

**DATE:** April 10, 2014

**TO:** Board of Trustees

**FROM:** Trustee Michael Janz, Caucus Committee Chair

**SUBJECT:** Report #5 of the Caucus Committee (From the Meeting Held March 18, 2014)

**ORIGINATOR:** Dr. Sandra Stoddard, Executive Director Governance and Strategic Support Services

**REFERENCE:** [Trustees' Handbook – Caucus Committee](#) Section 5.4  
[School Act](#) Section 61

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#### RECOMMENDATION

1. That Report #5 of the Caucus Committee from the meeting held March 18, 2014 be received and considered.
2. That the Board establish an Infrastructure Committee in order to assist Trustees in further understanding the issues, impacts and next steps related to infrastructure, over the course of their term. The Committee would consist of three Trustees. A member of the Administration who specializes in this area will be assigned to assist the Infrastructure Committee. The Terms of Reference would be developed by the Infrastructure Committee and approved by the Board.

#### NEXT STEPS

If the Committee is adopted, members will need to be selected. As with all committees of the Board, the Infrastructure Committee will develop its Terms of Reference and bring them forward to the Board for approval. Further, all of the Committee's recommendations will be done within the existing framework of the District's Policies and Regulations.

The Committee will consider the ad hoc School Closure Moratorium Committee's recommendations, which were approved by the Board at the December 11, 2012 board meeting in the establishment of the Terms of Reference for the Committee.

#### ATTACHMENTS & APPENDICES

- ATTACHMENT I Excerpt from Trustees' Handbook – [Board Committee Protocols](#) – Section 6.1
- ATTACHMENT II December 11, 2012 Board Report – Moratorium Final Report
- ATTACHMENT III Board Policy EA.BP - Infrastructure Planning Principals

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## **6.1 Board Committee Protocols**

1. Committee membership shall be reviewed annually at the organizational meeting or as the Board of Trustees so determines.
2. A committee is a Board Committee if the Board establishes it and defines its terms of reference or mandate, regardless of whether or not it is called a committee or whether non-Trustees sit on the committee. A Task Force established by the Board is considered a Board Committee.
3. The Board shall approve the Terms of Reference or scope of work for any Board created and appointed Committee.
4. Each Board Committee shall be charged with meeting within four weeks of being established to identify a Chair for the committee and a preliminary schedule for its business.
5. Committees of the Board normally meet bi-monthly or as required. The Board expects that responsibilities for committee work and Board representation will be distributed equitably among all Trustees.
6. Board Committees shall be comprised of no more than three Trustees from among whose members a chair will be selected unless otherwise specified within the Terms of Reference. The Superintendent of Schools will assign an administrator to assist the committee in its work.

The Committee Chair is responsible for:

- Agenda preparation;
- Schedule of meeting dates;
- Written reports and recommendations to the Board of Trustees or Caucus Committee;
- Logistical requirements for all Committee meetings.

The Administration is responsible for:

- Strategic support aligning the work of the Committee;
  - Edit and review of all draft reports in consultation with Committee Chair;
  - Providing all logistical support for the meeting.
7. Board committees may not speak or act for the Board of Trustees except when formally given such authority for specific and time-limited purposes.
  8. Board committees shall not exercise authority over staff nor direct staff operations.

9. Expectations and authority shall be carefully stated in order not to conflict with authority delegated to the Superintendent of Schools.
10. All Trustees are welcome to attend Committee meetings. Trustees wishing to attend a committee meeting (who are not on the Committee) are asked to e-mail the Committee Chair prior to the meeting. All Committee decision-making is reserved for Committee members.
11. Attendance of others at meetings of Board committees shall be limited to administrative support and invited guests, and if decided by the Board of Trustees, the public may attend as observers.

### **Committee Member Resignations**

A Trustee who decides to resign from a Board committee shall provide written notice, two weeks in advance, to the Committee, the Board Chair and the Superintendent or designate. A replacement will be selected at the next public board meeting.

