



Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, April 22, 2014
2:00 p.m.

Board Meeting #11


AGENDA

**BOARD OF
TRUSTEES**

Sarah Hoffman
Board Chair

Michael Janz
Board Vice-Chair

Sherry Adams
Orville Chubb
Michelle Draper
Ken Gibson
Nathan Ip
Cheryl Johner
Ray Martin

- A. O Canada  - *Queen Elizabeth School Choir*
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Approval of the Minutes
 - 1. DRAFT – Board Meeting #10 – April 10, 2014
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8021] is required by 10:00 a.m., Tuesday, April 22, 2014 to speak under this item.)
- H. Reports:
 - 2. Report #6 of the Caucus Committee (From the Meeting Held April 10, 2014)
(Recommendation)
 - 3. Distribution of Funds
(Recommendation)
 - 4. Proposed Three-Year Capital Plan 2015-2018 and Ten-Year Facilities Plan 2015-2024
(Recommendation)
 - 5. Children and Youth Mental Health and Well-Being Initiative
(Information – Response to Request for Information #011)
- I. Comments from the Public and Staff Group Representatives – 5:00 p.m.
(NOTE: Pre-registration with the Board Office [780-429-8021] is required by 10:00 a.m., Tuesday, April 22, 2014 to speak under this item.)
- J. Other Committee, Board Representative and Trustee Reports
- K. Trustee and Board Requests for Information
- L. Notices of Motion
- M. Meeting Dates
- N. Adjournment

MINUTE BOOK

Board Meeting #10

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Thursday, April 10, 2014 at 2:00 p.m.

Present:

Trustees

Sherry Adams
Orville Chubb
Michelle Draper

Ken Gibson
Sarah Hoffman
Nathan Ip

Michael Janz
Cheryl Johnner
Ray Martin

Officials

David Fraser
Mark Liguori

Ron MacNeil
Darrel Robertson

Sandra Stoddard

Board Chair: Sarah Hoffman

Recording Secretary: Manon Fraser

A. O Canada - M.E. LaZerte Choral Choir Video

An O Canada video performed by the M.E. LaZerte Choral Choir was shown. The choir is comprised of thirty-five students from Grades 10, 11 and 12 under the direction of Mr. Corey Whaley, M. E. LaZerte Music Teacher. The choir has performed at many festivals, including festivals held in Whistler, Vancouver, Sunpeaks, and Nelson, British Columbia. This year, the choir will be participating in the Cantando Festival in Nelson, British Columbia along with the M. E. LaZerte Concert Band.

Staff Group Representatives

Edmonton Public Teachers – Nels Olsen, President
CUPE Local 3550 – Carol Chapman, President

B. Roll Call: (2:00 p.m.)

The Superintendent advised that all Trustees were present.

MINUTE BOOK

C. Approval of the Agenda

MOVED BY Trustee Janz:

“That the agenda for the April 10, 2014 board meeting be approved as printed.” (UNANIMOUSLY CARRIED)

D. Communications from the Board Chair – None.

E. Communications from the Superintendent of Schools

The Superintendent advised that \$30,000 has been raised following the recent launch of the *Shake It Up!* campaign for infrastructure needs at McKay Avenue School.

F. Minutes

1. Board Meeting #9 – March 18, 2014

MOVED BY Trustee Ip:

“That the minutes of Board Meeting #9 held March 18, 2014 be approved as printed.”

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

G. Comments from the Public and Staff Group Representatives

The Board heard from the following speakers:

- Ms Franki Harrogate regarding draft Board Policy AEBC.BP – Wellness of Students and Staff as well as the Pregnancy Care Centre. Ms Harrogate provided a copy of her feedback for the draft Board policy.
- Ms Stephanie Laskoski regarding sex education and the Pregnancy Care Centre
- Dr. Cristina Stasia regarding sex education and the Pregnancy Care Centre. Dr. Stasia also provided information regarding Edmonton organizations that provide comprehensive sexual education.

MINUTE BOOK

H. Reports

2. Report #5 of the Caucus Committee (From the Meeting Held March 18, 2014)

MOVED BY Trustee Janz:

- “1. That Report #5 of the Caucus Committee from the meeting held March 18, 2014 be received and considered.” (UNANIMOUSLY CARRIED)**

MOVED BY Trustee Janz:

- “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.”**

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

3. Selection of Trustees for Infrastructure Committee

MOVED BY Trustee Hoffman:

- “That the Board select three Trustees to serve on the Infrastructure Committee.” (UNANIMOUSLY CARRIED)**

The Board Chair called for nominations for three Trustee representatives to serve on the Infrastructure Committee.

Trustee Janz nominated Trustee Chubb.

Trustee Gibson nominated Trustee Ip.

Trustee Adams nominated Trustee Hoffman.

Trustee Hoffman declined the nomination.

Trustee Draper nominated Trustee Martin.

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Trustee Johner nominated Trustee Gibson.

Trustee Gibson declined the nomination.

The Board Chair declared Trustees Chubb, Ip and Martin as the Board's representatives on the Infrastructure Committee.

4. Appointment of Auditor for 2013-2014 Fiscal Year

MOVED BY Trustee Chubb:

"That PricewaterhouseCoopers LLP, Chartered Accountants, be appointed as auditors of the Edmonton School District No. 7 for the fiscal year September 1, 2013 to August 31, 2014." (UNANIMOUSLY CARRIED)

6. Bereavement

Vice-Chair Janz reported on the passing of Mrs. Brenda Ulmer, a member of the District's Support Staff.

