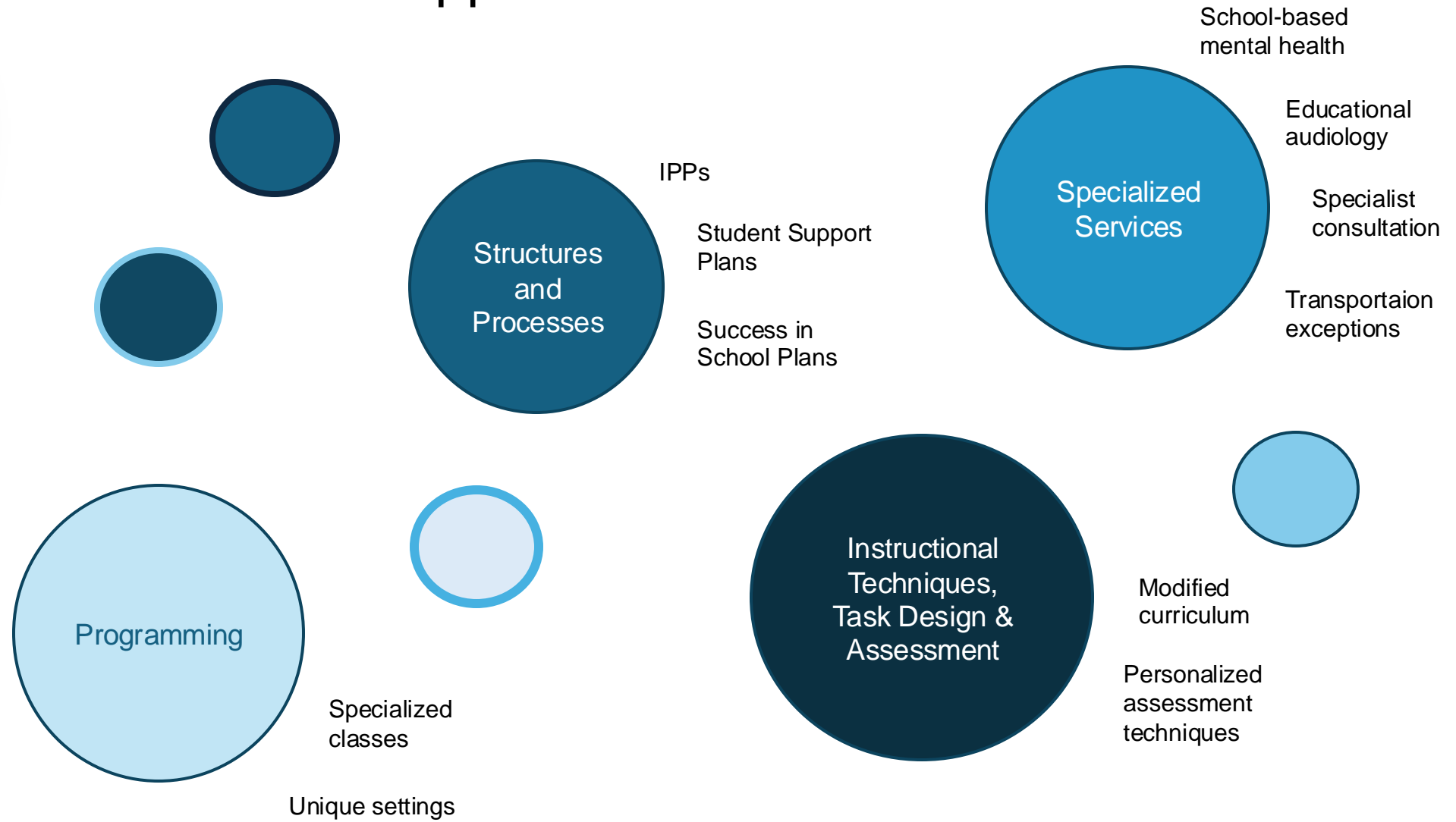




Targeted Supports and Services

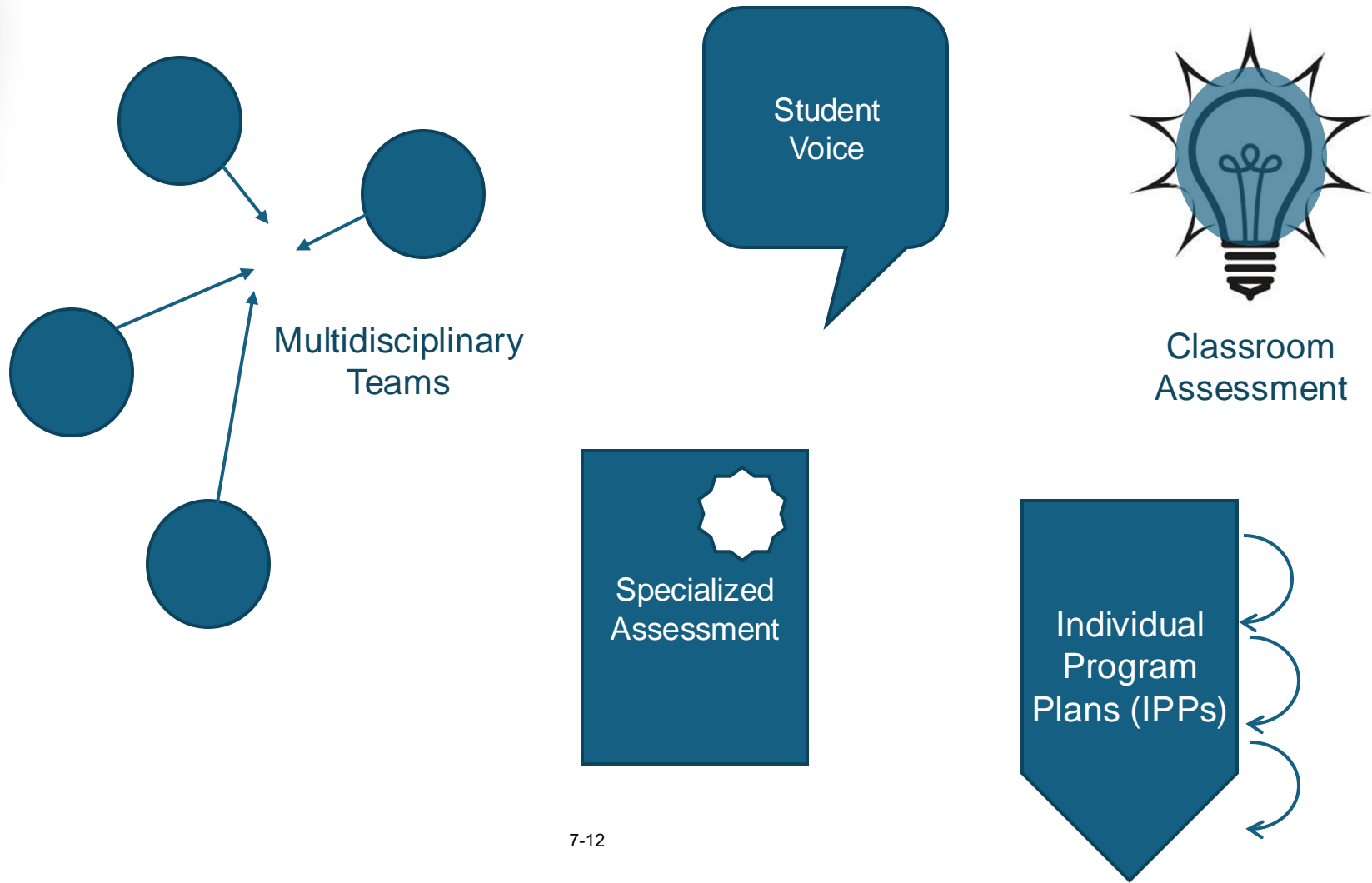


Individualized Supports and Services



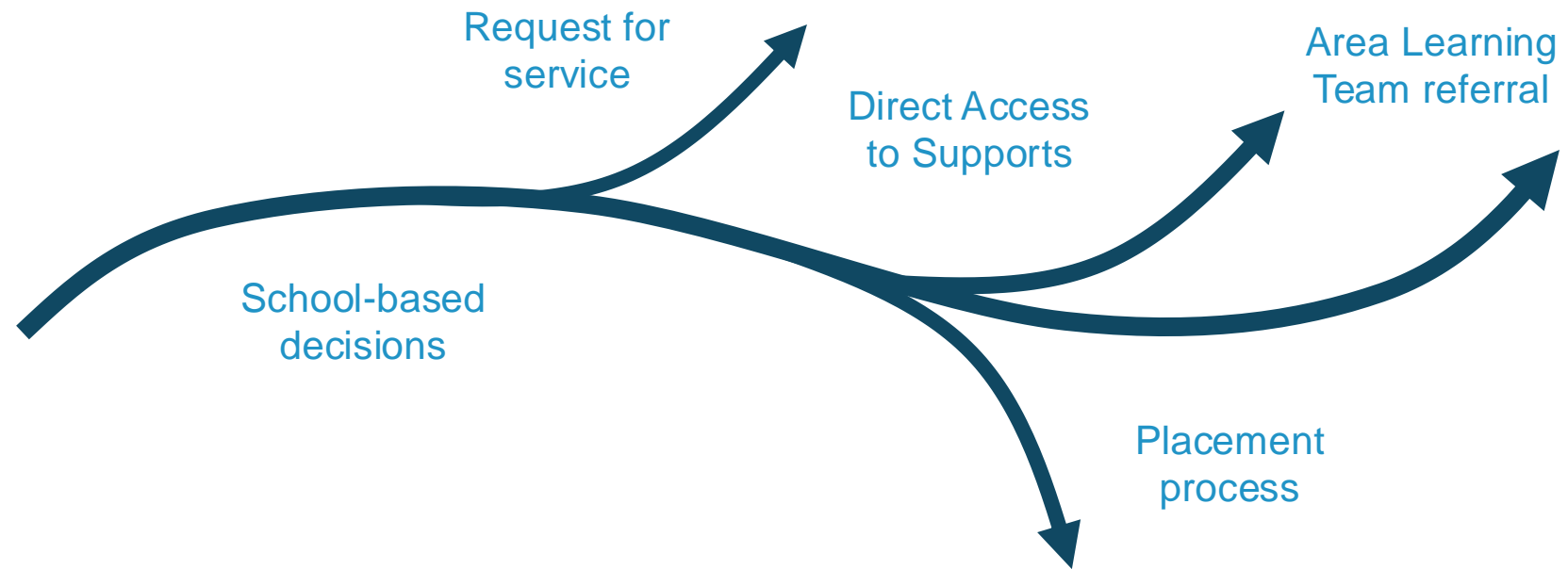


Identifying Needs & Monitoring Progress





Pathways for Accessing Supports & Services



Seven Elements of Effective Programming

- Collaborative Response
- SLT/ALT
- Partnerships

- Professional learning
- Resources
- Consultation

- Clarity for schools and families
- Aligned across the system

- Learning spaces
- Staffing
- Learning materials



- Provincial
- Local
- Specialized 7-14

- Access to supports
- Response protocols
- Long-range planning

- Grade to grade
- School to school
- Community services





Monitoring our Impact

Ensuring each student has appropriate access to a continuum of supports and services requires ongoing monitoring and adaptive responses at all levels of the organization. This includes:

- Ongoing monitoring of student engagement, growth and achievement
- Sustained collaborative problem solving
- Tracking requests for service and documenting service provision
- Gap analysis and responsive resourcing
- Strategic analysis of system data

Achievement, Equity and Wellbeing



report to
Board of Trustees

Capital Planning Project Ranking Criteria

Date	October 29, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	OE-7: Communication With and Support for the Board OE-9: Facilities
Resource Person(s)	Catherine Ford, Director, Planning Trevor Fenton, Director, Facility Projects Jeff Quigley, Manager, Planning Peter Jeffrey, Manager, Infrastructure Asset Management

1 | Recommendation

It is recommended:

- THAT the Board of Trustees approves the Capital Planning Project Ranking Criteria as provided in Attachment I to this report.

2 | Issue

The Board of Trustees requested the review of capital planning criteria for new schools and major modernization projects by October 2024, for incorporation into the Three-Year School Capital Plan 2026-2029 (3YSCP). This review is timely given how recent system-wide high utilization rates have reduced the ability of the existing point ranking to distinguish priorities.