**DATE:** December 11, 2012

**TO:** Board of Trustees

**FROM:** Trustee Heather MacKenzie, Chair, School Closure Moratorium Committee  
Trustee Dave Colburn, School Closure Moratorium Committee  
Trustee Sarah Hoffman, School Closure Moratorium Committee

**SUBJECT:** Moratorium Committee, Final report

**ORIGINATOR:** School Closure Moratorium Committee

**RESOURCE**

**STAFF:** Lorne Parker, Tanni Parker

**REFERENCE:** Board School Closure Moratorium Committee Recommendations

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## ISSUE

On November 30, 2010, the Board of Trustees approved a two-year moratorium on school closures. The moratorium expired on November 30, 2012. This report provides an update on the previously approved School Closure Moratorium Committee (SCMC) recommendations and identifies a number of recommended next steps.

## RECOMMENDATION

1. That the recommended actions as next steps be approved (Attachment I).
2. That the School Closure Moratorium Committee be dissolved.

## BACKGROUND

Following the approval of a two-year moratorium on school closures, the Board established the SCMC to further understand the issues and impacts surrounding school closures and find ways to support schools and keep them open.

To further understand the impact and issues surrounding this issue, eight public meetings were held where staff members, students, parents and members of the community were invited to attend presentations delivered by the administration. After the committee's deliberations, an opportunity for members of the public to provide feedback and generate suggestions in support of the committee's mandate was provided. Topics included:

1. Urban Sprawl
2. Aging School Buildings and Infrastructure Deficit
3. Instructional and Plant Operation and Maintenance Funding
4. District Enrolment Trends
5. Space Utilization
6. Alternative Programs and Open Boundaries
7. Leasing
8. Concluding Public Forum

The SCMC concluded its public meetings in October 2011 and notes from the meetings have been posted on the District website for public access.

Subsequent to the public meetings, the Board approved recommendations under three general categories: Space Utilization, Community Development and Program Planning (January 31, 2012 and February 14, 2012 Board Meetings)

**RELATED FACTS**

Through the SCMC public meetings, a number of key learnings have been identified:

- Due to the Provincial funding structure, low enrolment schools face unique challenges in providing basic educational programming.
- Plant Operation and Maintenance (PO&M) funding is received from the Province on a per pupil basis. These funds are used to heat, light, clean and maintain district schools. Based on the 2011 Provincial assessment of district space utilization (ACU report = 68 per cent), there are 37,504 excess student spaces. While these spaces are unfunded, the District must still heat, light, clean and maintain them.
- The District has a sizable inventory of school facilities that are less densely populated than newer school facilities. As PO&M funding is provided on a per pupil basis, less densely populated schools are allocated fewer funds for operations and maintenance by the province.
- The current District provincial utilization rate (68 per cent in 2011-2012) is considerably lower than Alberta Infrastructure's "at capacity" metric of 85 per cent, which has been used in some instances as the level which qualifies districts across the province to secure funding for new school construction.
- Open boundaries and programs of choice have resulted in some schools experiencing an increase in enrolment, while others experience a decline in enrolment. Given that the District's student population is relatively stable, choice in school does not increase or decrease the total number of schools with low enrolment, it simply shifts the demographics around.
- The most significant demand for space from potential tenants is in areas of the city where there is minimal surplus school space available for leasing. Further, where there is significant surplus space, there is not as much demand to lease that space. Due in part to subsidization of community and wraparound services tenants, the overall revenue generated through the leasing of district space does not generate adequate funds to cover the costs to heat, clean, light and maintain the space occupied.
- The district has attempted to generate funds by leasing space, however, the majority of leased space is ineligible for any capital upgrade funding, including modernization and IMR funding. Ineligibility for this funding penalizes the District for leasing space and thereby puts pressure on the District to close schools.
- Commencing in 2012, the Province informed the District of changes to provincial funding support of leases of jurisdiction-owned facilities to Charter and Francophone jurisdictions:
  - Prior to 2012, the Province supported lease costs for other jurisdictions to use Edmonton Public School space based on the District's approved leasing rates.
  - The new support funding structure will be phased in as lease agreements expire.
  - The expectation is that the host jurisdiction will charge \$1 a year for annual rent.
  - The host jurisdiction will see the building reactivated as eligible for Infrastructure Maintenance and Renewal (IMR) funding based on regular IMR factors identified in the School Capital Manual (student count, area, age and condition of building).