I. Other Committee, Board Representative and Trustee Reports

Trustee Martin thanked the Edmonton and District Labour Council for its donation of forty insulated lunch bags for Abbott School.

Trustee Martin advised that he had represented the Board at kick off of the *Shake It Up!* fundraising initiative for McKay Avenue School on April 8, 2014.

Trustee Adams, the Board's representative on the Edmonton Public Schools Foundation Board of Governors, advised that the *Ready to Frame* fundraiser will take place on April 17, 2014 from 5:00 p.m. to 7:00 p.m.

Trustee Chubb reported on the recent Truth and Reconciliation hearings he attended.

Trustee Hoffman reported she had attended the ASBA Zone 2/3 general meeting on March 21, 2014 on behalf of Trustee Johner. She noted that the Zone 2/3 advocacy event with MLAs is scheduled for April 23, 2014. The Edwin Parr Awards Banquet is scheduled for May 23, 2014. The next regular Zone 2/3 meeting will take place April 25, 2014.

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Trustee Hoffman reported on a session she attended at the recent National School Boards Association (NSBA) annual conference titled *12 Strategies High-Poverty Schools Can Use to Become High-Performing Schools*. She noted that four other Trustees and several members of the Administration also attended the conference.

J. Trustee and Board Requests for Information

Trustee Ip noted that, at the February 18, 2014 board meeting, he requested that information be provided outlining various potential creative solutions for funding new schools and the feasibility of such options; e.g., working with provincial and municipal partners to build in the cost of a new school into the sale of a new home and that any potential legislative changes that would be required to allow these various options to be possible also be included as part of the information. He asked that this request for information be referred to the Infrastructure Committee.

Trustee Martin requested the following information be provided regarding Optimal Enrolment Limits (OEL):

- How does the District balance the purpose of the OEL (the student enrolment limit related to available space in the school) with the District's core value of equity?
- Would lowering the OEL (less than the available space in a school) of schools with very healthy enrolments and programs positively impact 'neighbouring' schools with declining or low enrolments and without negatively impacting the overall viability of the "healthy enrolment" school? If yes, would this change support the District's core value of equity without noticeably upsetting the balance between equity and the expectation of parents/students to choose the school of their choice?

Trustee Hoffman requested that a staff member, including a school principal, be sent to observe a presentation by the Pregnancy Care Centre and that a report be provided to the Board.

K. Notices of Motion – None.

L. Next Board Meeting Date: Tuesday, April 22, 2014 at 2:00 p.m.

MINUTE BOOK

The meeting recessed at 2:45 p.m. and reconvened at 3:00 p.m.

All Trustees were present.

5. **Staff Group Presentations re 2014-2015 Proposed Budget**

- Exempt Staff
- Edmonton Public Teachers
- CUPE Local 3550 (Support Staff)

The Board Chair advised that CUPE Local 784 (Maintenance Staff) and CUPE Local 474 (Custodial Staff) will make their presentations at the May 6, 2014 board meeting.

Ms Cindy Camp, a member of the Exempt Staff Liaison Committee, made a verbal presentation on behalf of the District's exempt staff.

Mr. Nels Olsen, president Edmonton Public Teachers, verbally presented the Local's brief.

Ms Carol Chapman, President CUPE Local 3550 (Support Staff), verbally presented the Local's brief.

The Board Chair thanked the staff group representatives for their input and advised that a report in response to the presentations will be prepared. A copy of the presentations as well as the report in response to the presentations will be disseminated to school principals and decision unit administrators for consideration in the development of their plans for the 2014-2015 school year.

M. Adjournment (3:45 p.m.)

The Board Chair adjourned the meeting.

Sarah Hoffman, Board Chair

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

DATE: April 22, 2014

TO: Board of Trustees

FROM: Trustee Michael Janz, Caucus Committee Chair

SUBJECT: Report #6 of the Caucus Committee (From the Meeting Held April 10, 2014)

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

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

RECOMMENDATION

1. That Report #6 of the Caucus Committee from the meeting held April 10, 2014 be received and considered.
2. That the appointment of Trustees Adams and Chubb to serve as the Board's representatives on the Elevate Initiative Task Force be approved.
3. That subject to the approval of the Minister of Education, a partial land acquisition to the City of Edmonton of 0.79 acres of the Vimy Ridge Academy (Bonnie Doon Campus) site in the amount of \$200,000, be approved; and
4. That subject to the approval of the Minister of Education, a partial land acquisition to the City of Edmonton of 0.446 acres of the W. P. Wagner School site in the amount of \$20,100, be approved.

BACKGROUND

Recommendation 2 – The Board received an invitation from Councillors Bev Esslinger and Michael Walters for the Board to designate two Trustees to serve as representatives on the Elevate Initiative Task Force.

Recommendations 3 and 4 - The City of Edmonton has requested partial land acquisition of land owned by Edmonton Public Schools at two different sites to accommodate construction of the southeast (Valley Line) LRT – Vimy Ridge Academy and W. P. Wagner School.

:mmf

DATE: April 22, 2014
TO: Board of Trustees
FROM: Darrel Robertson, Superintendent of Schools
SUBJECT: Distribution of Funds
ORIGINATOR: David Fraser, Executive Director, Corporate Services
RESOURCE STAFF: Todd Burnstad, Cheryl Hagen
REFERENCE: N/A

ISSUE

This report identifies the proposed distribution of funds for the 2014-2015 budget.