It is highlighted that due to the significant changes being proposed, in particular to the existing “Modernization Criteria”, it may also be necessary to return to the Board next fall with additional adjustments based on the experience of using the criteria for a full reporting period.

3 | Background

Each year a 3YSCP is produced and submitted to Alberta Education as required by April 1. This Plan employs objective criteria to rank and prioritize major capital projects that will have the most significant impacts on CBE students.

The establishment of objective criteria allows for consistency, reproducibility and transparency in decision making. While objective criteria provide a foundation for decision making, the professional judgement of experts remains an important component of any such tool, this to ensure that results account for the full complexity of everyday issues that no ranking tool could ever fully capture.

Updates were made to the “New School, Modernization and Modular Ranking Criteria” on October 24, 2023, when the Board of Trustees approved the High School Ranking Criteria. Prior to this, the last major update was approved by Trustees on October 7, 2014.

4 | Analysis

To commence, it is proposed that the existing “New School, Modernization and Modular Ranking Criteria” be renamed to “Capital Planning Project Ranking Criteria” to reflect a more comprehensive and cohesive approach to prioritizing capital investment in our existing and future school portfolio.

Subsequently, this proposal consists of:

- a. Amendments to the Eligibility Filters and Ranking Criteria for K-12 schools;
- b. Replacement of the existing Major Modernization Ranking Criteria with the proposed Existing School Ranking Criteria, including School Revitalization Criteria and School Addition Criteria; and
- c. Amendments to the Eligibility Filters and Ranking Criteria for Modular Classrooms.

A. **Eligibility Filters and Ranking Criteria for K-12 schools**

A review of the current new school criteria determined that it is largely satisfactory and is currently effective in prioritizing new schools for submission in the 3YSCP. Therefore, the proposal is for minor amendments to the new K-12 school prioritization process eligibility filters (what qualifies to be ranked), and the ranking criteria (how they are ranked). The proposed changes are outlined below and indicate changes to K-9 and 10-12 criteria. High School Ranking Criteria was used for the first time with the 3YSCP 2025-2028, and it revealed opportunities for improvement, which have now been incorporated.

Eligibility Filters for New Schools

- Eligibility Filters currently apply to K-9 schools. The proposed change will extend eligibility criteria to apply to high schools as well.

- The site readiness eligibility criteria currently filter out sites that will not be construction ready within 12 months. The proposed amendment would allow ranking of schools that are anticipated to be site ready within the next five (5) years. This amendment facilitates a staged approach to requesting new schools in alignment with the new approval and funding process in the Province’s School Capital Manual whereby new school projects can progress through up to four stages of the capital planning process – Pre-Planning, Planning, Design, and Construction.

New School Ranking Criteria (K-4) & (5-9)

- Other Considerations section: addition of an “Existing 5-9 schools approved or in existence” criterion. In keeping with the guiding principles established in AR1090, the provision of a K-9 learning continuum for students in a community is desirable. Therefore, for K-4 school rankings, points are proposed to be assigned to a community that has an existing 5-9 school.
- Notes section:
 - minor amendments made to Note 2 to clarify that when there is an existing starter school in a community, an exception to the standard ranking methodology may be made and the community may be prioritized higher than the points ranking suggests to ensure the starter school becomes a fully developed school;
 - an additional note has been added to provide clarity on when a K-9 school may be requested, as opposed to a K-4 and/or 5-9 school. If it has been determined that there is only one school site available or required in a community, then this site will typically be requested as a K-9 school;
 - an additional note has been added to indicate that the K-4 and 5-9 cohorts are used for ranking purposes only and the actual grade configuration that is requested in the 3YSCP may vary depending on a variety of factors including community need, population projections for the specific area, recent capital approvals, and knowledge of surrounding schools’ capacities; and
 - an additional note has been added to indicate that when a school has previously received Design approval, an exception to the standard ranking methodology will be made.

New School Ranking Criteria (10-12)

New School Ranking Criteria for high schools was approved by the Board of Trustees on October 24, 2023, and implemented with the 3YSCP 2025-28. Through the implementation process, improvements were identified and recommended modifications noted below:

- New School: 10-12 Contextual Analysis bullet one - removal of references to “existing information currently provided in Section 3.4 of the Three-Year School Capital Plan”. This section has been reworded to avoid explicitly stating that this information is included in Section 3.4 in the event future versions of the 3YSCP are reorganized and this information moves to a

different section. Additionally, some wording changes were made to this section to include demographic descriptions of future catchment areas and population at full build out, availability of space in proximity to students and impact of new schools on existing schools in the area.

- The Utilization Rate by Student Enrolment categories describing impact on neighbouring schools indicate using a utilization rate 5 years after the opening of a new school. Given the time required for approvals and school construction, 5 years after opening reaches further out than planning projections are typically undertaken. As a result, the recommendation is to remove “5 years after the opening of a new school” from all utilization rate categories and replace with utilization rates of impacted schools at new school opening.
- Removal of Site Readiness: Site Readiness criteria is now found in the Eligibility Filters for all schools (K-12).

B. Replacement of Major Modernization Ranking Criteria with Existing School Ranking Criteria

Currently, Major Modernization Ranking Criteria is the only criteria used to evaluate and prioritize major capital investment in existing schools. This severely limits the type of projects that can be requested within the 3YSCP. The School Capital Manual offers several other capital project types, including Additions, Replacements and Solutions (a project type that allows construction activity at multiple schools).

While the basis for a school addition is more closely tied to utilization rates, community demographics and growth projections, the other three project types (modernizations, replacements and solutions) are primarily driven by school condition. For this reason, it is proposed that the existing Major Modernization Ranking Criteria be replaced by Existing School Ranking Criteria that will be comprised of two separate sub-criteria: School Addition Criteria and School Revitalization Criteria.

School Addition Criteria

As communities mature and grow, their demographics change. While in the past it has been common for school space demand to drop over time, City densification efforts could mean a higher demand for student spaces in communities without vacant Municipal and School Reserve (MSR) land available. In these cases, school additions can be an important project type for the CBE to respond to emerging utilization growth. The drivers for a school needing additional permanent space are unrelated to the condition of the facility and instead tied to the school's utilization rate as well as community demographics and projected growth. For this reason, while addition projects logically fall under the “Existing School” banner, they must have their own unique set of criteria.

School Addition: Eligibility Filters

School Addition projects may be requested based on the Modular Classroom Program (MCP) or the System Student Accommodation Plan (SSAP), indicating

there is a long-term capacity challenge that would benefit from a permanent expansion in space. Proposed eligibility filters are:

- Whether the student population is expected to remain high or increase in the area based on evaluating student projections through school cohorts, planning sectors, and/or community development and redevelopment plans;
- How previous 3YSCP or MCP approvals will impact utilization rates;
- Availability and proximity of future school sites that will alleviate utilization concerns once developed; and
- Number and condition of existing modulars already in use.

School Addition: Ranking Criteria

It is recognized that with The City’s focus on densification, the need for school additions may increase. If more than one addition project passes through the eligibility filters, the sites will be ranked against each other for prioritization purposes, using the Addition Ranking Criteria, based on projected utilization rates. The Addition Ranking Criteria aligns with the revised Category A for the Modular Classroom Ranking Criteria.

The following example illustrates how the results of the above noted process will be summarized in the 3YSCP submission:

School Addition Projects				
Rank	School	3-Year Utilization	Grade	Planning Sector
1	School A	172%	K-6	NE
2	School B	149%	10-12	SE
3	School C	145%	5-9	NW

School Revitalization Criteria

The CBE school portfolio has an average age of 47.8 years, with over 56% of our schools exceeding their 50-year design life. Historically, capital projects in existing schools have been few and far between and as such it is critical that CBE ensures the approvals provided by the Minister go towards schools that are in the greatest need of attention and that align with long-term system requirements. The following summarizes the proposed School Revitalization Criteria.

School Revitalization: Eligibility Filter

To reduce the overall number of schools being considered to a more manageable number, the CBE school portfolio is proposed to be filtered by year of construction. Moreover, only schools that are at least 50 years old (schools are built with a 50-year design life), will be evaluated for major capital investment.

School Revitalization: Ranking Criteria

- Facility Condition Index (FCI) is proposed to be used to objectively evaluate the condition of a facility based on industry standard methodology. FCI is a numeric representation of the condition of a school based on the total cost of any needed or outstanding repairs, renewal or upgrade requirements expressed as a percentage of the current cost of replacing the facility (land value excluded), with scoring applied accordingly. One point would be applied to the score per percentage point.
 - Note: Following the cessation of annual condition inspections by the province, work is underway to develop CBE FCI data. Until it is established, a simplified methodology and accompanying tool has been developed that will be used to calculate an estimated FCI score.
- The 30 schools with the highest FCI scores will then be further evaluated (and scored) using a variety of pertinent factors including degree of accessibility, perceived project complexity and energy efficiency.
- Additional unscored analysis and contextual understanding of each fully scored school will include utilization rates, long-term student projections, long-term community population projections and the impact of previous Capital Plan/MCP approvals.
- The prioritized list of 30 schools for revitalisation will be consolidated with the schools identified for additions and the full list will then be reviewed further to consider any system priorities that may need to be taken into account when evaluating the top priorities for investment.
- The final list of validated existing school priorities will then be weighed against the new school construction priorities to develop the final consolidated and prioritized project list for the 3YSCP.

Equally important to the schools being prioritized, is how to invest in the school. With several different project types available, full and detailed engineering analysis is required to determine the best approach. Existing school projects placed on the 3YSCP will typically first seek 'Planning' approval to allow for a fulsome analysis and ensure the right type and size of project is requested. This step may not be required if the project has already been fully developed and is well understood.

The following table illustrates how the information from the above noted process will be reflected in the 3YSCP submission:

School Revitalization Projects				
Rank	School	Points	Grade	Year Built
1	School A	114	10-12	1961
2	School B	104	K-6	1952
3	School C	89	5-9	1956

C. Eligibility Filters and Ranking Criteria for Modular Classrooms

Modular Classroom Ranking Criteria is utilized to evaluate and prioritize new modular classrooms in the MCP. The following amendments are proposed:

Eligibility Filters for Modular Classrooms

- Removal of “Will the addition of modular classrooms accommodate projected enrolment for the next 3-5 years”. This filter is in essence a duplication of the first eligibility filter that captures schools over 90% utilization in the next 3 years (hence identifying a possible modular solution) and a duplication of Category A, in the Modular Classroom Ranking Criteria that assigns points to schools based on their projected 3-year utilization rates.
- Updated Category A point ranking to account for higher utilization rates. The existing criteria is separated into 6 categories, with the lowest being "Projected Utilization is less than 79%" and the highest being "Projected Utilization is greater than 100%." The very high utilization rates over the last two years at most of CBE's school portfolio, resulted in almost all schools receiving the maximum number of points, reducing its usefulness and requiring a one-time amendment by the Board for the MCP submission in October 2023. A greater number of categories over 100% utilization will assist in better identifying those schools that need modulars the most.
- Using projected 3-year utilization rates as opposed to projected 5-year utilization rates. Three-year projections provide a greater degree of confidence, takes into account recent new school approvals, modular additions and is consistent with the CBE's 3-year system projection, 3-year Capital Plan, and 3-year SSAP reports.

5 | Financial Impact

There are no additional costs associated with the proposed revised criteria as the work can be accomplished with existing resources.

6 | Implementation Consequences

New school sites, school revitalization projects and addition projects will be ranked in accordance with the Board approved criteria and placed on the prioritized 3YSCP list in alignment with their relative priority. Modular projects will be ranked in accordance with the Board approved criteria and placed on the prioritized MCP list.

7 | Conclusion

The proposed Capital Planning Project Ranking Criteria provides enhanced transparency and accuracy in the ranking and selection of new and existing school major capital projects, as well as modular classrooms.

It is recommended that these criteria be approved and be incorporated in student accommodation planning commencing with the Three-Year School Capital Plan 2026-2029 and the Modular Classroom Program 2026.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Capital Planning Project Ranking Criteria

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined in policy the individual and collective behaviour required to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board's job, its purpose and its accountability.

Board/Chief Superintendent Relationship: The Board defined in policy the degree of authority delegated to the Chief Superintendent, and set out how the Chief Superintendent's performance, and ultimately the organization's performance, will be evaluated.

Results: These policies define the outcome the organization is expected to achieve for each student it serves. The Results policies are the performance targets for the Chief Superintendent and the organization, and form the basis for judging the success of the organization and the Chief Superintendent on reasonable progress towards achieving the Results.