- The new level of support will result in a reduction of \$323,094 in 2011-2012 from the lease of Sherbrooke School to Aurora Charter School Society.
  - Full implementation will result in a net loss of \$855,706 in revenue by the end of 2013.
  - New leasing requirements will significantly limit the Board's ability to capitalize non-operational schools.
- Majority of the growth in Edmonton's population is occurring in the city's suburban areas. There are currently 45 neighbourhoods under construction in developing areas of Edmonton, assuming that all factors remain constant. As children move to new schools built in new neighbourhoods, enrolment at other schools will decrease.

**OPTIONS**

Upon approval of the recommendation, the actions outlined in Attachment I will be implemented.

**CONSIDERATIONS & ANALYSIS**

The SCMC examined at length the complex and interconnected factors related to school sustainability and closure. Given the expiry of the moratorium and the results analysis of the data presented, a series of future recommended actions have been identified (Attachment I).

**NEXT STEPS**

Upon approval of the recommended actions, tasks will be assigned to the appropriate Board sub-committees and administration. In addition to the recommended next steps outlined in Attachment I, the Board's Advocacy Committee will present an update on the SCMC recommendations semi-annually. As the policy review process moves forward, the appropriate policies will need to be amended to embody the values of the moratorium.

**ATTACHMENTS & APPENDICES**

ATTACHMENT I Board School Closure Moratorium Committee Recommendations  
ATTACHMENT II Letter to Minister of Education from Board Chair  
ATTACHMENT III ASBA Disposition of Motions Fall 2012

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Approved Recommendations	Timeline	Progress	New Recommended Actions
<b>Space Utilization</b>			
1. Advocate for a revision to the Plant Operations & Maintenance (PO&M) funding formula that is not per pupil.	June 2012	Completed – Letter to Minister of Education from Board Chair Colburn (Attachment II)  ASBA Motion on these topics were supported by Board representatives – November 2012 (Attachment III )	That the Advocacy Committee write a follow up letter requesting a response to the Board's letter
2. Advocate for adequate, predictable and sustainable funding to address deferred maintenance and infrastructure maintenance renewal (IMR).	June 2012		
3. Advocate for a revision to the provincial Area Capacity and Utilization (ACU) formula to more accurately reflect school space available for educational purposes.	June 2012		
4. Work with partners to promote schools as community hubs (i.e. space for senior drop-in, stay at home parent groups).	Ongoing	Superintendent currently serves as a member of the ELEVATE Steering Committee  Managing Director of Planning serves as a member of the ELEVATE Working Committee  Currently, over 200 district leases support parents and community partners	Administration will continue to work with the City of Edmonton in support of the ELEVATE recommendations
5. Advocate for lease terms beyond one year.	June 2012	Completed – Letter to Minister of Education from Board Chair Colburn	That the Advocacy Committee write a follow up letter requesting a response to the Board's letter

<b>Community Development</b>	<b>Timeline</b>	<b>Progress</b>	<b>Recommended Actions</b>
6. Develop a formal process for both urban boards to meet with the City of Edmonton to address growth and development highlighting the need to promote smart growth and increase densification in established communities	On-going	Recent establishment of metro boards group which may result in opportunities to engage the City  An invitation to meet with the Minister has been extended	Raise the issue at the next Metro Boards meeting  Further action to be taken in January
7. Initiate at least three joint discussions a year between the Board of Trustees, the City of Edmonton and the provincial government to discuss joint planning	On-going	Sept. 20/12- Tri-partite meeting to discuss ELEVATE  Oct. 2/12 Meeting with the Minister was requested. Response was received and the Minister was unable to meet at that time  Oct 2012 ELEVATE workshop conducted between the City and school board Superintendents	Initiate meeting request  Administration will continue to work with the City of Edmonton administration through: <ul style="list-style-type: none"> <li>• Land Development Application review processes</li> <li>• Three Joint Use Agreement Committees</li> <li>• ELEVATE Working Committee</li> </ul>
8. Advocate for family-friendly housing in mature neighbourhoods through new development or by providing housing for seniors so as to “free up” housing for families with children		No action to date	Advocacy Committee referral for follow-up
9. Encourage and support government incentives for retro-fitting older homes to make them more attractive to younger families		No action to date	Advocacy Committee referral for follow-up