RECOMMENDATION

**That the Board of Trustees approve the distribution of funds for the 2014-2015 budget.
(Attachment III)**

BACKGROUND**Provincial Funding**

On March 6, 2014, the Provincial Government announced the funding allocations to school boards for 2014-2015 that resulted in an increase in grant funding of \$0.647 million or 0.08 per cent for Edmonton Public Schools (EPSB). The Province is continuing to fund student growth which translates to \$23.7 million for EPSB. Therefore, the net funding impact, including projected increases in student enrolment of 2.5 per cent, means the District will provide education services to just over 2,200 additional students with status quo funding dollars.

Key Message

The mandate of the Edmonton Public School Board is to educate children so that they succeed in their courses and complete high school.

The Distribution of Funds sets the stage for allocations to schools and central decision units. These allocations support the District's new Vision, Mission, Values and the 2014-2018 Priorities.

Vision

Transforming the learners of today into the leaders of tomorrow.

Mission

We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

Values

Supporting the Vision, Mission and Priorities are the District's core values of accountability, collaboration, equity and integrity.

District Priorities 2014-2018

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

RELATED FACTS

Highlights of the Provincial Budget that impact EPSB include:

- Grant rate increases of 2 per cent for class size and the inclusive education per student grant amounts.
- A new funding model implemented for Regional Collaborative Service Delivery (RCSD), consolidates funding previously received for student health services, children and youth with complex needs and regional educational consulting services.
- Infrastructure Maintenance and Renewal (IMR) funding – the calculation has been updated to replace full-time equivalent (FTE) weighted enrolment with FTE funded enrolment. In addition, the total amount of IMR funding for EPSB has increased by \$3.34 million.
- The reduction in school boards administration spending has been further reduced by an additional 3.1 per cent.
- For the Metro Urban Transportation Grant, the funding calculation has been changed by the Province resulting in an estimated reduction of \$1 million prior to factoring in enrolment growth.

OPTIONS

N/A

CONSIDERATIONS & ANALYSIS**Budget Highlights**

- The proposed distribution of funds (Attachment III) will allow maximum flexibility to schools as well as maintain essential central services required for district operations.
- Increased allocations for schools are mainly attributed to the projected enrolment growth of 2.5 per cent.
- New for 2014-2015, allocation line items have been established for an Equity Fund, an Enhanced Support for Schools, and a new Enhanced Support for District Plan/Project Fund allocation (additional details of these allocations have been provided on Attachment III and IV).
- Funds have also been set aside to upgrade security at elementary schools.
- With the creation of the District Calendar Pilot Project, and the increase in professional development days, funds have been allocated to support staff development for teaching and learning initiatives.
- The proposed distribution of funds includes a change to the First Nations, Metis and Inuit (FNMI) allocation whereby part of this allocation previously directed towards covering the costs associated with the amiskwaciy Academy base rent (estimated at \$1,125,652 for 2014-2015) will now be directed towards the hiring of four specialized, certificated FNMI consultants (internal secondments) at an estimated cost of \$450,000, and the balance of \$675,652 will be returned to the total amount of FNMI funds available to be allocated directly to schools based on the number of self-identified FNMI students (additional details of this allocation has been provided on Attachment III). Therefore, starting in 2014-2015 the amiskwaciy Academy base rent will be funded from base instructional dollars. The

payment will come out of additional funds provided by the Government for enrolment growth, small class size and inclusion funding. None of the student allocation rates will be reduced as a result.

Budget Assumptions

- Student enrolment assumptions are based on a total of 88,755 students, an increase of 2,201 or 2.5 per cent over the September 30, 2013 enrolment count.
- School per student allocation amounts for all levels have been maintained at the same rates as in 2013-2014.
- There are no staff unit cost increases for 2014-2015.
- Although the negotiations have not yet begun, no increase in salaries or benefits have been factored into the budget for maintenance and custodial staff.
- Student Transportation funding has been directed to support the delivery of transportation services within the District.
- Plant Operations and Maintenance (PO&M) funding rates have remained unchanged, with the increase being attributed to enrolment growth.
- IMR funding has been returned to previous levels and will provide additional funding for school facility maintenance and renewal projects.
- The amiskwaciy Academy base rent will be funded from base instructional funding commencing in the 2014-2015 school year.
- The spring proposed budget does not include any use of surplus funds for spending within schools and decision units. The goal is to provide access to surplus funds after the 2013-2014 year end, in conjunction with the fall revised budget.

From a principal or central decision unit administrator point of view, the 2014-2015 budget is status quo. The per student allocation amounts and staff unit costs will remain at the same levels as in 2013-2014. The only variable will be related to changes caused by enrolment.

From the District's point of view, the additional funds received from changes in provincial funding (as described above) will be used to enhance support for schools and will support initiatives linked to the new district plan. These will be reflected in the form of new allocations as well as changes to existing allocations.

NEXT STEPS

Budget Services will incorporate the approved recommendations into the allocations being sent out to schools and decision units for completion of the 2014-2015 budget. The Board of Trustees will receive the proposed budget for analysis before budget approval at the June 24, 2014 public board meeting.