Operational Expectations: These policies define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board's stated values about operational conditions and actions as set out in these policies.

~~New School, Modernization and Modular Ranking Criteria~~ **Capital Planning Project Ranking Criteria**

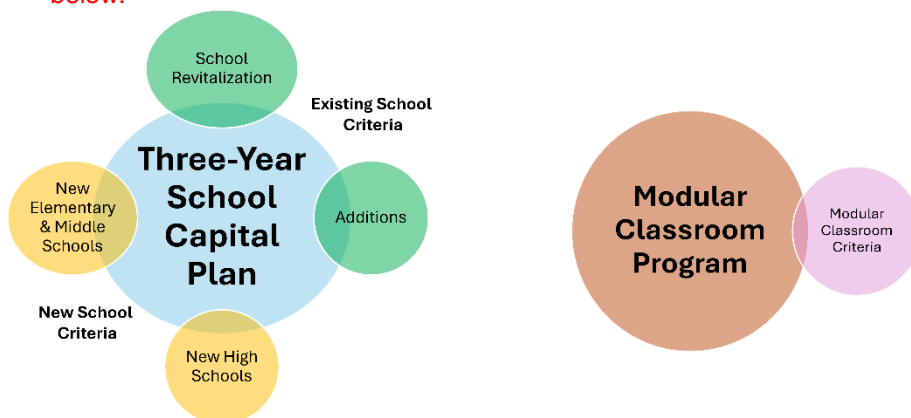
The CBE strives for evidence based, transparent and fair prioritization in the capital planning process. This document outlines the criteria by which capital priorities are considered and ranked for funding requests through the Three-Year School Capital Plan and Modular Classroom Program. The following factors drive capital planning projects

- Program Delivery – Projects that are required to enable the delivery of school programs.
- Community Schools – New schools required in rapidly growing communities to minimize student travel times and meet the needs for a local school in their community.
- Aging Facilities – Older schools that require revitalization to provide appropriate learning environments for students.
- School Utilization Rates – appropriate school utilization rates optimize maintenance and operational funding; help manage classroom space for optimal learning and ensure availability of programming opportunities to students within the limited public resources entrusted to the CBE.

A balanced approach to address these drivers is developed to ensure the CBE is pursuing capital funding opportunities that recognize the changing needs of students, build trust with parents, partners, and the community, and direct investment to projects that provide the best value for the system. The planning approach is a system of core community based elementary feeder schools, with middle/junior high, and senior high schools serving larger geographic areas. In addition, modular classrooms can make an important contribution to bettering the student learning experience by relieving accommodation pressures during periods of growth allowing the CBE to respond appropriately across a community’s life cycle.

Projects are also required to ensure programming requirements are met through existing school revitalization, which may include modernization projects, replacement schools or solution projects (a project type that allows construction activity at multiple schools).

The following criteria aim to address the drivers for capital planning and provide a balanced investment approach to school capital planning and are organized as depicted below:

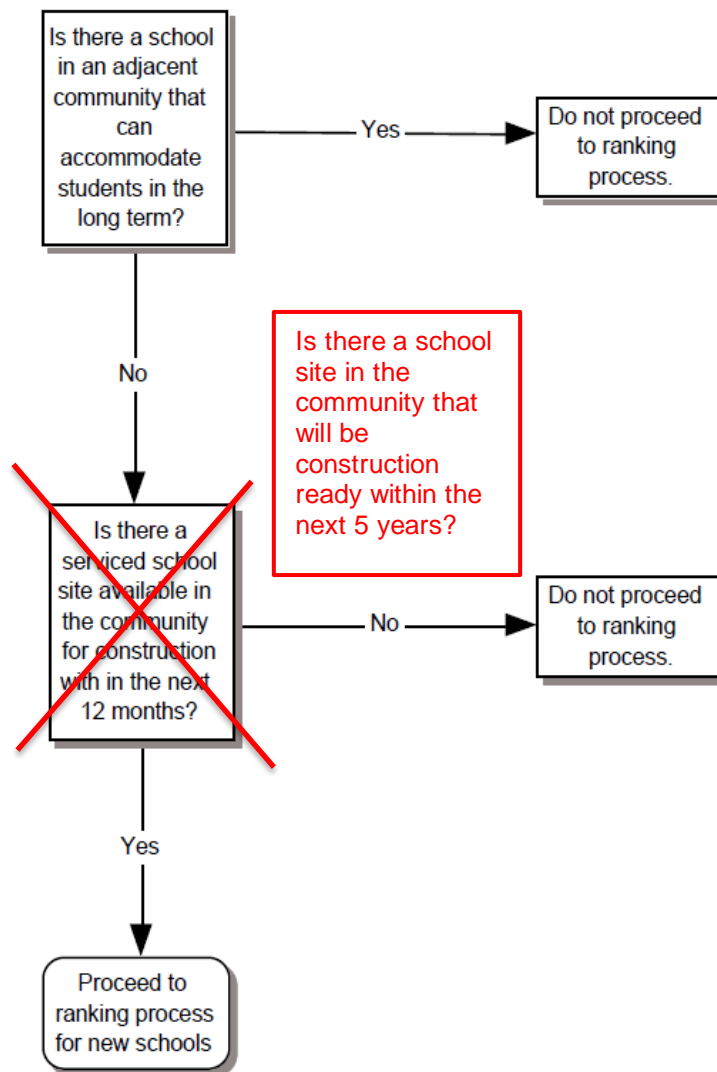


New School, Modernization and Modular Ranking Criteria **Capital Planning Project Ranking Criteria**

NEW SCHOOL CRITERIA

The New School Ranking Criteria are in place to allow for a transparent, objective and equitable approach to prioritizing where new schools will be identified and requested in the Three-Year School Capital Plan. There are two types of criteria in the evaluation process to rank schools for capital funding. Firstly, all K-12 schools go through eligibility filters to identify schools that will proceed to the ranking process. Schools that pass through the eligibility filters will be ranked through K-4 ranking criteria, 5-9 ranking criteria and 10-12 ranking criteria.

New Schools: K-12 Eligibility Filters



New School, Modernization and Modular Ranking Criteria
Capital Planning Project Ranking Criteria

NEW SCHOOL CRITERIA (K-4 & 5-9)

New School: K-4 Ranking Criteria

Preschool Population

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

Current K-4 Enrolment

Use Actual September 29 enrolment

Ratio of K-4 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

*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 5-9 or K-6 and 7-9) 50 points

Existing Starter School approved or in existence 50 points

New School, Modernization and Modular Ranking Criteria
Capital Planning Project Ranking Criteria

Existing 5-9 School approved or in existence

50 points

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~~ **may 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~~ **to ensure the starter school becomes a fully developed school.** ~~The need for CTF and CTS spaces will vary depending on the grade configuration of the starter school.~~
3. If it has been determined through the Joint Use Site Calculation Methodology that there is only one school site available or required in a community then this site is typically requested as a K-9 school.
4. The K-4 cohort will be used for ranking purposes and the actual grade configuration requested in the Three-Year School Capital Plan may vary (e.g. K-5, K-6) depending on a variety of factors including community need, population projections for the specific area, recent capital approvals, knowledge of surrounding school capacities etc.
5. When a school has previously received Design approval, an exception to the standard ranking methodology will be made.

New School, Modernization and Modular Ranking Criteria Capital Planning Project Ranking Criteria

New School: 5-9 Ranking Criteria

Current K-4 Enrolment

Use Actual September 29 enrolment

Current 5-9 Enrolment

Use Actual September 29 enrolment

Ratio of 5-9 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

*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 5-9 or K-6 and 7-9)	50 points
Existing K-4 School/ Starter School approved or in existence	50 points
Greater than 2 Transition Points (K-9)	50 points

~~New School, Modernization and Modular Ranking Criteria~~ **Capital Planning Project 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~~ **may 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~~ **to ensure the starter school becomes a fully developed school**. ~~The need for CTF and CTS spaces will vary depending on the grade configuration of the starter school~~
3. ~~If it has been determined through the Joint Use Site Calculation Methodology that there is only one school site available or required in a community then this site is typically requested as a K-9 school.~~
4. ~~The 5-9 cohort will be used for ranking purposes and the actual grade configuration that is requested in the Three-Year School Capital Plan may vary (e.g. 6-9, 7-9) depending on a variety of factors including community need, population projections for the specific area, recent capital approvals, knowledge of surrounding school capacities etc.~~
5. ~~When a school has previously received Design approval, an exception to the standard ranking methodology will be made.~~

New School, Modernization and Modular Ranking Criteria Capital Planning Project Ranking Criteria

NEW SCHOOL CRITERIA (10-12)

New School: 10-12 Ranking Criteria

High School (Grades 10-12)						
GR4-6 Enrolment						
Current GR4-6 Enrolment - September 29, 2023 enrolment			Use Actual End-September enrolment		Actual Value	
GR10-12 Enrolment						
Current GR10-12 Enrolment - September 29, 2023 enrolment			Use Actual End-September 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.						

1. When a school has previously received Design approval, an exception to the standard ranking methodology will be made.

New School, Modernization and Modular Ranking Criteria **Capital Planning Project Ranking Criteria**

New School: 10-12 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).~~
- **Demographic description of future catchment area and population at full build-out; availability of space in proximity to students and impact of the new school on existing schools in the area.**
- **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 Capital Planning Project Ranking Criteria

MAJOR MODERNIZATION RANKING CRITERIA

Programming requirements (maximum numbers of points = 35)	Points
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

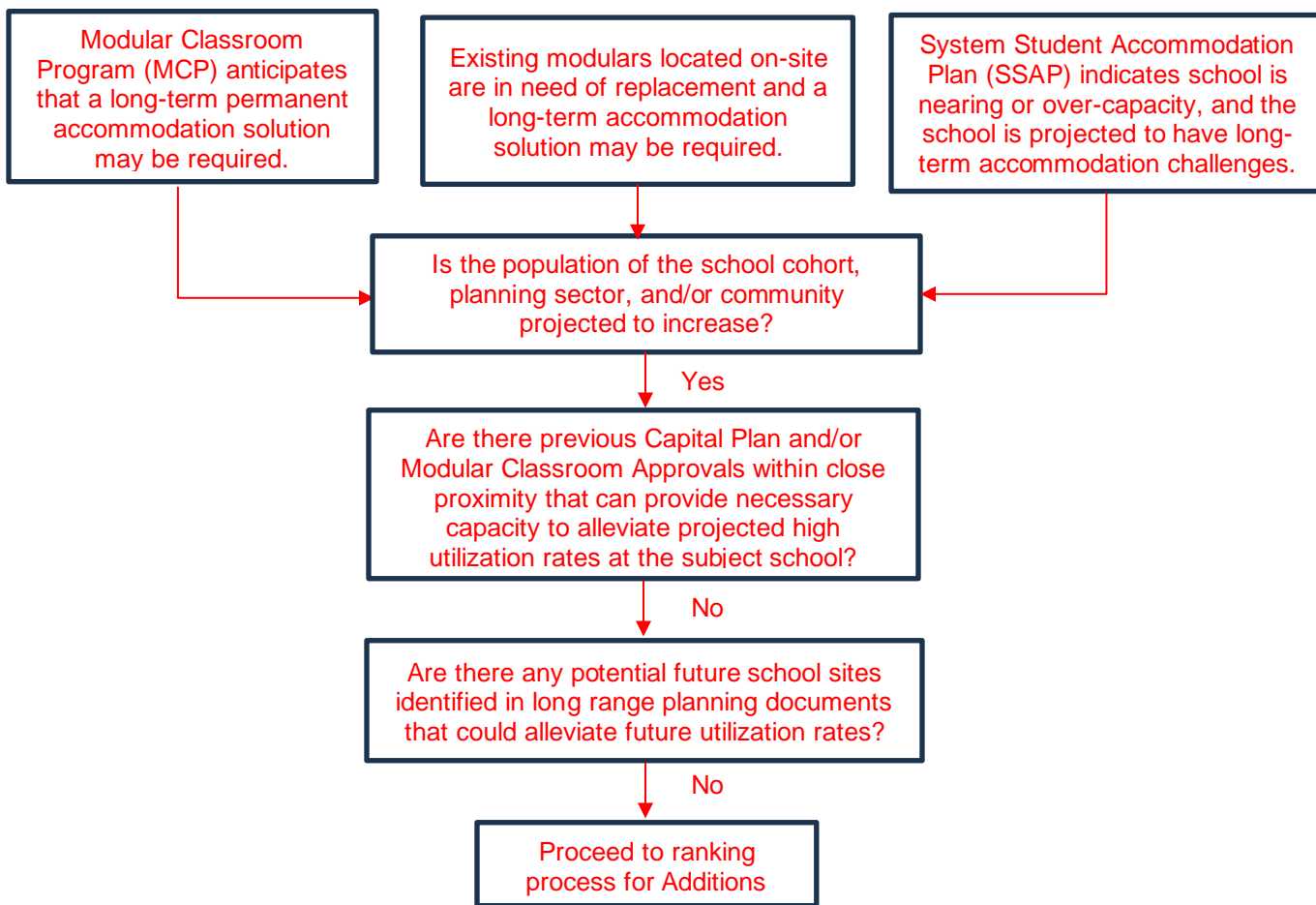
New School, Modernization and Modular Ranking Criteria
Capital Planning Project Ranking Criteria

EXISTING SCHOOL CRITERIA

The Existing School Ranking Criteria are in place to allow for the identification and prioritization of schools that require major capital investment to ensure the school facility can effectively support the educational programming required by the community it serves. Capital investment into existing schools can take many different forms (project types) including Modernization, Replacement, Solution (construction activity at multiple schools) or expansion through a permanent school addition. The first three project types are primarily driven by the overall condition of the facility, while the need for a school addition is determined by school utilization as well as community demographics and growth projections. To account for this, the Existing School Ranking Criteria is comprised of two separate sub-criteria: School Addition Criteria and School Revitalization Criteria.