<b>Program Planning</b>	<b>Timeline</b>	<b>Progress</b>	<b>Recommended Actions</b>
10. Give first priority in the Three-Year Capital Plan to modernization of existing school buildings	March 2012	Implemented in the two most recent Three-Year Capital Plans approved by the Board of Trustees	Can be required in the next Three-Year Capital Plan
11. The Board will engage in discussions with administration about the concept of strategically locating programs to encourage enrolment.	On-going		This will be addressed within the context of the Ten-Year Facilities Strategy
12. That the Board engage in discussions with the Calgary Board of Education (CBE) and the Province regarding the potential to right-size schools.	On-going	<p>District space strategy will be developed that identifies timelines and goals to address deferred maintenance deficit and right size district space to more effectively meet short-term and long-term needs</p> <p>This strategy will include actions such as school consolidations, right sizing, expansions, and space sharing with other jurisdictions and/or replacement schools</p>	<p>Administration has confirmed that similar actions to EPSB practices have been considered and implemented; including closure and consolidation, partial demolitions and portable/pod relocations or dispositions</p> <p>That the administration and boards continue to work together to build on best practices and find opportunities to collaborate in the area of right-sizing schools.</p>
13. That the Edmonton Public School Board (EPSB) find ways to collaborate with Edmonton Catholic School District (ECSD) and explore the opportunities to have joint operations.	On-going	<p>The District is working with the City in support of the ELEVATE recommendations</p> <p>(12) Conversations have recently occurred with CBE and are ongoing</p> <p>(13) Managing Director of Planning meets regularly with ECSD administrators to collaboratively support school and community initiatives</p>	<p>Assign to District Administration (Planning)</p> <p>EPSB Trustees and administrators continue to work collaboratively with ECSD Trustees and administrators to explore opportunities to partner on school and community initiatives</p>
14. That the Board identify schools and educational programming to support in areas under revitalization by the City, share this information with the City, communities and other school boards in the province and advocate for commitment to these schools to give predictability to communities.	On-going	<p>The Metro Boards have committed to joint advocacy on the topic of infrastructure</p>	<p>Ongoing work with the City of Edmonton in support of the ELEVATE Report recommendations – provide the City with a report re: supports that EPSB provides in key areas that have been identified</p> <p>Administration is actively involved in efforts such as supporting the Jasper Place revitalization initiative</p>



Board of Trustees  
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September 7, 2012

The Honourable Jeff Johnson  
 Minister of Education  
 323 Legislature Building  
 10800 - 97 Avenue  
 Edmonton, AB T5K 2B6

Dear Minister Johnson:

On behalf of the Board of Trustees of Edmonton Public Schools, I would like to share with you how much we appreciated your comments at the recent Alberta School Boards Association Directors meeting. We look forward to working with you in our common goal to support our province's public education system. We would also like to share with you our Board's perspective on a number of topics we feel are vital for the Provincial Government to address. We strongly believe that resolving these issues will help us move in a positive direction over the next several years. Our Board would like to ask that you address the following items:

1. **Review the current Plant Operations & Maintenance (PO&M) funding model.** As the model operates on a per pupil basis, allocated funding proves to be insufficient to heat, light and maintain all of our space. Our District continues to tap into valuable instructional dollars to compensate, thereby limiting our ability to fully address educational needs and provide enhanced learning opportunities to students. This model needs to be revised so that it is not per pupil based and is increased to reflect actual operating and utility costs. One of the ways this situation could be addressed, at least in part, is by providing school boards with a capital funding envelope specifically targeted at reducing the size of oversized school buildings where student populations have peaked (right-sizing).
2. **Review the Area Capacity Utilization (ACU) formula for calculating school space.** The current formula does not accurately reflect the space available in schools for educational purposes. This method paints an erroneous picture of how space in our schools is being used, and especially penalizes schools in established communities, which were built according to older design standards. We understand that Alberta Education is considering making changes to the ACU formula. We urge you to support this work and to encourage your staff to find new, more effective ways of calculating the learning space in schools.
3. **Provide adequate and predictable infrastructure funding.** We require adequate, predictable and sustainable funding to address deferred maintenance and modernization costs of school and administration buildings. According to the Province's own estimates, we have a substantial and growing deferred maintenance backlog in our buildings. Stable and predictable funding for modernizations, and Infrastructure Maintenance Renewal (IMR) funding to address this backlog and complement the investment in modernizations, is also recommended. Industry property management standards for