ATTACHMENTS & APPENDICES

- ATTACHMENT I 2014-2015 Spring Proposed Revenue Budget
- ATTACHMENT II Student Enrolment 2014-15 to 2013-14 Year to Year Comparison
- ATTACHMENT III Distribution of Funds
- ATTACHMENT IV Other Allocations

TB: ja

Edmonton Public Schools
2014-2015 Spring Proposed Revenue Budget

	2014-2015 Proposed Budget	2013-2014 Revised Budget	Variance \$	Variance %	Notes
BASE INSTRUCTION FUNDING					
Early Childhood Services (ECS) Base Instruction	\$ 25,613,500	\$ 25,613,500	\$ -	-	
Base Instruction (Grades 1 to 9)	377,873,400	363,653,400	14,220,000	3.9%	
Base Instruction (Grades 10 to 12)	124,331,600	124,491,600	(160,000)	(0.1%)	
Base Instruction Special Ed Block (Grades 10 to 12)	17,034,100	16,870,100	164,000	1.0%	
Base Instruction Metro (Grades 10 to 12)	768,700	768,700	-	-	
Base Instruction Metro Summer (Grades 10 to 12)	5,272,900	5,272,900	-	-	
Outreach Site Funding	377,800	377,800	-	-	
ECS Base Instruction Class Size	5,823,400	5,709,200	114,200	2.0%	
Base Instruction Class Size (Grades 1 to 3)	31,133,900	28,725,400	2,408,500	8.4%	
Base Instruction Tier 2 Class size (Grades 10 to 12)	179,800	176,600	3,200	1.8%	
Base Instruction Tier 3 Class size (Grades 10 to 12)	1,931,800	1,896,500	35,300	1.9%	
Base Instruction Tier 4 (Work Exp. & Sp. Proj)	1,991,200	1,993,800	(2,600)	(0.1%)	
Home Education	702,500	653,200	49,300	7.5%	
SUBTOTAL BASE INSTRUCTION FUNDING	593,034,600	576,202,700	16,831,900	2.9%	1
DIFFERENTIAL COST FUNDING					
ECS Program Unit Funding (PUF)	31,106,300	31,106,300	-	-	2
Inclusive Education	58,308,900	56,749,200	1,559,700	2.7%	3
English as a Second Language (ESL)	19,024,000	14,330,400	4,693,600	32.8%	4
First Nations, Metis and Inuit Education (FNMI)	8,866,400	8,628,400	238,000	2.8%	
Socio Economic Status	10,009,300	9,855,300	154,000	1.6%	
Plant Operations and Maintenance (PO&M)	62,810,900	61,971,100	839,800	1.4%	
Metro Urban Transportation	21,505,500	22,209,600	(704,100)	(3.2%)	5
ECS Special Transportation	2,273,000	2,273,000	-	-	2
Equity of Opportunity	8,379,900	8,251,000	128,900	1.6%	
Federal French Funding	500,000	500,000	-	-	
Narrowing Teachers' Salary Gap	245,000	-	245,000	-	
SUBTOTAL DIFFERENTIAL COST FUNDING	223,029,200	215,874,300	7,154,900	3.3%	
PROVINCIAL PRIORITY TARGETED FUNDING					
High Speed Networking	2,179,200	2,179,200	-	-	
SUBTOTAL PROVINCIAL PRIORITY FUNDING	2,179,200	2,179,200	-	0.0%	
OTHER PROVINCIAL SUPPORT					
Institutional Support	9,624,200	9,624,200	-	-	2
Regional Education Consulting Services	-	3,212,400	(3,212,400)	(100.0%)	6
Regional Collaborative Service Delivery (RCSD)	3,211,700	1,850,700	1,361,000	73.5%	6
Reduction in System Admin & School Bd Gov'n	(3,805,000)	(3,691,000)	(114,000)	3.1%	
SUBTOTAL OTHER PROVINCIAL SUPPORT	9,030,900	10,996,300	(1,965,400)	(17.9%)	
TOTAL PROVINCIAL OPERATIONAL FUNDING	827,273,900	805,252,500	22,021,400	2.7%	

Edmonton Public Schools
2014-2015 Spring Proposed Revenue Budget - continued

	2014-2015 Proposed Budget	2013-2014 Revised Budget	Variance \$	Variance %	Notes
CAPITAL					
Debenture Interest	102,500	102,500	-	-	
Infrastructure Maintenance Renewal (IMR)	7,350,500	5,677,700	1,672,800	29.5%	7
Amortization of Capital Allocations and Expended Deferred Capital Revenue	31,881,400	31,881,400	-	-	2
SUBTOTAL CAPITAL	39,334,400	37,661,600	1,672,800	4.4%	
OTHER PROVINCIAL REVENUES					
Tuition Agreements	1,137,100	1,137,100	-	-	8
Secondments - Provincial	3,789,800	3,789,800	-	-	8
Alberta Teachers' Retirement Fund (ATRF)	53,969,500	52,905,900	1,063,600	2.0%	9
SUBTOTAL OTHER PROVINCIAL REVENUES	58,896,400	57,832,800	1,063,600	1.8%	
OTHER PROVINCIAL GRANTS	5,736,000	5,736,000	-	-	8
TOTAL GOVERNMENT OF ALBERTA	931,240,700	906,482,900	24,757,800	2.7%	
FEDERAL GOVERNMENT AND FIRST NATIONS	2,339,200	2,339,200	-	-	8
OTHER ALBERTA SCHOOL AUTHORITIES	563,000	1,063,000	(500,000)	(47.0%)	10
FEES					
School Fees - School Generated Funds	12,514,400	12,514,400	-	-	
Transportation Fees	9,838,700	9,838,700	-	-	
International Student Fees	4,297,500	4,297,500	-	-	
Metro Continuing Education Fees	938,300	938,300	-	-	
Textbook Rental Fees	1,447,700	1,447,700	-	-	
Music Instrument & Other Material Fees	239,500	239,500	-	-	
SUBTOTAL FEES	29,276,100	29,276,100	-	0.0%	8
OTHER SALES AND SERVICES					
Sales and Services - Schools & Central DU's	5,065,800	5,065,800	-	-	
Other Sales and Services - School Generated Funds	5,778,400	5,778,400	-	-	
Secondments - Other Entities	2,212,300	2,212,300	-	-	
Lunch Program Fees	4,077,800	4,077,800	-	-	
Adult Education	1,960,400	1,960,400	-	-	
SUBTOTAL SALES AND SERVICES	19,094,700	19,094,700	-	0.0%	8
INVESTMENT INCOME	-	-	-	-	
GIFTS AND DONATIONS					
School Gifts and Donations	6,524,000	6,524,000	-	-	8
EPSB Foundation Support	490,000	406,100	83,900	20.7%	11
SUBTOTAL GIFTS AND DONATIONS	7,014,000	6,930,100	83,900	1.2%	
FUNDRAISING - School Generated Funds	1,713,300	1,713,300	-	-	8
RENTAL OF FACILITIES	3,393,700	3,393,700	-	-	8
TOTAL OPERATING REVENUE	\$ 994,634,700	\$ 970,293,000	\$ 24,341,700	2.5%	