SCHOOL ADDITION CRITERIA

School Additions: Eligibility Filters



**~~New School, Modernization and Modular Ranking Criteria~~
Capital Planning Project Ranking Criteria**

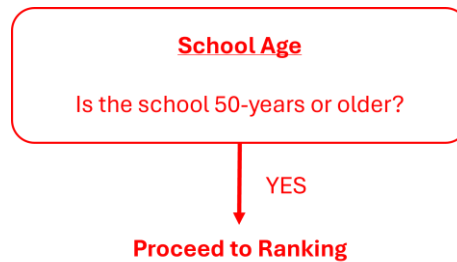
School Additions: Ranking Criteria

Category A Enrolment, Utilization, Projection Strength of enrolment and utilization into the future (Projected 3-Year Utilization)	Points
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 114%	20
Projected Utilization is between 115% to 119%	25
Projected Utilization is between 120% to 124%	30
Projected Utilization is between 125% to 129%	35
Projected Utilization is between 130% to 134%	40
Projected Utilization is between 135% to 139%	45
Projected Utilization is greater than 140%	50

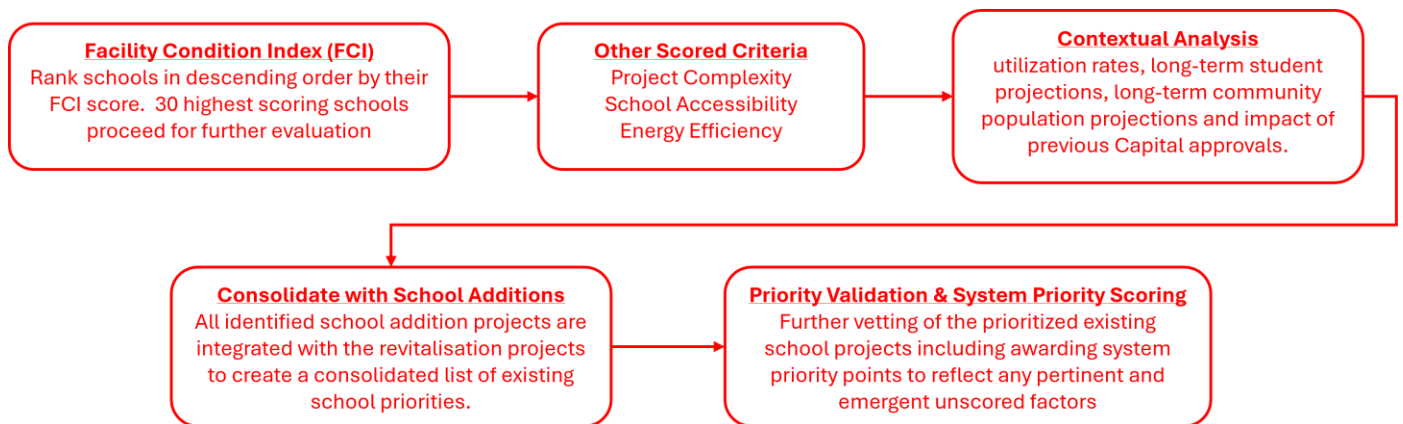
New School, Modernization and Modular Ranking Criteria
Capital Planning Project Ranking Criteria

SCHOOL REVITALIZATION CRITERIA

School Revitalization: Eligibility Filter



School Revitalization: Ranking Criteria



~~New School, Modernization and Modular Ranking Criteria~~ Capital Planning Project Ranking Criteria

School Revitalization: Facility Condition Index Scoring

Facility condition will be objectively evaluated based on industry standard methodology. Facility Condition Index (FCI) is the projected five-year cost of needed repairs, replacements and renewal expressed as a percentage of the current cost of replacing the facility. The FCI is calculated using the following formula:

$$\frac{\text{Outstanding Repairs, Replacement \& Renewal}}{\text{Replacement Cost of Facility}} \times 100$$

As a general guide FCI scores fall in the following broad rating categories:



Notes:

1. For scoring purposes, one percentile equals one point i.e. 30% FCI will receive 30 points
2. Until such time as the CBE develops a more rigorous data set to properly calculate FCI, a simplified methodology and accompanying tool has been developed that will be used to calculate an estimated FCI score.

School Revitalization: Other Scored Criteria

Project Complexity Scoring Criteria

Provincial Capacity		Points
Provincial Capacity > 2,000		20
Provincial Capacity between 1,500 to 1,999		15
Provincial Capacity between 1,000 to 1,499		10
Provincial Capacity between 600 to 999		5
Provincial Capacity between < 600		0
Learning Environment Factors		Points
5+ CTS/CTF Shops		10
3-4 CTS/CTF Shops		5
1-2 CTS/CTF Shops		3
Specialised Infrastructure to support Inclusive Learning (pools, safe rooms...)		10
Historical Significance		Points
Historical significance		5
Maximum available points		45

New School, Modernization and Modular Ranking Criteria **Capital Planning Project Ranking Criteria**

School Accessibility Scoring Criteria

Degree of Accessibility	Points
Not accessible – Accessibility upgrades are not possible/feasible	20
Partially accessible 1 - Close to Not Accessible; significant modifications would be needed to accommodate a student in a wheelchair.	15
Partially accessible 2: Mid-range accessibility, some renovations/accommodations would be required.	10
Partially accessible 3: Close to Fully Accessible, just a few upgrades would be needed to accommodate a student in a wheelchair.	5
Fully accessible	0

Energy Efficiency Scoring Criteria

Energy Use per Sq.m.	Points
< 0.55 GJ/sq.m	0
0.56 to 1.1 GJ/sq.m	5
1.11 to 1.65 GJ/sq.m	10
>1.66 GJ/sq.m	15

School Revitalization: Contextual Analysis

Additional unscored analysis and contextual understanding of each fully scored school will include answering questions on utilization rates, long-term student projections, long-term community population projections and the impact of previous Capital Plan/Modular Classroom Program (MCP) approvals. These questions include:

- Will capital investment in an existing school assist with either an underutilization or overutilization issue?
- What is the long-term utilization projection of the school?
- What is the long-term population trend of community?
- Are there multiple schools identified on the short list located in close proximity and could possibly benefit from a Solution project?
- What is the impact of either Three-Year School Capital Plan or Modular Classroom approvals on future utilization rates?

Should the contextual analysis identify additional schools outside of the list of 30, these schools can be added for further consideration and evaluation as a system priority.

~~New School, Modernization and Modular Ranking Criteria~~
Capital Planning Project Ranking Criteria

School Revitalization: Priority Validation & System Priority Scoring

The list of schools is then reviewed and vetted for those that present the largest learning hindrances (ie. indoor temperature extremes, ineffective school layout, highest risk of critical building system failure etc.) or that might present the greatest opportunity to advance system educational priorities. Discretionary 'System Priority' points may be awarded where emergent system priorities exist that are not reflected in the current scoring construct. Awarding system priority points to select projects must be approved by the Superintendent's Team.

Schools with greatest need and system alignment will be evaluated against the new school priorities to determine what gets included in the Three-Year School Capital Plan. Existing school projects will generally first request Planning funding to confirm project type and scope, unless the project is already well defined and understood.

New School, Modernization and Modular Ranking Criteria **Capital Planning Project 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 (i.e. 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

Capital Planning Project 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 \$ 18,000~~
 - ~~_____ 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~~

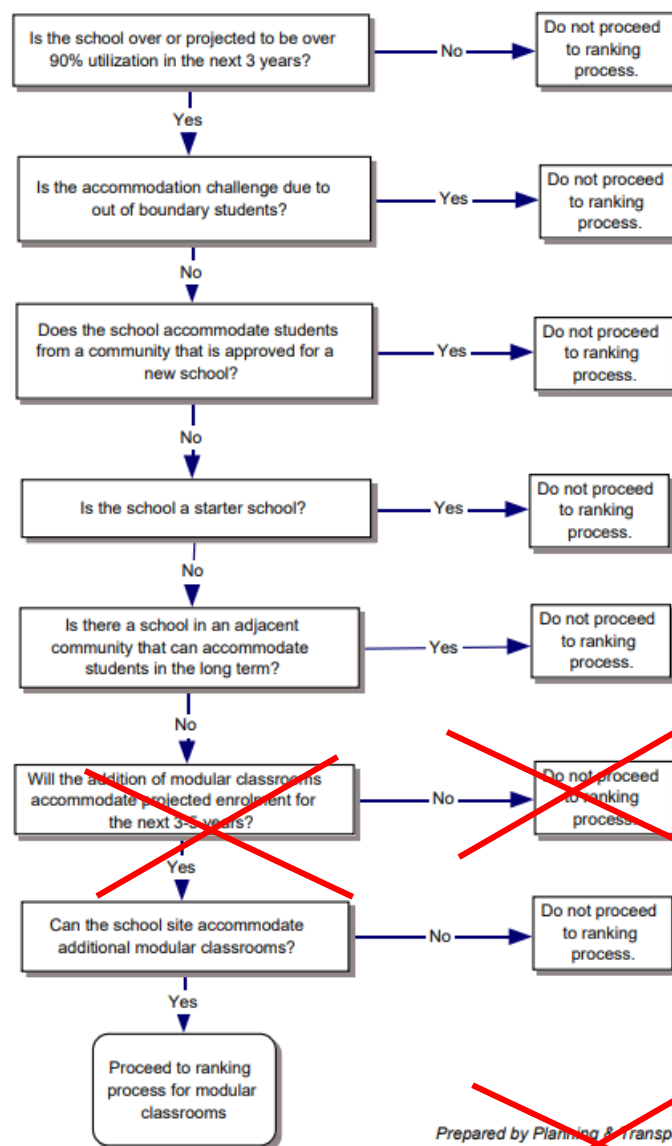
New School, Modernization and Modular Ranking Criteria Capital Planning Project Ranking Criteria

MODULAR CLASSROOM PROGRAM

Modular classroom ranking criteria is utilized to evaluate and prioritize new modular classroom requests in the Modular Classroom Program.