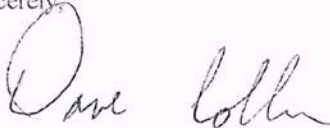
*Bright futures  
 begin here*

reinvestment suggest that 2 to 4 per cent of building replacement value should be reinvested in facilities annually to maintain condition levels. Currently, PO&M and IMR funding can only be spent on operating schools, while Administration buildings that support education are not eligible for funding. It would help if all building infrastructure was eligible for funding in the same manner as operating schools.

4. **Lease Agreements – extend leases beyond one year for community partners; increase capital funds to upgrade leased space.** Current leaseholders who wish to retain space in our schools are limited to lease extensions for periods no longer than one year without Ministerial Consent. This reality, coupled with the fact that renovations to this leased space (often in older schools) are not covered by capital planning funds, deters community organizations from investing their time and resources in our schools. Their insecurity leads to partnerships that fall short of reaching their potential, particularly in delivering critical wrap-around services.
5. **Charter/Private School Leases.** The change in funding support for charter or private school leases of closed schools is unsatisfactory. When schools are formally closed by a jurisdiction, they are no longer eligible for Plant Operation and Maintenance (operating) funding and IMR (capital renewal) funding. Operation of closed buildings is typically done on a site-specific, cost-recovery basis. The recent model adopted by Alberta Education is to provide funds to accommodate competing Charter or private schools as though a school building is still open. Plant Operation and Maintenance funding is assigned to the tenant jurisdiction, while IMR funding is re-initiated and provided to the host school jurisdiction. Though calculated on a school by school basis, IMR funds are provided as a block grant to jurisdictions, and there is flexibility to expend the funds on a jurisdiction-wide basis, based on deferred maintenance priorities. The Charter/private school model suggests IMR funds be spent on a site-specific basis for closed school buildings. This is not an equal expectation for use of IMR funds with a school jurisdiction's operating schools. Schools are closed by jurisdictions to remove the burden of operating school inventory as an educational facility, including seeking capital funds to maintain aging infrastructure. All aspects of operation and capital funding responsibility should be shifted to the tenant jurisdiction if a full cost-recovery model for leases to Charter and private schools is no longer supported.

The Board looks forward to discussing these issues with you in more detail. We hope to work collaboratively with all relevant ministries to explore new and different ideas to address these challenges. By finding concrete solutions to these problems, we will more effectively meet the needs of our students and lay a strong foundation for their future success.

Sincerely,



Dave Colburn  
Board Chair

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cc The Honourable Dave Hancock, Minister of Human Services  
The Honourable Wayne Drysdale, Minister of Infrastructure





## DISPOSITION OF MOTIONS 2012 FALL GENERAL MEETING

Motion No.	Motion Title	Page	Carried (✓)	Defeated (✓)	Other: Amended, Postponed Referred Withdrawn, etc.
<b>UNFINISHED BUSINESS AND GENERAL ORDERS</b>					
1A/FGM12	Teacher bargaining (postponed from FGM 2011)	13			<b>Postponed</b> to SGM 2013
<b>POLICY PROPOSED BY ASBA BOARD OF DIRECTORS</b>					
2P/FGM12	Optimal learning environments	17	✓		% Boards 84 % Students 91.15
<b>PROPOSED POLICY POSITIONS</b>					
3P/FGM12	Financial literacy	18	✓		% Boards 95 % Students 80.32
4P/FGM12	Kindergarten programming	20			<b>Divided</b>
	Part A (fully funded ½ time Kindergarten programming)		✓		% Boards 78 % Students 91.04
	Part B (fully funded full-time Kindergarten programming)		✓		% Boards 78 % Students 86.92
	Part C (fully funded other full-time Kindergarten programming where such programs are offered)			✓	% Boards 58 % Students 36.62
5P/FGM12	Capital funding	21			<b>Withdrawn</b>
6P/FGM12	Specialized needs of sexual minority students and employees	22		✓	% Boards 38 % Students 36.66
7A/FGM12	Student transportation system review	25	✓		<b>Amended</b> % Boards 91 % Students 88.51
8P/FGM12	Board access to local education tax for facilities	28	✓		<b>Amended</b> % Boards 72 % Students 63.56
<b>PROPOSED EMERGENT ISSUES</b>					
9EM/FGM12	<i>Alberta Initiative for Student Improvement (AISI)</i>	31	✓		% Boards 95 % Students 99.21
10EM/FGM12	Infrastructure plan	32	✓		% Boards 88 % Students 91.91