**Notes to the
2014-2015 Spring Proposed Revenue Budget**

Consistent with the Provincial requirements, unless otherwise noted, variance explanations have been provided for amounts where the Spring Proposed Budget differs from the Fall Revised Budget by more than 5%.

1 Base Instruction Funding

The overall increase in base instruction funding is due to a projected enrolment growth of 2.5% (see Attachment II for additional details). Although there were no increases in the per student funding rates, there was an increase of 2% in the funding received for class size.

2 ECS Program Unit Funding (PUF), ECS Special Transportation, Institutional Support & Expended Deferred Capital Revenue

The budget amount has been carried forward from 2013-2014 and will be updated when the budgets are completed in the spring. These budgets are a flow through where any change from the amount currently shown will be offset by an equivalent amount being allocated.

3 Inclusive Education

The Inclusive Education grant is comprised of three components, out of which two are enrolment driven. The increase in funding reflects the projected enrolment growth as well as a funding increase of 2% which only impact the enrolment driven components of the calculation.

4 English as a Second Language (ESL)

Out of the total increase over 2013-2014, approximately 50% relates to current year projected enrolment growth for this population of students. The remaining 50% or approximately \$2.3 Million relates to an understatement of the 2013-2014 Revised Budget figure.

5 Metro Urban Transportation

The funding calculation for this grant has been changed by the Province resulting in an estimated reduction of \$1 Million prior to factoring in enrolment growth.

6 Regional Education Consulting Services (RECS) / Regional Collaborative Service Delivery (RCSD)

A new funding model has been rolled out for the current year. Funding for RCSD comes from allocations previously provided for student health services, children and youth with complex needs and RECS. The net decrease in funding relates to services the District was providing to other jurisdictions and is offset by a reduction of these related expenses, therefore, there will be no net impact on services provided within EPSB.

7 Infrastructure Maintenance Renewal (IMR)

The IMR calculation has been changed to replace FTE weighted enrolment with FTE funded enrolment. The total amount of IMR funding for the entire province has increased from \$77 Million to \$100 Million (basically returning to prior levels of provincial support). As a result, EPSB's share of the IMR funding has increased by \$3.34 Million. Under the new Public Sector Accounting Standards (PSAS) IMR capital revenue has been reclassified to expended deferred capital reserve (EDCR) and is matched to the supported amortization expense. Therefore, approximately 50% of the IMR funding (\$1.67 Million) is recorded under operating revenue.

8 Other Provincial Revenues/Grants, Fees, Sales and Services, Gifts and Donations, Fundraising & Rental of Facilities

The budget amount has been carried forward from 2013-2014 and will be updated when the budgets are completed in the spring as the budget is entered directly by the individual school/central decision unit.

9 Alberta Teachers' Retirement Fund (ATRF)

This amount represents a flow through of teacher retirement benefits paid by the Province on behalf of our teachers and matches the revenue from the Province.

10 Other Alberta School Authorities

As a result of the changes under the new RCSD funding model, \$0.5 Million of external revenue related to RECS will no longer be received by the District.

11 EPSB Foundation Support

In January of 2014, Beacon Heights became the sixth school to receive support from the Foundation for full day kindergarten. The increase in 2014-2015 reflects all six sites being operational for the entire year.

Edmonton Pubic Schools
2014-2015 Projected Enrolment vs September 30, 2013 Actual Enrolment
Funded vs Other

Student Enrolment Enrolment by Division	2014-2015 Projected Enrolment*	2013-2014 Sept. 30th Enrolment	Increase/ (Decrease) Enrolment	Variance %
Funded Students:				
ECS	7,807	7,807	-	0.0%
Grade 1 to 3	20,869	19,640	1,229	6.3%
Grade 4 to 6	18,588	18,028	560	3.1%
Junior High	18,130	17,753	377	2.1%
Senior High	22,369	22,369	-	0.0%
Subtotal Funded Students	87,764	85,597	2,167	2.5%
Other :				
International Students	382	382	-	0.0%
Early Ed. - Headstart/community children	86	88	(2)	(2.3%)
Other/Non Resident/ Blended/Sponsorships	95	89	6	6.7%
Home Education	428	398	30	7.5%
Subtotal Other Students	991	957	34	3.5%
Total Student Enrolment	88,755	86,554	2,201	2.5%