MODULAR CLASSROOM CRITERIA

Modular Classrooms: Eligibility Filter



New School, Modernization and Modular Ranking Criteria **Capital Planning Project Ranking Criteria**

Modular Classrooms: Ranking Criteria

Category A

Enrolment, Utilization, Projection

Strength of enrolment and utilization into the future (Projected 3-Year Utilization)

	Points
Projected utilization is less than 79% 89%	0
Projected utilization is between 80 to 84% 90% to 99%	5
Projected utilization is between 85 to 89% 100% to 104%	10
Projected utilization is between 90 to 94% 105% to 109%	15
Projected utilization is between 95 to 99% 110% to 114%	20
Projected Utilization is between 115% to 119%	25
Projected Utilization is between 120% to 124%	30
Projected Utilization is between 125% to 129%	35
Projected Utilization is between 130% to 134%	40
Projected Utilization is between 135% to 139%	45
Projected Utilization is greater than 140%	50
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

Ranking Range: 0 (difficult) to 1 (easy)

~~New School, Modernization and Modular Ranking Criteria~~
Capital Planning Project Ranking Criteria

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

report to
Board of Trustees

2025-26 Modular Classroom Program

Date	October 29, 2024
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Joanne Pitman 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-9: Facilities
Resource Person(s)	Trevor Fenton, Director, Facility Projects Catherine Ford, Director Planning Jeff Quigley, Manager, Planning

1 | Recommendation

It is recommended:

THAT the Board of Trustees approves the 2025-26 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 October 2024, revised Eligibility Filters for Modular Classrooms (Attachment I)

and the Modular Classroom Ranking Criteria (Attachment II) were proposed to the Board of Trustees. The modular classroom submission within this report was formulated using these updated filters and criteria.

In March 2024, the province approved 12 new modular classrooms, the relocation of six modular classrooms and the disposition of zero modular classrooms (68 new units, 12 relocations and one disposition were requested). On August 2, 2024, an In-Year Modular Request was approved by the province for an additional 35 new modular classrooms and the relocation of five modular classrooms.

The pressure on the CBE system caused by continued exceptional enrolment growth over the past four years is 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, one school has been approved for construction and how it typically takes three to four years for a new school to be constructed after approval.

The new Modular Classroom Ranking Criteria, Category A 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 is the matrix used for the 2025-26 year:

CATEGORY A	
Enrolment, Utilization, Projection	
Strength of enrolment and utilization into the future (Projected Utilization in 3rd Year)	
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 114%	20
Projected Utilization is between 115 to 119%	25
Projected Utilization is between 120 to 124%	30
Projected Utilization is between 125 to 129%	35
Projected Utilization is between 130 to 134%	40
Projected Utilization is between 135 to 139%	45
Projected Utilization is greater than 140%	50

4 | Analysis

The analysis below recommends the following submission for the 2025-26 Modular Classroom Program (MCP):

- One modular unit disposition request (decreasing capacity of one school); and
- 64 new modular unit requests (increasing capacity of 17 schools).

Modular Classroom Additions – Eligible Schools

A Modular Classroom Eligibility Filter Review was conducted using the latest 5 year enrolment projection data. From this, a list of all schools projected to be over

90% utilization within a 3 year time frame was assembled (2024-26) (Attachment III).

42 schools had a projected utilization of 90% or higher and met the filter criteria to be eligible for points ranking analysis. As noted on page 7, 25 schools are not considered appropriate for modular additions at this time. The following 17 schools are being recommended for modular additions. All of these had above average Category A points (based on projected utilization), a high Opening Day 2024 utilization rate and are listed in alphabetical order below, prior to ranking:

- Annie Foote School
- Annie Gale School
- Centennial High School
- Colonel Macleod School
- Dr. E. P. Scarlett High School
- Ernest Manning High School
- Georges P. Vanier School
- John G. Diefenbaker High School
- Lester B. Pearson High School
- Manmeet Singh Bhullar School
- Mount Royal School
- O. S. Geiger School
- Panorama Hills School
- Saddle Ridge School
- Sibylla Kiddle School
- Terry Fox School
- Vincent Massey School

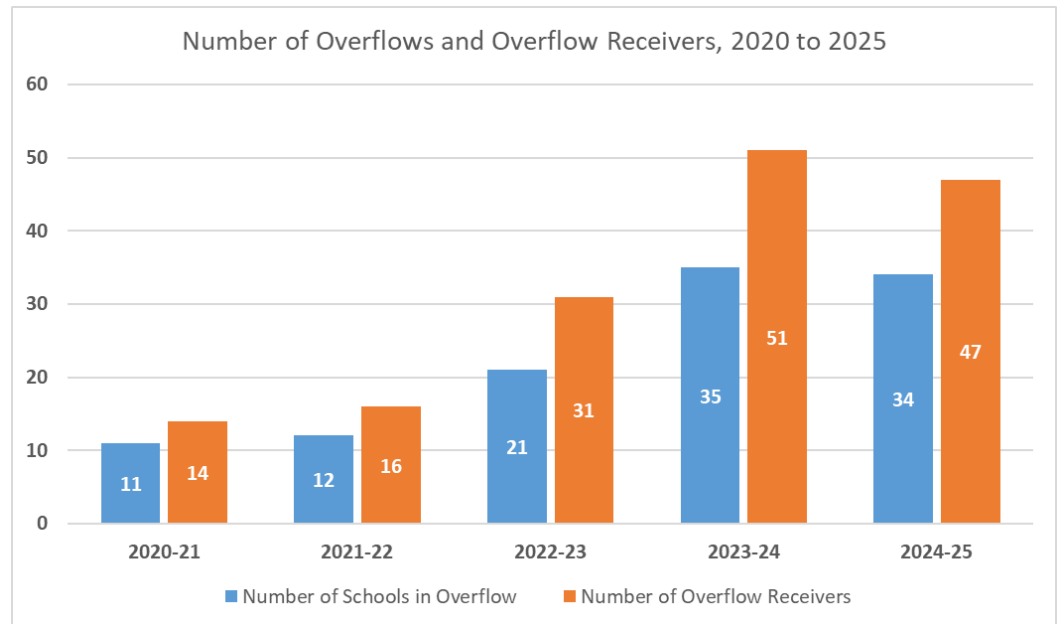
The Modular Classroom Points Assignment (Attachment IV) summarizes the points assignments for the schools listed above.

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:

- 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 2023-24 school year and has continued into the 2024-25 school year. Record enrolment growth, largely due to new migrants to Calgary, both interprovincial and international, continues to put pressure on the system. This has caused the number of schools in overflow status to rise. Below is a five-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.



While the whole system has felt the continued growth of the city, there are certain areas that are particularly strained. The table below shows the year-over-year opening day growth, by Area. Areas 3 and 5 saw the largest growth between opening day 2023 and 2024. Table 1 below also shows the number of schools currently being overflowed, highlighting capacity concerns in Areas 4, 5 and 7.

Area	Total Enrolment on Opening Day 2023	Total Enrolment on Opening Day 2024	Growth	# of Schools in Overflow
1	19481	19502	21	3
2	18282	18749	467	2
3	16547	17891	1344	3
4	20171	20928	757	11
5	25586	26910	1324	8
6	18159	18907	748	0
7	19704	20479	775	7
	137930	143366	5436	34

Of the 64 new modulars requested, 26 are for schools in Area 4; 8 for Area 5; and 12 are for Area 7. Combined, the modulars directed to the highest need Areas 4, 5, and 7, constitute 72% of the total number of requests (46 units).

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, in priority sequence:

Priority	School	Reasoning
1	John G. Diefenbaker High School	Opening Day utilization for this school was 105%. It has a projected 3-yr utilization rate of 131% and continues to see growth from the surrounding / developing communities. The creation of additional high school capacity is also a priority area identified in the 10 Year Student Accommodation and Facilities Strategy (10Yr SAFS). Six new units will be requested.
2	Dr. E. P. Scarlett High School	Opening Day utilization for this school was 124%. It has a projected 3-yr utilization rate of 132% and continues to see growth from the surrounding / developing communities. The creation of additional high school capacity is also a priority area identified in the 10Yr SAFS. Six new units will be requested.
3	Mount Royal School	Opening Day utilization for this school was 102%. This school is currently capped with students being overflowed to Vincent Massey School and A.E. Cross School. Continued growth of communities in central Calgary will continue to put strain on this school. Without the overflows in place, this school would be at a utilization rate of 139%. Two new units will be requested.
4	Saddle Ridge School	Opening Day utilization for this school was 106%. This school is currently capped with students being overflowed to Hugh A. Bennett School. Continued growth of developing 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 115%. Two new units will be requested.
5	Terry Fox School	Opening Day utilization for this school was 94%. This school is currently capped with students being overflowed to Ian Bazalgette School. Continued growth of developing 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 103% and has a projected 3-yr utilization rate of 133%. Six new units will be requested.
6	Centennial High School	Opening Day utilization for this school was 129%. This school is currently the overflow receiver for Joane Cardinal-Schubert High School. Continued growth of communities in the SE and the lack of available overflow receivers in the southern half of CBE will continue to put strain on this school. The creation of additional high school capacity is also a priority area identified in the 10Yr SAFS. Six new units will be requested.
7	Lester B. Pearson High School	Opening Day utilization for this school was 116%. It has a projected 3-yr utilization rate of 110% and continues to see growth from the surrounding / developing communities. The creation of additional high school capacity is also a priority area identified in the 10Yr SAFS. Six new units will be requested.
8	Georges P. Vanier School	G.P. Vanier has an outstanding Area, Capacity and Utilization (ACU) adjustment that is not reflected in the data and results in a higher utilization rate than is in official documentation. Expected changes to the ACU will result in Opening Day enrolment of 107% and projected 3-yr utilization of 121%. Opening Day utilization for this school according to official documentation was 98% with a projected 3-yr utilization rate of 112% and continues to see growth from the surrounding / developing communities. Two new units will be requested.

9	Annie Foote School	Opening Day utilization for this school was 93%. This school is currently the overflow receiver for Prairie Sky School. Continued growth of communities in the NE will continue to put strain on this school. In three years, this school is projected to have a utilization rate of 121%. Two new units will be requested.
10	O. S. Geiger School	Opening Day utilization for this school was 112%. This school is currently the overflow receiver for Grant MacEwan School. Continued growth of communities in the NE will continue to put strain on this school. In three years, this school is projected to have a utilization rate of 123%. Four new units will be requested.
11	Vincent Massey School	Opening Day utilization for this school was 100%. This school is currently the overflow receiver for Mount Royal School. Continued growth of communities in the SW will continue to put strain on this school. In three years, this school is projected to have a utilization rate of 116%. Four new units will be requested.
12	Ernest Manning High School	Opening Day utilization for this school was 116%. It has a projected 3-yr utilization rate of 109% and continues to see growth from the surrounding / developing communities. The creation of additional high school capacity is also a priority area identified in the 10Yr SAFS. Six new units will be requested.
13	Colonel Macleod School	Opening Day utilization for this school was 104%. It has a projected 3-yr utilization rate of 109% and continues to see growth from the surrounding / developing communities. Two new units will be requested.
14	Panorama Hills School	Opening Day utilization for this school was 96%. It has a projected 3-yr utilization rate of 106% and continues to see growth from the surrounding / developing communities. In addition to high expected utilization rates in the future, the request for this school has been prioritized in to ease pressure on Captain Nichola Goddard School which cannot accommodate modulars and had an opening day utilization of 115%. Two new units will be requested.
15	Manmeet Singh Bhullar School	Opening Day utilization for this school was 104%. It has a projected 3-yr utilization rate of 104% and continues to see growth from the surrounding / developing communities. Four new units will be requested.
16	Sibylla Kiddle School	Opening Day utilization for this school was 105%. It has a projected 3-yr utilization rate of 99% and continues to see growth from the surrounding / developing communities. Two new units will be requested.
17	Annie Gale School	Opening Day utilization for this school was 104%. It has a projected 3-yr utilization rate of 97% and continues to see growth from the surrounding / developing communities. Two new units will be requested.

The Modular Classrooms Recommended for New Units (Attachment V) summarizes the justification for the schools listed above, including the number of units requested and projected utilization rates. In total, 64 new units are proposed to be requested, for a total increase of 1600 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
Alternative High School	Enrolment can be managed as students in the program can be supported through community schools in the CBE.
Buffalo Rubbing Stone School	Previously approved for modular classrooms.
Cambrian Heights School	Opening Day utilization did not exceed 100%. There was lower than anticipated enrolment from the home area and Evanston overflow. Removing from scope for this year.
Captain Nichola Goddard School	Site review by Facility Projects determined this school will not be able to receive additional modulars classrooms. Modulars are instead being requested for its feeder school, Panorama Hills.
Chief Justice Milvain School	Low Category A points based on utilization. Did not meet threshold for further analysis.
Colonel Irvine School	Previously approved for modular classrooms.
Coventry Hills School	Low Category A points based on utilization. Declining enrolment past 2026.
Grant MacEwan School	Previously approved for modular classrooms.
Guy Weadick School	Site review by Facility Projects determined this school will not be able to receive additional modulars classrooms.
Ian Bazalgette School	Previously approved for modular classrooms.
Jennie Elliott School	Low Category A points based on utilization. Did not meet threshold for further analysis.
Joane Cardinal-Schubert High School	Previously approved for modular classrooms.
Mahogany School	Previously approved for modular classrooms.
Marlborough School	Low Category A points based on utilization. Did not meet threshold for further analysis.
Monterey Park School	Opening Day utilization did not exceed 100%. Removing from scope for this year.
Nelson Mandela High School	Previously approved for modular classrooms.
North Trail High School	Previously approved for modular classrooms.
Nose Creek School	Site review by Facility Projects determined this school will not be able to receive additional modulars classrooms.
Peter Lougheed School	Previously approved for modular classrooms.
Prairie Sky School	Previously approved for modular classrooms.
Prince Of Wales School	Low Category A points based on utilization. Did not meet threshold for further analysis.
Silver Springs School	Low Category A points based on utilization. Did not meet threshold for further analysis.
Sir Wilfrid Laurier School	Low Category A points based on utilization. Did not meet threshold for further analysis.