**6P/FGM12      Specialized Needs of Sexual Minority Students and Employees**

This proposed policy was defeated.

**7A/FGM12      Student Transportation System Review (Amendment to current policy)**

The provincial government should undertake a comprehensive independent review of the student transportation system to ensure that all boards are fairly and equitably funded for student transportation.

**8P/FGM12      Board Access to Local Education Tax for Facilities**

The Government of Alberta should enable school boards to access an amount of the local education tax equivalent to 2% of the replacement value of its facilities for the purpose of the preservation and maintenance of current facilities.

**Emergent Issues**

**9EM/FGM12      Alberta Initiative for Student Improvement (AISI)**

The Alberta School Boards Association reaffirms its support of the Alberta Initiative for School Improvement (AISI).

**10EM/FGM12      Infrastructure Plan**

WHEREAS the Alberta government has not announced new capital projects since May 2011 for new schools and modernizations for school districts AND

WHEREAS the Alberta government has undersupplied to the need identified by school districts of students modular spaces for at least two years, AND

WHEREAS the Alberta government has continued to not plan for or budgeted for appropriate classroom spaces effective for student learning,

The Alberta government should immediately create, communicate, and implement a plan that will meet the very real school facility needs of school districts to the satisfaction of community-elected school board trustees, and, further, to include this implementation in the government's budget process. The Alberta government should ensure there are sufficient and appropriate classroom spaces in all school districts, a responsibility held by the Alberta government towards students, parents and communities.

CODE: EA.BP

TOPIC: Infrastructure Planning Principles

EFFECTIVE DATE: (19-09-2013)

ISSUE DATE: (18-09-2013)

REVIEW YEAR: (2020)

## PURPOSE

To acknowledge the Board of Trustees' responsibility and expectation for effective stewardship of the District's infrastructure resources to deliver appropriate Kindergarten to Grade 12 education programming for the citizens of the City of Edmonton and establish a set of overarching infrastructure planning principles, to guide facility, capital, and student accommodation planning and operations in the District.

These board approved Infrastructure Planning Principles will guide the actions of the Superintendent of Schools when administering and forming places for safe, caring, healthy, respectful, diverse, inclusive and equitable learning; allocating financial resources; recommending priorities for capital funding; maintaining, building and closing or re-opening of schools; acquiring and disposing of land and buildings; and all other infrastructure decisions.

## DEFINITIONS

**Capital Projects** are new school construction and school modernization projects identified in the District's capital submission, which is approved annually by the Board of Trustees and submitted to Alberta Education for consideration. For each project it approves, Alberta Education establishes the budget and funding. Any contract or scope of work changes that require funding additional to the Alberta Education established capital budget requires Ministerial approval.

**Community** is a unique composition of people based on common interests, needs or geography.

**Deferred Maintenance** is capital investment in facilities that has not yet been performed and is required to keep the asset in suitable operational condition.

**High Quality Learning Environments**, from a facilities point of view, refers to the factors that impact student achievement, for example, thermal comfort, indoor air quality, lighting, acoustical control, appropriate space for program delivery, student gathering places, etc.

**Infrastructure** consists of the basic facilities, services, and installations needed for the functioning of the District, for example, transportation services, communication systems, and schools and administrative buildings.

**Infrastructure Strategy** is a strategic focus that guides future decision-making for the planning, locating, provision, use and maintenance of district facilities.

**Joint Use Agreement (Facilities and Land)** are contracts between The Board of Trustees of Edmonton School District No.7, The Board of Trustees of Edmonton Catholic Separate School District No. 7, The Board of Trustees of the regional Authority of the Greater North Central Francophone Education Region

No. 2 (Conseil Scolaire Centre-Nord) and the City of Edmonton supporting the sharing of publicly funded land and facilities to maximize benefits to students and citizens of the City of Edmonton.