** Note, the projected enrolment figures have been prepared based on a high level district wide forecast. The projected enrolment will be updated closer to the actual spring budget being released to the schools.*

**Edmonton Public Schools
2014-2015 Spring Proposed Budget
Distribution of Funds**

Projected Revenue	Proposed 2014-2015	Revised 2013-2014	Variance \$	Variance %	Notes
Operating Revenue	<u><u>\$ 994,634,700</u></u>	<u><u>\$ 970,293,000</u></u>	<u><u>\$ 24,341,700</u></u>	<u><u>2.5%</u></u>	
School Allocations (Attachment V)					
School Allocations Levels 1 to 8	<u><u>\$ 540,056,290</u></u>	<u><u>\$ 525,067,318</u></u>	<u><u>\$ 14,988,972</u></u>	<u><u>2.9%</u></u>	<u><u>1</u></u>
Other Supplemental School Allocations	<u><u>151,231,729</u></u>	<u><u>145,497,069</u></u>	<u><u>5,734,660</u></u>	<u><u>3.9%</u></u>	<u><u>2</u></u>
	<u><u>691,288,019</u></u>	<u><u>670,564,387</u></u>	<u><u>20,723,632</u></u>	<u><u>3.1%</u></u>	
School Generated Funds/External Revenues	<u><u>37,862,434</u></u>	<u><u>37,862,434</u></u>	<u><u>-</u></u>	<u><u>-</u></u>	<u><u>3</u></u>
Subtotal School Allocations	<u><u>729,150,453</u></u>	<u><u>708,426,821</u></u>	<u><u>20,723,632</u></u>	<u><u>2.9%</u></u>	
Other Allocations (Attachment VI)					
Metro Continuing Education	<u><u>11,416,725</u></u>	<u><u>11,416,725</u></u>	<u><u>-</u></u>	<u><u>-</u></u>	<u><u>4</u></u>
External Revenue Allocations - Central	<u><u>14,566,394</u></u>	<u><u>15,066,394</u></u>	<u><u>(500,000)</u></u>	<u><u>(3.3%)</u></u>	
District Level Fixed Costs	<u><u>68,784,860</u></u>	<u><u>67,424,760</u></u>	<u><u>1,360,100</u></u>	<u><u>2.0%</u></u>	<u><u>5</u></u>
District Level Committed Costs	<u><u>68,625,388</u></u>	<u><u>67,173,292</u></u>	<u><u>1,452,096</u></u>	<u><u>2.2%</u></u>	<u><u>5</u></u>
	<u><u>163,393,367</u></u>	<u><u>161,081,171</u></u>	<u><u>2,312,196</u></u>	<u><u>1.4%</u></u>	
Central Decision Units	<u><u>48,121,380</u></u>	<u><u>47,879,157</u></u>	<u><u>242,223</u></u>	<u><u>0.5%</u></u>	
Subtotal Other Allocations	<u><u>211,514,747</u></u>	<u><u>208,960,328</u></u>	<u><u>2,554,419</u></u>	<u><u>1.2%</u></u>	
Alberta Teachers' Retirement Fund (ATRF)	<u><u>53,969,500</u></u>	<u><u>52,905,851</u></u>	<u><u>1,063,649</u></u>	<u><u>2.0%</u></u>	<u><u>6</u></u>
Total Budget	<u><u>\$ 994,634,700</u></u>	<u><u>\$ 970,293,000</u></u>	<u><u>\$ 24,341,700</u></u>	<u><u>2.5%</u></u>	

**Notes to the
2014-2015 Spring Proposed Budget
Distribution of Funds**

Consistent with the Provincial requirements, unless otherwise noted, variance explanations have been provided for amounts where the Fall Revised Budget differs from the Spring Proposed Budget by more than 5%.

1 School Allocations Levels 1 to 8

School Allocations for the Spring Proposed Budget are based on enrolment projections which attempt to predict the number of students at each grade level and the number of students with special needs. For 2014-2015, there have been no changes to the per student allocation amounts.

2 Other Supplemental School Allocations

Included in this category of school allocations are new allocations for 2014-2015 which include:

- a) Enhanced Support for Schools - \$2 Million. These funds will be distributed between the four school leadership groups to enhance programming for student differences and will include shared consulting services, student engagement metrics, and alternate student assessment/achievement metrics.
- b) Equity Fund - \$4.8 Million. Out of these funds, \$4 Million will be directed towards enhancing equity for all students and \$0.8 Million has been targeted towards increasing the number of student assessments currently available for schools.
- c) Security Upgrades for Elementary Schools - \$0.8 Million. This will require a review of the current security in place at elementary schools and will be used to upgrade or install security cameras and/or additional security measures.
- d) amiskwaciy Academy base rent - \$1.13 Million. Covering this cost as a district allocation, results in an increase in the amount of FNMI funds available to be directly allocated out to schools.

3 School Generated Funds/External Revenues

School generated funds are funds raised in the community for expenditures at the school level. School external revenues include board approved textbook rental fees, lunch program fees, grants, as well as school lease rentals. These figures will not be updated until the schools complete their spring budgets.

4 Metro Continuing Education

This figure will be updated once Metro has completed their spring budget.

5 District Level Fixed / District Level Committed Costs

These allocations have been updated to reflect the anticipated fixed and committed costs for 2014-2015. Additional details on these costs have been included in Attachment IV.

6 Alberta Teachers' Retirement Fund (ATRF)

This amount represents a flow through of teacher retirement benefits paid by the Province on behalf of our teachers and matches the revenue from the Province.