Stanley Jones School	Opening Day utilization did not exceed 100%. Removing from scope for this year.
Thomas B. Riley School	Low Category A points based on utilization. Did not meet threshold for further analysis.

The Modular Classrooms Excluded from Modular Unit Additions (Attachment VI) summarizes the justification for the schools listed above.

Disposition/Relocation of Existing Modular Classrooms

Alberta Education approves the use of modular classrooms to alleviate emergent, short to medium-term growth pressures within a school jurisdiction. The MCP is intended to address the typical growth cycle of a community. A community's school-aged population will peak and begin to decline. Decreased enrolment results in a reduction of the utilization 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 of underutilized schools, reduces operating costs, and eliminates deferred maintenance for aging infrastructure that is not required to accommodate students now or into the medium term.

Since 2006, Alberta Education has retained ownership of modular classrooms provided to school jurisdictions. The demolition of modulars requires Alberta Education approval in accordance with the *Disposition of Property Regulation*.

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 2025-26 Modular Classroom submission (i.e. removal of 25 student spaces), as follows:

Table 1: Modular Classrooms Recommended for Disposition							
School	2024 Provincial Capacity	2024 Opening Day Provincial Utilization	# of Modular Classrooms to be Dispositioned	Estimated Reduction to Provincial Capacity*	Estimated Provincial Capacity after Disposition	Estimated Provincial Utilization in 2025	Estimated Provincial Utilization in 2027
James Short Memorial School	471	47%	1	25	446	53%	59%

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

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. Maintenance & Renewal (M&R) grants are not permitted to cover these project expenses on modular projects.

The total value for a modular classroom project includes the average base value, comprised of consulting fees, permits, transportation and installation costs (but excludes the purchase price of the modular itself) plus the value for site specific revisions associated to Code and Bylaw upgrades. Code and Bylaw upgrades are identified by The City of Calgary as conditions for receiving the development and building permits. Through experience, CBE is able to anticipate what Code and Bylaw upgrades may be required, but what will actually be needed is not known for certain until the development and building permit process is commenced. In the past, these upgrades could include, but are not limited to firefighting 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 are used to calculate the Percentage Above Average Cost and Points Assignment which are referenced in Attachments VI and V respectively.

For new modular classroom addition projects, the average base project value has increased over time and now equals approximately \$240,000 per modular unit. Some costs associated with a modular project are not covered by Alberta Education and must be covered by CBE. This includes the cost for a connection corridor used to connect the modular(s) directly to the school (if one is required) as well as any FF&E costs in excess of the standard \$24,000 per unit provided by the government. The total estimated project value for each new modular addition project is summarized below:

Table 2: Summary of New Modular Classroom Costs			
School	Estimate of New Addition Costs (Covered by Alberta Education)	Connection Corridor Costs (Covered by CBE)	Estimate of Desks and Chairs and Smartboards* (Covered by CBE)
John G. Diefenbaker High School (Six Units)	\$1,460,000	\$0	\$174,000
Dr. E. P. Scarlett High School (Six Units)	\$1,520,000	\$0	\$174,000
Mount Royal School (Two Units)	\$922,000	\$0	\$58,000
Saddle Ridge School (Two Units)	\$923,000	\$0	\$58,000
Terry Fox School (Six Units)	\$2,105,000	\$0	\$174,000
Centennial High School (Six Units)	\$1,965,000	\$0	\$174,000
Lester B. Pearson High School (Six Units)	\$1,483,000	\$0	\$174,000
George P Vainer School (Two Units)	\$971,000	\$0	\$58,000
Annie Foote School (Two Units)	\$813,000	\$0	\$58,000
O. S. Geiger School (Four Units)	\$1,423,000	\$0	\$116,000
Vincent Massey School (Four Units)	\$1,320,000	\$0	\$116,000
Ernest Manning High School (Six Units)	\$1,700,000	\$175,000	\$174,000
Colonel Macleod School (Two Units)	\$1,190,000	\$0	\$58,000
Panorama Hills School (Two Units)	\$1,109,000	\$0	\$58,000
Manmeet Singh Bhullar School (Four Units)	\$1,459,000	\$0	\$116,000
Sibylla Kiddle School (Two Units)	\$630,000	\$250,000	\$58,000
Annie Gale School (Two Units)	\$1,251,000	\$0	\$58,000
Total	\$22,269,000	\$425,000	\$2,089,000

* Estimates for tables and chairs will fluctuate based on the amount of furniture being ordered. Alberta Education provides \$24,000 per modular unit for furniture, fixtures & equipment for new modular projects, which does not cover all costs. All funding noted for FF&E will be covered through the new Capital Reserve funded FF&E repository approved by the Board of Trustees on April 9, 2024. The FF&E funding required for the modular projects has still been included in the above table to indicate the total value required from the FF&E repository

For modular classroom disposition projects, the average total project value equals approximately \$100,000 per modular unit, which has increased in cost over last

year's estimate. The total estimated project value for each modular disposition project is summarized below:

Table 3: Summary of Modular Classrooms Disposition Costs		
School	Estimate of Disposition Costs (Covered by Alberta Education)	Estimate of Costs (Covered by CBE)
James Short Memorial	\$100,000	\$0
Total	\$100,000	\$0

The removal of modular classrooms impacts annual O&M 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 classroom at one school is approximately \$1,827.

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

6 | Implementation Consequence

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

Given the high number of modular classrooms being requested and the assumption that a significant portion of the CBE's request will be approved, the modular classroom projects will be bundled and released over the course of the 2025-26 school year. This approach ensures adequate time is provided to the modular manufacturer, consultants and contractors to complete designs, obtain permits and complete construction for all projects that receive provincial approval.

7 | Conclusion

The CBE recommends the request of one modular unit demolition and 64 new modular units for the 2025-26 school year.

The high number of new modular units being proposed is directly in response to the continued high 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 of one new school and that new schools take many years to open after they are announced.



JOANNE PITMAN
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I:	Eligibility Filters for Modular Classrooms
Attachment II:	Modular Classroom Ranking Criteria
Attachment III:	Modular Classroom Eligibility Filter Review September 2024
Attachment IV:	Modular Classroom Points Assignment 2024
Attachment V:	Modular Classrooms Recommended for New Units 2024
Attachment VI:	Modular Classrooms Excluded from Modular Unit Additions 2024

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

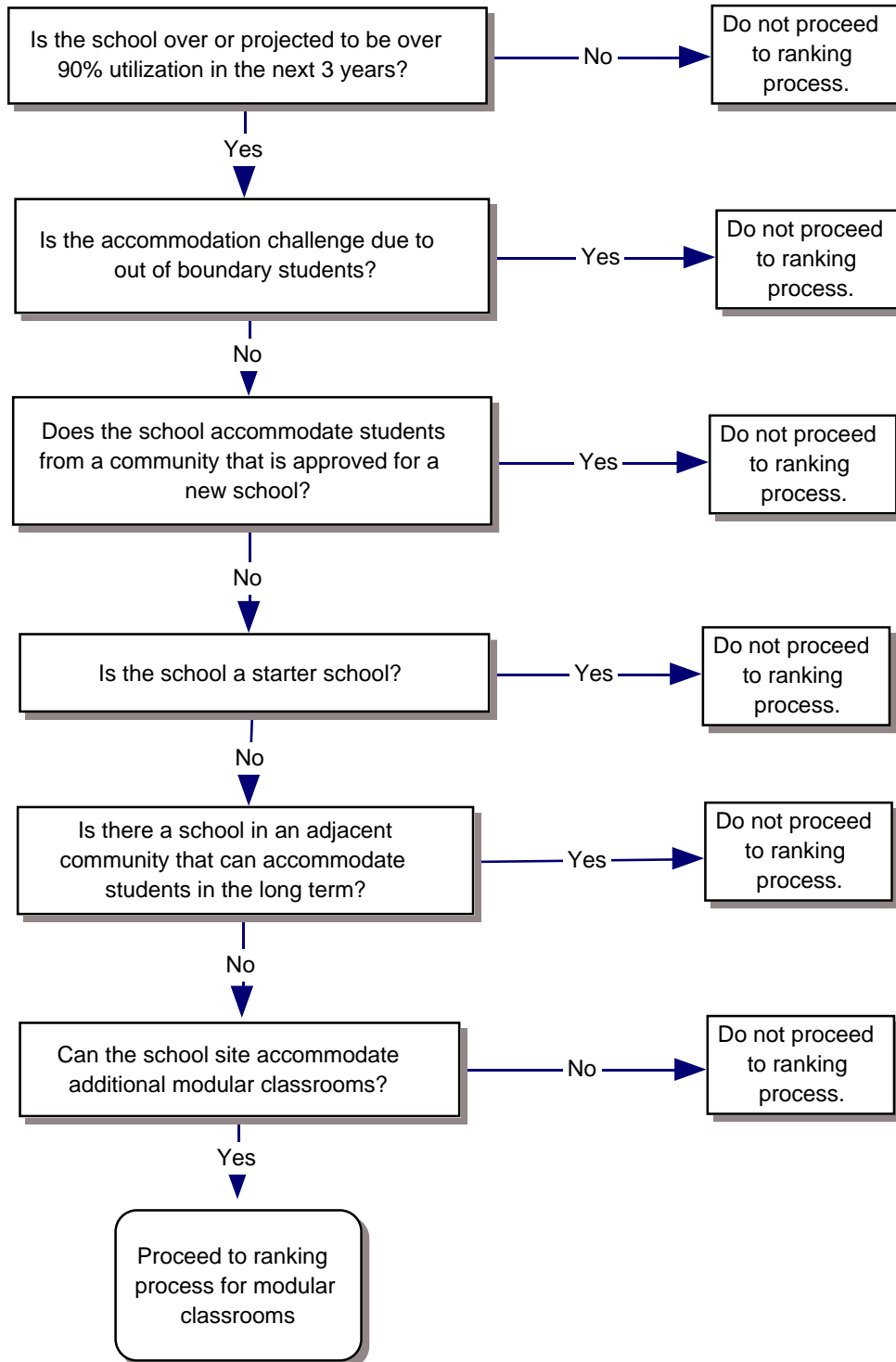
Governance Culture: The Board defined in policy the individual and collective behaviour required to establish a culture of good governance. These policies establish standards for how the Board performs its work, including policies that define the Board’s job, its purpose and its accountability.

Board/Chief Superintendent Relationship: The Board defined in policy the degree of authority delegated to the Chief Superintendent, and set out how the Chief Superintendent’s performance, and ultimately the organization’s performance, will be evaluated.

Results: These policies define the outcome the organization is expected to achieve for each student it serves. The Results policies are the performance targets for the Chief Superintendent and the organization, and form the basis for judging the success of the organization and the Chief Superintendent on reasonable progress towards achieving the Results.

Operational Expectations: These policies define both the non-negotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. The Chief Superintendent is required to comply with the Board’s stated values about operational conditions and actions as set out in these policies.