**Long-term Viability** is based on both the costs to operate, maintain and renovate buildings and the ability for schools to maintain an enrolment within the educational program to provide a high quality learning environment for existing and future students.

**Partner** refers to the City of Edmonton, Provincial and Federal Governments, school jurisdictions, for profit and not for profit agencies, and organizations compatible with the vision of the Edmonton Public School Board.

**School Closure** is within the authority of the Board of Trustees as derived from the *School Act* and the Alberta Closure of Schools Regulation, and is defined as any of the following actions:

- close a school permanently or for a specified period of time, or
- close entirely three or more consecutive grades in a school, or
- transfer all students from one school building to one or more other school buildings on a permanent basis.

**Stakeholders** are parents, students, staff, community members, partners, and government elected officials and staff.

**Student Accommodation Planning** is governed by Board Policy HC.BP – Student Accommodation and refers to the assignment of a designated school for each student based on student residency and means that this designated school will be responsible for accommodating the student or ensuring the student's placement elsewhere.

**Whole Child** is an educational concept that refers to addressing the physical, psychological, intellectual, emotional, social and spiritual needs of students.

## **POLICY**

The Board of Trustees is responsible for the stewardship of resources placed in its trust for public education service delivery to all resident students within the City of Edmonton. The Board of Trustees acknowledges that infrastructure decisions under its jurisdiction must be in accordance with governing legislation and procedural requirements. The Board of Trustees has the authority and the responsibility to make decisions regarding:

- school site acquisition and disposal within the means available to it, which are key determinants in where public education service delivery will be situated within the District;
- priorities for school modernization and building of new schools; and
- the closure or re-opening of a school facility.

The Board of Trustees believes that the District's infrastructure decision-making should reflect an equitable approach to the provision of safe, high quality learning and working environments across the District; demonstrate sound planning practices; establish equitable priorities for construction, modernization and maintenance; disclose assumptions on which plans are based; employ a collaborative approach to planning and operation through the inclusion of community, external partnerships and

multiple orders of government; employ traditional and creative approaches where appropriate; and ensure expenditures of capital funding demonstrate responsible stewardship of public resources.

To achieve these objectives, the following Infrastructure Planning Principles, listed in alphabetical order, shall guide all infrastructure planning and operational decisions:

1. **Accountability:** Infrastructure decisions shall be transparent, evidence based and reflect meaningful engagement with stakeholders.
2. **Centres for Educational Excellence:** Infrastructure assets shall serve as centres for educational excellence that meet the needs of district students, as well as their families and staff, where appropriate.
3. **Environmental Stewardship:** All decisions relating to infrastructure management shall demonstrate a commitment to environmental conservation and conform to best practices in minimizing environmental impacts.
4. **Equitable Access:** All students and staff shall have fair access to safe, welcoming, high quality learning and working environments that will increase their opportunities and decrease their vulnerabilities.
5. **Fiscal Responsibility:** Decisions on infrastructure shall consider long-term needs and current realities, and reflect effective management of district resources.
6. **Service to Community:** District infrastructure assets are public buildings intended to serve district students, families, and staff as well as the broader community where appropriate. Capital investment shall consider the demographics, long-term plans, and needs of the community.
7. **Supports for the Whole Child:** Space shall be available to enable partnerships with shared responsibilities to provide integrated services that support district students.

The Board of Trustees believes that implementation of the Infrastructure Planning Principles will enable the District to:

1. Achieve equity of educational programming through acknowledging that students and communities have different needs.
2. Allow opportunities for long-term planning, operational efficiencies and coordinated services.
3. Collaborate with other orders of government, school districts, and for profit and not for profit agencies to support students, children, families and communities.
4. Determine the long-term viability of district assets and address the long-term deferred maintenance.



5. Engage stakeholders early in ongoing discussions with the District, considering their perspectives, and working together to achieve positive change and outcomes that benefit students.
6. Evaluate the unique needs of communities and determine the appropriate future use of assets.
7. Maximize the use of space not required for educational purposes by providing opportunities for partnerships that support education, children or the community at no cost to the District.
8. Minimize the District's environmental footprint through proactive planning practices.