**Edmonton Public Schools
2014-2015 Spring Proposed Budget
Other Allocations**

	Proposed 2014-2015	Revised 2013-2014	Variance \$	Variance %	Notes
District Level Fixed Costs					
Debt and Fiscal Services	\$ 44,493,360	\$ 42,820,560	\$ 1,672,800	3.9%	
Utilities	18,200,000	18,900,000	(700,000)	(3.7%)	
Insurance	3,595,000	3,525,000	70,000	2.0%	
High Speed Networking	2,496,500	2,179,200	317,300	14.6%	1
	68,784,860	67,424,760	1,360,100	2.0%	
District Level Committed Costs					
Student Transportation	33,685,721	34,512,766	(827,045)	(2.4%)	
PO&M (core facility maintenance)	13,332,520	12,708,379	624,141	4.9%	2
Human Resources Supply Services	10,714,770	10,714,770	-	-	3
Language and Cultural Support	3,953,008	3,953,008	-	-	4
Enhanced Support for District Plan/Project Fund	2,575,000	-	2,575,000	100.0%	5
Enterprise Systems	1,585,752	1,585,752	-	-	6
Professional Improvement Leaves	1,000,000	1,540,000	(540,000)	(35.1%)	7
Staff Development	500,000	-	500,000	100.0%	8
Partnership Commitments	369,000	364,000	5,000	1.4%	9
Human Resources Secondments	232,917	232,917	-	-	
Pinpoint	150,000	150,000	-	-	
Audit Fees	111,200	111,200	-	-	
EduLink	43,000	43,000	-	-	
Election	315,000	1,200,000	(885,000)	(73.8%)	10
Board Initiative Fund	45,000	45,000	-	-	
Trustee Transition Allowance	12,500	12,500	-	-	
	68,625,388	67,173,292	1,452,096	2.2%	
External Revenue Allocation	14,566,394	15,066,394	(500,000)	(3.3%)	
Metro Continuing Education	11,416,725	11,416,725	-	-	
	25,983,119	26,483,119	- 500,000	(1.9%)	
Central Decision Units	48,121,380	47,879,157	242,223	0.5%	
Total	\$ 211,514,747	\$ 208,960,328	\$ 2,554,419	1.2%	

**Notes to the
2014-2015 Spring Proposed Budget
Other Allocations**

Consistent with the Provincial requirements, unless otherwise noted, variance explanations have been provided for amounts where the Fall Revised Budget differs from the Spring Proposed Budget by more than 5%.

1 High Speed Networking

The increase reflects the additional cost to the District to provide this service to the schools which is above the amount funded by the Province. This increased cost has been covered by a district allocation instead of recovering the amount through charge backs to the schools.

2 Plant Operations & Maintenance (PO&M) (core facility maintenance)

PO&M funding calculation is based on the frozen funded head count from the previous year. Therefore, the increase in PO&M funding is based on last year's enrolment growth. In addition, a portion of the current year increase results from a decrease in anticipated utility costs.

3 Human Resources Supply Services

This allocation covers pooled staffing costs for illness which are not included in the individual school budgets.

4 Language and Cultural Support

This allocation targets funds towards FNMI and diversity education, support for english language learners and the languages centre.

5 Enhanced Support for District Plan/Project Fund

Funds have been put aside to address projects and to support initiatives coming out of the new district plan. In addition as a result of the Central DU budget cutbacks in 2013-2014, funds will be directed to certain central decision units to maintain service levels and supports. The Project Fund will be used to promote effective and efficient business practices.

6 Enterprise Systems

This allocation covers the annual maintenance costs for the District's systems.

7 Professional Improvement Leaves

The decrease of \$0.54 Million is based on an approved Board recommendation report dated September 17, 2013.

8 Staff Development

In conjunction with the new pilot calendar project and the increase in professional development days from three to five, funds have been allocated for this initiative.

9 Partnership Commitments

The District has entered into the partnership agreements with: Partnership for Kids, Community University Partnerships, Cappies, United Way, Careers: the Next Generation, Welcome to Kindergarten, Corporate Challenge and the Confucius Institute.

10 Election

The allocation in 2013-2014 was to cover the entire cost of the fall election which previously occurred every three years. On a go forward basis, the cost of the election will be pro-rated and allocated over the four year election term.

DATE: April 22, 2014

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Proposed Ten-Year Facilities Plan 2015-2024 and Three-Year Capital Plan 2015-2018

ORIGINATOR: David Fraser, Executive Director, Corporate Services

RESOURCE STAFF: Josephine Duquette, Jon Dziadyk, Jenifer Elliott, Ken Erickson, Leanne Fedor, Roland Labbe, Marco Melfi, Lorne Parker, Jim Ray

REFERENCE: School Capital Manual – October 2013

ISSUE

The District's Three-Year Capital Plan must be approved by the Board of Trustees on an annual basis (Attachment II). For this year, the deadline for submission of the *Three-Year Capital Plan 2015-2018* to Alberta Education was April 1, 2014. An extension to this deadline has been granted.

The Ten-Year Facilities Plan must also be reviewed and be made available upon request by Alberta Education. The most recent Ten-Year Facilities Plan was approved in June 2008. Over the past six years, the rate of residential growth in Edmonton has increased significantly, creating challenges for the District. An updated Ten-Year Facilities Plan is required to capture the current challenges and opportunities facing the District (Attachment I).

RECOMMENDATION

That the proposed *Ten-Year Facilities Plan 2015-2024 and Three-Year Capital Plan 2015-2018* be approved for submission to Alberta Education.