Attachment I: Eligibility Filters for Modular Classrooms



Attachment II: Modular Classroom Ranking Criteria

CATEGORY A

Enrolment, Utilization, Projection

Strength of enrolment and utilization into the future (Projected 3-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 114%	20
Projected Utilization is between 115 to 119%	25
Projected Utilization is between 120 to 124%	30
Projected Utilization is between 125 to 129%	35
Projected Utilization is between 130 to 134%	40
Projected Utilization is between 135 to 139%	45
Projected Utilization is greater than 140%	50

CATEGORY B

Site Features, Location

Ability to add modular units to the site. Ranking Range: 0 (difficult) to 1 (easy)

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

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?	Can the school site accommodate additional modular classrooms?	Does the school meet all the filters to proceed to the ranking process for modular classrooms?
A.E. Cross School	Yes	Yes	-	-	-	-	-
Abbeville School	Yes	Yes	-	-	-	-	-
Alexander Ferguson School	Yes	Yes	-	-	-	-	-
Beddington Heights School	Yes	Yes	-	-	-	-	-
Bowness High School	Yes	Yes	-	-	-	-	-
Buchanan School	Yes	Yes	-	-	-	-	-
Cecil Swanson School	Yes	Yes	-	-	-	-	-
Central Memorial High School	Yes	Yes	-	-	-	-	-
Crescent Heights High School	Yes	Yes	-	-	-	-	-
Earl Grey School	Yes	Yes	-	-	-	-	-
Evergreen School	Yes	Yes	-	-	-	-	-
Forest Lawn High School	Yes	Yes	-	-	-	-	-
Glenbrook School	Yes	Yes	-	-	-	-	-
Henry Wise Wood High School	Yes	Yes	-	-	-	-	-
Hillhurst School	Yes	Yes	-	-	-	-	-
John Ware School	Yes	Yes	-	-	-	-	-
Lord Beaverbrook High School	Yes	Yes	-	-	-	-	-
Mayland Heights School	Yes	Yes	-	-	-	-	-
McKenzie Highlands School	Yes	Yes	-	-	-	-	-
Midsun School	Yes	Yes	-	-	-	-	-
Mount View School	Yes	Yes	-	-	-	-	-
Patrick Aislie School	Yes	Yes	-	-	-	-	-
Queen Elizabeth Jr/Sr High School	Yes	Yes	-	-	-	-	-
Radisson Park School	Yes	Yes	-	-	-	-	-
Ramsay School	Yes	Yes	-	-	-	-	-
Rideau Park School	Yes	Yes	-	-	-	-	-
Roland Michener School	Yes	Yes	-	-	-	-	-
Rosedale School	Yes	Yes	-	-	-	-	-
Rosemont School	Yes	Yes	-	-	-	-	-
Sherwood School	Yes	Yes	-	-	-	-	-
Sunalta School	Yes	Yes	-	-	-	-	-
Sunnyside School	Yes	Yes	-	-	-	-	-
Thornciffe School	Yes	Yes	-	-	-	-	-
West Dalhousie School	Yes	Yes	-	-	-	-	-
Wilma Hansen School	Yes	Yes	-	-	-	-	-
Kenneth D. Taylor School	Yes	No	Yes	-	-	-	-
Simon Fraser School	Yes	No	Yes	-	-	-	-
William D. Pratt School	Yes	No	Yes	-	-	-	-
Acadia School	Yes	No	No	No	Yes	-	-
Andrew Sibbald School	Yes	No	No	No	Yes	-	-
Arbour Lake School	Yes	No	No	No	Yes	-	-
Balmoral School	Yes	No	No	No	Yes	-	-
Barriff Trail School	Yes	No	No	No	Yes	-	-
Bartling and Best School	Yes	No	No	No	Yes	-	-
Belvedere Parkway School	Yes	No	No	No	Yes	-	-
Bowcroft School	Yes	No	No	No	Yes	-	-
Brentwood School	Yes	No	No	No	Yes	-	-
Bridlewood School	Yes	No	No	No	Yes	-	-
Capitol Hill School	Yes	No	No	No	Yes	-	-
Captain John Pattiser School	Yes	No	No	No	Yes	-	-
Catherine Nichols Gunn School	Yes	No	No	No	Yes	-	-
Chaparral School	Yes	No	No	No	Yes	-	-
Chinook Park School	Yes	No	No	No	Yes	-	-
Chris Akkerman School	Yes	No	No	No	Yes	-	-
Colonel Sanders School	Yes	No	No	No	Yes	-	-
Connaught School	Yes	No	No	No	Yes	-	-
Dalhousie School	Yes	No	No	No	Yes	-	-
David Thompson School	Yes	No	No	No	Yes	-	-
Deer Run School	Yes	No	No	No	Yes	-	-
Douglasdale School	Yes	No	No	No	Yes	-	-
Dr. J. K. Mulloy School	Yes	No	No	No	Yes	-	-
Dr. Roberta Bondar School	Yes	No	No	No	Yes	-	-
Edgemont School	Yes	No	No	No	Yes	-	-
Ebony School	Yes	No	No	No	Yes	-	-
Fairview School	Yes	No	No	No	Yes	-	-
Fish Creek School	Yes	No	No	No	Yes	-	-
Glamorgan School	Yes	No	No	No	Yes	-	-
Hawkwood School	Yes	No	No	No	Yes	-	-
Highwood School	Yes	No	No	No	Yes	-	-
Jack James High School	Yes	No	No	No	Yes	-	-
Janet Johnstone School	Yes	No	No	No	Yes	-	-
Keefer School	Yes	No	No	No	Yes	-	-
Killarney School	Yes	No	No	No	Yes	-	-
King George School	Yes	No	No	No	Yes	-	-
Lake Bonavista School	Yes	No	No	No	Yes	-	-
Le Roi Daniels School	Yes	No	No	No	Yes	-	-
Louis Riel School	Yes	No	No	No	Yes	-	-
Marion Carson School	Yes	No	No	No	Yes	-	-
McKenzie Lake School	Yes	No	No	No	Yes	-	-
New Brighton School	Yes	No	No	No	Yes	-	-
Nickle 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	-	-
Riverside School	Yes	No	No	No	Yes	-	-
Ron Southern School	Yes	No	No	No	Yes	-	-
Royal Oak School	Yes	No	No	No	Yes	-	-
Samuel W. Shaw School	Yes	No	No	No	Yes	-	-
Scenic Acres School	Yes	No	No	No	Yes	-	-
Senator Patrick Burns School	Yes	No	No	No	Yes	-	-
Simons Valley School	Yes	No	No	No	Yes	-	-
Sir Winston Churchill High School	Yes	No	No	No	Yes	-	-
Sundance School	Yes	No	No	No	Yes	-	-
Tuscany School	Yes	No	No	No	Yes	-	-
Valley View School	Yes	No	No	No	Yes	-	-
Varsity Acres School	Yes	No	No	No	Yes	-	-
Western Canada High School	Yes	No	No	No	Yes	-	-
Wildwood School	Yes	No	No	No	Yes	-	-
William Reid School	Yes	No	No	No	Yes	-	-
Woodbine School	Yes	No	No	No	Yes	-	-

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?	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	Yes	No	No	No	No	No	-
Auburn Bay 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	-
Citadel Park School	Yes	No	No	No	No	No	-
Clarence Sansom School	Yes	No	No	No	No	No	-
Colonel J. Fred Scott School	Yes	No	No	No	No	No	-
Copperfield School	Yes	No	No	No	No	No	-
Cranston School	Yes	No	No	No	No	No	-
Crossing Park School	Yes	No	No	No	No	No	-
Douglas Harkness School	Yes	No	No	No	No	No	-
Dr. Freda Miller School	Yes	No	No	No	No	No	-
Dr. George Stanley School	Yes	No	No	No	No	No	-
Dr. Gordon Higgins School	Yes	No	No	No	No	No	-
Dr. Martha Cohen School	Yes	No	No	No	No	No	-
Ernest Morrow School	Yes	No	No	No	No	No	-
F.E. Osborne School	Yes	No	No	No	No	No	-
Falconridge School	Yes	No	No	No	No	No	-
Glendale School	Yes	No	No	No	No	No	-
Griffith Woods School	Yes	No	No	No	No	No	-
H.D. Cartwright School	Yes	No	No	No	No	No	-
Hidden Valley School	Yes	No	No	No	No	No	-
Hugh A. Bennett School	Yes	No	No	No	No	No	-
James Fowler High School	Yes	No	No	No	No	No	-
Lakeshore School	Yes	No	No	No	No	No	-
North Haven School	Yes	No	No	No	No	No	-
Northern Lights School	Yes	No	No	No	No	No	-
Pineridge School	Yes	No	No	No	No	No	-
Ranchlands School	Yes	No	No	No	No	No	-
Robert Thirk High School	Yes	No	No	No	No	No	-
Rundle School	Yes	No	No	No	No	No	-
Sir John A. Macdonald School	Yes	No	No	No	No	No	-
Taradale School	Yes	No	No	No	No	No	-
Ted Harrison School	Yes	No	No	No	No	No	-
Tom Baines School	Yes	No	No	No	No	No	-
Valley Creek School	Yes	No	No	No	No	No	-
West Ridge School	Yes	No	No	No	No	No	-
West Springs School	Yes	No	No	No	No	No	-
Alternative High School	Yes	No	No	No	No	Yes	Yes
Annie Foote School	Yes	No	No	No	No	Yes	Yes
Annie Gale School	Yes	No	No	No	No	Yes	Yes
Buffalo Rubbing Stone School	Yes	No	No	No	No	Yes	Yes
Cambrian Heights School	Yes	No	No	No	No	Yes	Yes
Captain Nicholas Goddard School	Yes	No	No	No	No	Yes	Yes
Centennial High School	Yes	No	No	No	No	Yes	Yes
Chief Justice Milvain School	Yes	No	No	No	No	Yes	Yes
Colonel Irvine School	Yes	No	No	No	No	Yes	Yes
Colonel Macleod School	Yes	No	No	No	No	Yes	Yes
Coventry Hills School	Yes	No	No	No	No	Yes	Yes
Dr. E. P. Scarlett High School	Yes	No	No	No	No	Yes	Yes
Ernest Manning High School	Yes	No	No	No	No	Yes	Yes
Georges P. Vanier School	Yes	No	No	No	No	Yes	Yes
Grant MacEwan School	Yes	No	No	No	No	Yes	Yes
Guy Weadick School	Yes	No	No	No	No	Yes	Yes
Ian Bazalgette School	Yes	No	No	No	No	Yes	Yes
Jennie Elliott School	Yes	No	No	No	No	Yes	Yes
Joane Cardinal-Schubert High School	Yes	No	No	No	No	Yes	Yes
John G. Diefenbaker High School	Yes	No	No	No	No	Yes	Yes
Lester B. Pearson High School	Yes	No	No	No	No	Yes	Yes
Mahogany School	Yes	No	No	No	No	Yes	Yes
Mannmeet Singh Bhullar School	Yes	No	No	No	No	Yes	Yes
Marlborough School	Yes	No	No	No	No	Yes	Yes
Monterey Park School	Yes	No	No	No	No	Yes	Yes
Mount Royal School	Yes	No	No	No	No	Yes	Yes
Nelson Mandela High School	Yes	No	No	No	No	Yes	Yes
North Trail High School	Yes	No	No	No	No	Yes	Yes
Nose Creek School	Yes	No	No	No	No	Yes	Yes
O. S. Geiger School	Yes	No	No	No	No	Yes	Yes
Panorama Hills School	Yes	No	No	No	No	Yes	Yes
Peter Loughheed School	Yes	No	No	No	No	Yes	Yes
Prairie Sky School	Yes	No	No	No	No	Yes	Yes
Prince Of Wales School	Yes	No	No	No	No	Yes	Yes
Saddle Ridge School	Yes	No	No	No	No	Yes	Yes
Sibylla Kiddle School	Yes	No	No	No	No	Yes	Yes
Silver Springs School	Yes	No	No	No	No	Yes	Yes
Sir Wilfrid Laurier School	Yes	No	No	No	No	Yes	Yes
Stanley Jones School	Yes	No	No	No	No	Yes	Yes
Terry Fox School	Yes	No	No	No	No	Yes	Yes
Thomas B. Riley School	Yes	No	No	No	No	Yes	Yes
Vincent Massey School	Yes	No	No	No	No	Yes	Yes