The Board of Trustees reserves to itself the authority to name schools. In the naming of schools, preference shall be given to the names of persons who have made a valuable contribution to education and/or to the community at large.

The Board of Trustees believes in the principles of the Joint Use Agreement (Facilities) which supports the sharing of publicly funded facilities to maximize benefits to students and citizens of the City of Edmonton. In support of this belief, the Board of Trustees encourages the use of district buildings by the community provided there is no conflict with the District's mandate to provide (K-12) education and the use shall be compatible with the Board of Trustees' educational aims and objectives. Surplus space may be utilized in operational and closed school buildings.

The Board of Trustees believes that the preservation of buildings with significant historic value is important to the citizens of the City of Edmonton. The Board of Trustees will consider supporting an application to Alberta Community Development for the designation of a district building as a historic resource when doing so has no adverse impact on the provision of educational services within the building or elsewhere in the District.

## **EXPECTATIONS**

1. The Superintendent of Schools shall implement this policy through establishment of a comprehensive District Infrastructure Strategy, and appropriate administrative regulations, processes and assignment of responsibilities as required.
2. All facility, capital and student accommodation plans shall address the Infrastructure Planning Principles and Infrastructure Strategy.
3. For each capital project submitted by the Board of Trustees and approved by Alberta Education, the Board of Trustees shall be kept informed of progress.
4. School Site Acquisition and Disposal
  - a. School sites shall be acquired from the reserve land dedication provided under the *Municipal Government Act*, within the terms of the Joint Use Agreement with the City of Edmonton, or purchased using approved district Capital Reserve funding.
  - b. The Board of Trustees authorizes the Superintendent of Schools to determine the need for, or the relinquishing of need for, school sites and land in new development areas where site lands have not yet been fully dedicated.

- c. The declaration of lands dedicated for district use at no cost to the District, as surplus to district need, shall require Board of Trustees approval.
  - d. Each sale, transfer or exchange of land titled to the District shall require Board of Trustees approval.
  - e. Where applicable, the sale of school sites shall be transacted with the terms of the Joint Use Agreement (Land) with the City of Edmonton.
5. School Closure and Re-opening
- a. The Board of Trustees authorizes the Superintendent of Schools when in compliance with the Alberta Closure of Schools Regulation to:
    - i. close or permanently relocate fewer than three consecutive grades in a school; or
    - ii. temporarily relocate any number of grades from one school to another.
  - b. The Board of Trustees retains the authority to initiate a process for a school closure in accordance with the *School Act* and Alberta Closure of Schools Regulation.
  - c. The Superintendent of Schools shall be responsible for recommending the closure or re-opening of a school to the Board of Trustees in accordance with the Infrastructure Planning Principles.
6. Use of District Buildings
- a. Members of the community, excluding publicly-traded companies providing day care and early education, can access surplus space through the following methods:
    - i. as a group represented by the City of Edmonton under the Joint Use Agreement: Facilities;
    - ii. as an occasional paid rental for groups not eligible under the Joint Use Agreement: Facilities;
    - iii. as a group with exclusive use of space as specified in a lease agreement;
    - iv. as a group with limited use of space as specified in a license agreement; or
    - v. as a group with shared use of space who provide support services which directly benefit the students at the school through a specific agreement with the school.
  - b. Those organizations leasing or licensing space must provide evidence of recognized, acceptable, social and ethical standards through policies, practices and procedures.
  - c. Leases are intended to be at no cost to the District. Information regarding leases in the District shall be provided to the Board of Trustees annually.
  - d. Fees for paid rentals shall be determined annually by the Superintendent of Schools.

## **ACCOUNTABILITY**

Annually, the Board of Trustees approves the District's Three Year Capital Plan and reviews the District's Ten Year Facilities Plan, as required by the Government of Alberta.

## **REFERENCES**

AA.BP - Stakeholder Engagement  
 DEA.BP - Student Transportation  
 DEA.AR - Transportation Services  
 EECA.AR - Identification of a Building as a Historic Resource  
 EF.AR - Naming of Schools  
 EO.BP - Environment

HC.BP - Student Accommodation  
IG.AR - Community Use of District Buildings