Attachment IV: Modular Classroom Points Assignment 2024

SCHOOL	PROGRAM	CATEGORY A Enrolment / Projection / Utilization	CATEGORY B Site Features / Location	CATEGORY C Cost Compared to Average	TOTAL
John G. Diefenbaker High School	Regular and IB	40	12	25	77
Dr. E. P. Scarlett High School	Regular and French Immersion	40	10	20	70
Cambrian Heights School	Regular	50	9	5	64
Mount Royal School	Regular	50	7	5	62
Saddle Ridge School	Regular	45	9	5	59
Terry Fox School	Regular	40	7	5	52
Lester B. Pearson High School	Regular and IB	15	10	25	50
Centennial High School	Regular	25	14	5	44
Annie Foote School	Regular	30	7	5	42
O. S. Geiger School	Regular	30	6	5	41
Vincent Massey School	Regular	25	9	5	39
Ernest Manning High School	Regular	15	10	10	35
Colonel Macleod School	Regular and Traditional Learning Centre	15	12	5	32
Georges P. Vanier School	Regular and French Immersion	20	7	5	32
Panorama Hills School	Regular	15	7	5	27
Manmeet Singh Bhullar School	Regular	10	6	5	21
Sibylla Kiddle School	Regular	5	8	5	18
Annie Gale School	Regular and Traditional Learning Centre	5	7	5	17

Attachment V: Modular Classrooms Recommended for New Units 2024

School Name	Area	Planning Sector	Opening Day 2024 Utilization	Overflow Status	Utilization w/o Overflow	Projected Utilization w/o Overflow (2026)	Overflowed To:	# of Units Requested	# of Student Spaces	New Utilization w/o Overflow	New Utilization w/o Overflow (Projected 2026)	Points Ranking	% above Avg. Cost	Playfields Impacted?	Site Revisions
John G. Diefenbaker High School	Area 2	N	105%		105%	131%		6	150	95%	118%	77	7%	No	New Sub Data Closet
Dr. E. P. Scarlett High School	Area 6	S	124%		124%	132%		6	150	113%	120%	70	12%	No	New Sub Data Closet , New Garbage Enclosure.
Mount Royal School	Area 7	C	102%	Overflowed	139%	204%	A.E. Cross School Vincent Massey School	2	50	125%	184%	62	92%	Yes	New Sub Data Closet, Parking Expansion, Washroom Expansion, removal of Soccer fields, Barrer Free Revisions on site.
Saddle Ridge School	Area 4	NE	106%	Overflowed	115%	137%	Hugh A. Bennett School Pineridge School	2	50	106%	126%	59	92%	No	New Sub Data Closet, Parking Expansion, Washroom Expansion, Tree Replacement, Regrading, Relocation of Storm Line.
Terry Fox School	Area 4	NE	94%	Overflowed	103%	133%	Ian Bazalgette School	6	150	85%	110%	52	55%	No	New Fire Hydrant, New Fire Lane, New Sub Data Closet, Parking Expansion, Washroom Expansion, New Garbage Enclosure.
Centennial High School ^a	Area 5	S	129%	Receiver	129%	119%		6	150	118%	109%	44	44%	No	New Sub Data Closet, Tree Replacement, below grade crawl spaces required.
Lester B. Pearson High School	Area 4	NE	116%		116%	110%		6	150	106%	100%	50	9%	Yes	New sub Data Closet, Tree Replacement
Georges P. Vanier School [*]	Area 2	C	98%		98%	112%		2	50	91%	104%	32	102%	No	New Sub Data Closet, Parking expansion, Washroom Expansion, New Garbage Enclosure, Regrading.
Annie Foote School	Area 4	NE	93%	Receiver	93%	121%		2	50	84%	110%	42	69%	No	Parking Expansion, New Garbage Enclosure, New Fire Wall.
O. S. Geiger School	Area 4	NE	112%	Receiver	112%	123%		4	100	93%	103%	41	48%	No	New Fire Lane, New Sub Data Closet, Parking Expansion, Washroom Expansion, relocate sports field.
Vincent Massey School	Area 7	W	100%	Receiver	100%	116%		4	100	91%	105%	39	38%	Yes, Play area	New Sub Data Closet, Parking Expansion, New Garbage Enclosure, Regrading.
Ernest Manning High School	Area 7	W	116%		116%	109%		6	150	107%	100%	35	27%	No	New Sub Data Closet , Regrading, specialty foundations.
Colonel Macleod School	Area 3	C	104%		104%	109%		2	50	97%	101%	32	148%	Yes, Play area	New Fire Wall, Parking Expansion, Washroom Expansion, New Garbage Enclosure.
Panorama Hills School	Area 2	N	96%		96%	106%		2	50	88%	97%	27	131%	No	Parking Expansion, Washroom Expansion, Regrading, Specialty Foundations.
Manmeet Singh Bhullar School	Area 4	NE	104%		104%	104%		4	100	88%	87%	21	52%	Yes, Play area	New Fire Lane, New Sub Data Closet, Parking Expansion, Washroom Expansion.
Sibylla Kiddle School	Area 5	SE	105%	Receiver	105%	99%		2	50	97%	91%	18	31%	No	New Sub Data Closet, Washroom Expansion, Connection Corridor, Regrading.
Annie Gale School	Area 4	NE	104%		104%	97%		2	50	96%	90%	17	161%	No	Parking Expansion, New Fire Hydrant, New Fire Lane, New Sub Data Closet, Washroom Expansion, New Garbage Enclosure, Tree Replacement.

^a Note: Centennial High School has been ranking above Lester B Pearson due to its very high utilization rate and lack of viable overflow options in south Calgary.

^{*} Note: The official capacity measurement of G.P. Vanier is different from the actual capacity of the building as is expected to change to a lower value in 2025. The actual utilization rate based on current building use in 2024 is 107% and in 2026 is projected to be 121%. Applying this utilization rate results in an overall points ranking of 42 and as such G.P. Vanier has been placed higher on the prioritization table.

Attachment VI: Modular Classrooms Excluded from Modular Unit Additions 2024

School Name	Area	Planning Sector	Reason for Not Submitting
Alternative High School	Area 6	C	Enrolment can be managed as students in this program could be supported through community schools in the CBE.
Buffalo Rubbing Stone School	Area 2	N	Previously approved for modular classrooms.
Cambrian Heights School	Area 2	C	Opening Day utilization did not exceed 100%. There was lower than anticipated enrolment from the home area and Evanston overflow. Removing from scope for this year.
Captain Nichola Goddard School	Area 2	N	Site review by Facility Projects determined this school will not be able to receive additional modulars classrooms.
Chief Justice Milvain School	Area 4	NE	Low Category A points based on utilization. Did not meet threshold for further analysis.
Colonel Irvine School	Area 2	C	Previously approved for modular classrooms.
Coventry Hills School	Area 3	N	Low Category A points based on utilization. Declining enrolment past 2026.
Grant MacEwan School	Area 4	NE	Previously approved for modular classrooms.
Guy Weadick School	Area 4	NE	Site review by Facility Projects determined this school will not be able to receive additional modulars classrooms.
Ian Bazalgette School	Area 3	E	Previously approved for modular classrooms.
Jennie Elliott School	Area 7	W	Low Category A points based on utilization. Did not meet threshold for further analysis.
Joane Cardinal-Schubert High School	Area 5	SE	Previously approved for modular classrooms.
Mahogany School	Area 5	SE	Previously approved for modular classrooms.
Marlborough School	Area 4	NE	Low Category A points based on utilization. Did not meet threshold for further analysis.
Monterey Park School	Area 4	NE	Opening Day utilization did not exceed 100%. Removing from scope for this year.
Nelson Mandela High School	Area 4	NE	Previously approved for modular classrooms.
North Trail High School	Area 3	N	Previously approved for modular classrooms.
Nose Creek School	Area 3	N	Site review by Facility Projects determined this school will not be able to receive additional modulars classrooms.
Peter Loughheed School	Area 4	NE	Previously approved for modular classrooms.
Prairie Sky School	Area 4	NE	Previously approved for modular classrooms.
Prince Of Wales School	Area 5	S	Low Category A points based on utilization. Did not meet threshold for further analysis.
Silver Springs School	Area 1	NW	Low Category A points based on utilization. Did not meet threshold for further analysis.
Sir Wilfrid Laurier School	Area 4	E	Low Category A points based on utilization. Did not meet threshold for further analysis.
Stanley Jones School	Area 3	C	Opening Day utilization did not exceed 100%. Removing from scope for this year.
Thomas B. Riley School	Area 1	NW	Low Category A points based on utilization. Did not meet threshold for further analysis.

OE-1: Global Operational Expectations

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:



Date: October 15, 2024

Joanne Pitman, Chief Superintendent

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 October 25, 2022, The Board was last presented with the annual monitoring report for OE 1 on October 17, 2023. This report includes data available from the 2023-2024 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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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.

OE-1: Global Operational Expectations

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 |

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

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.

OE-1: Global Operational Expectations

1.1.2	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

In June 2023, a new permanent Policy Coordinator was hired. This is expected to result in a more consistent pace of review for administrative regulations. The Policy Coordinator is responsible for developing new administrative regulations, managing review and revision to existing administrative regulations, coordinating Operational Expectations reporting, as well as leading or supporting a number of policy related initiatives. A work plan was submitted to General Counsel and reviewed by Superintendents in spring 2024. 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.

Administrative Regulation 1066 - Video Surveillance required extensive changes to support implementation of new technology and to align with applicable privacy laws. Revisions to AR 1066 and subsequent staff training delivered in tandem by the Policy Coordinator and the FOIP Coordinator provide valuable information to school leaders. This initiative, along with leadership in developing the Personal Mobile Device AR outlined below, are examples of the support that this position provides to the system.

In 2023-2024, the following Administrative Regulations were amended:

- AR 6024: Student Records;
- AR 1066: Video Surveillance;
- AR 1004.1: Role of the Principal;
- AR 1002: Mission, Vision, and Results (formerly School Philosophy and Goals)
- AR 4080: Workplace Violence (alignment with OH & S)

From June through August 2024, the Policy Coordinator led a cross functional group to create a new Personal Mobile Device administrative regulation to comply with the Ministerial Order issued on June 17. This emergent issue delayed completion of revisions to other policies.

Evidence demonstrates all indicators in subsection 1 are in compliance.

OE-1: Global Operational Expectations

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.

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* |

1.2.1 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 organization is compliant with this indicator.

Evidence statement

The Board of Trustees monitored Results throughout the 2023-2024 school year in accordance with its annual work plan.

Results 2 – Academic Success was monitored January 16, January 30 and February 13, 2024. On February 13, 2024, the Board determined that, based on the evidence in the Monitoring report, administration made reasonable progress towards the ultimate achievement in all areas of this Results policy.

Results 3 – Citizenship was monitored on March 5 and 19, 2024. 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.

Results 4 - Personal Development was monitored on April 9 and 23, 2024. Based on the evidence in the Monitoring report, the Board determined that administration made reasonable progress towards the ultimate achievement of this Results policy.

Results 5 – Character was monitored on May 21 and 28, 2024. 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.

OE-1: Global Operational Expectations

1.2.2	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 Operational Expectation 1: Global Operations Expectations, to reflect a renewed focus on governance and oversight of strategic and operational risks to 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. . In discussion with the former Board of Trustees, approval of the risk appetite and risk tolerance statements was deferred pending the 2021 election.

A proposed risk appetite and risk tolerance statement was to be presented to the Board of Trustees for approval no later than June 30, 2023. With the resignation of the former Chief Superintendent in May 2023, this work was further deferred by the Board until the new Chief Superintendent was selected in March, 2024. The Board of Trustees and Chief Superintendent have a renewed opportunity to explore the best ways for the Board to provide governance oversight in the area of risk management. The Board of Trustees will be reviewing the OE-1 policy stem 1.2 during the 2024-25 school year.

Evidence demonstrates all indicators in subsection 2 are in compliance.

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* |

1.3.1	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

The Urban Schools Insurance Consortium (USIC), and by extension, CBE, did not experience any challenges in acquiring insurance coverage for our multiple exposure lines (casualty, property, auto, student activities, general liability, directors and officers liability and cyber risk) during the 2023-2024 school year. The insurance market saw a rapid “softening” throughout 2023-2024 as insurers profits rose year over year putting lower pressure on premiums. Concurrently, the CBE’s risk profile greatly improved resulting in high demand for our business.

OE-1: Global Operational Expectations

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

1.3.3	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 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.

Current revisions include:

- Agreements for purchasing goods, services, and professional services;
- Supplementary terms for CCDC2, RAIC-6, and ACEC standard form contracts; and
- Master Tour Operator agreements.



OE-1: Global Operational Expectations

1.3.4	Clearly defined processes are in place and utilized for approval of offsite activities.	Compliant
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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 2023 – June 2024)

Approved Trip Type	A	B	C	D
# of Trips	16909	1019	62	20
# of students	n/a	49669	1583	835

Evidence demonstrates all indicators in subsection 3 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.