BACKGROUND

Infrastructure Planning Principles

In September 2013, the Board of Trustees approved the Infrastructure Planning Principles to guide capital, facility and student accommodation planning. The principles are as follows:

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 stewardship.
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 our 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 in order to provide integrated services that support district students.

These principles guide the actions of the Board, the Superintendent and Administration when allocating financial resources, creating priorities for capital funding, maintaining and building new school buildings, acquiring land or declaring it surplus, establishing programming, exploring partnerships and creating places for safe, caring, healthy, respectful, diverse, inclusive and equitable learning. The Three-Year Capital Plan and the Ten-Year Facilities Plan considered these principles when designing the methodology for creating the capital priorities for modernizations and new construction.

District Infrastructure Strategy

The Infrastructure Planning Principles will guide the District Infrastructure Strategy, which is aimed at transforming the District's inventory of infrastructure assets to ensure outstanding educational opportunities and facilities are available for all students. The strategy will identify timelines and goals to provide high quality learning opportunities, respond to community needs, address the deferred maintenance deficit, and right size district space to efficiently meet short-term and long-term needs. The desired outcomes of the Infrastructure Strategy include the following:

- Ensure the District has sufficient infrastructure to offer high quality learning environments, geographically located to serve district demographics;
- Align district infrastructure operations to effectively support the infrastructure management plan;
- Asset management plan for all buildings;
- Sufficient space available for partnerships and community supports;
- Sustainable transportation system designed to serve district needs;
- Commitment to continuous evergreening of infrastructure needs beyond 2022; and
- Create financial efficiencies to ensure district funds are directed to the areas that provide benefits for the most students.

Consistent application of the Planning Principles through the development of the District Infrastructure Strategy and its implementation through the Ten-Year Facilities Plan and Three-Year Capital Plan, is expected to build confidence and trust of all stakeholders in the District's infrastructure planning and management. Government stakeholders and the public will see that the District's infrastructure is effectively supporting optimum learning opportunities and supports for students, responding to community needs, where appropriate, and enabling the realization of the District's vision and mission. The District will create opportunities for ongoing engagement with partners, community members, the City of Edmonton and the Provincial Ministries to implement the Infrastructure Strategy.

Capital Planning Methodology

The *Ten-Year Facilities Plan 2015-2024* provides a broad overview of the District's facilities and identifies long-range facility needs. As per Alberta Education guidelines, the plan provides an overview of district facility information by sector and includes enrolment trends and

projections, demographic data, facility condition information, current and projected utilization rates and programming opportunities. The plan identifies future modernization and expansion needs, and informs the priorities outlined in the District's Three-Year Capital Plan.

The *Three-Year Capital Plan 2015-2018* outlines the District's capital priorities for this three year period. It must include a detailed breakdown of costs by facility required, copies of Site Readiness Checklists for new or replacement school projects included in year one of the submission as well as completion of the New School Project Application and the Expansion and Modernization Project Application. The plan must demonstrate that the District has evaluated its ability to deliver the requested projects during the three-year period.

The District recognizes the critical need to reinvest in our existing buildings. At 50 years, major building components such as mechanical and electrical systems reach the end of the expected life-cycle and require replacement. In 2012, according to the provincial Real Estate Capital Asset Priority Planning (RECAPP) database, the District had a current deferred maintenance total of \$216 million. This figure will increase to approximately \$710 million by 2017, as 40 additional schools will reach 50 years of age. By 2026, 130 will be 50 years old or older, and the value of deferred maintenance is on track to exceed \$1 billion.

Criteria for determining modernization projects are based on an evaluation of the following factors:

- Condition of building (as per five year Facility Condition Index and lifecycle cost reduction);
- School utilization trend;
- Sector utilization trend;
- Cost-benefit analysis (project cost/number of students enrolled);
- Current and future welcoming schools as identified in the District's report, [*Managing Student Growth in New and Developing Neighbourhoods*](#); and
- Schools involvement in previous consolidation processes.

Predominantly, the requests for new construction are located within the suburban areas. However, in many mature neighbourhoods, the age of school buildings and their deferred maintenance is a challenge for the District. A replacement school, which would include a consolidation of a number of schools in close proximity, will allow the District to serve students living in a mature area with a modern facility and to better manage the District's infrastructure and maintenance needs. Additional modernizations and replacement school projects will be guided by the Infrastructure Planning Principles as well as recommendations outlined in the Infrastructure Strategy, and included in future capital plans. Replacement school projects provide the District with the opportunity to collaborate with the Provincial and Municipal governments, partner agencies, as well as community groups as per the objectives of the ELEVATE report, where new thinking about school buildings and what they are used for is encouraged.

In recent years, The City of Edmonton has experienced significant residential growth in new suburban areas that has affected our ability to provide local accommodation to students within these growth areas. According to municipal census data, the City of Edmonton has grown by 151,394 residents between 2001 and 2012. Development and construction activity growth has risen 67 per cent over this time period, according to the Chief Economist for the City of

Edmonton. The west, southeast and southwest areas of the City experienced the greatest amount of growth during this time, with 60 per cent of lots serviced in the past three years from the southwest and southeast areas alone. Construction activity in the north is expected to grow as well, with several new neighbourhoods ready to begin development. The number of residential building permits issued for January 2014 is the highest it has been since 1989, indicating that suburban growth shall continue in the years to come.

Between 2002 and 2010, no new school buildings were opened in the District despite the significant amount of student population growth in new suburban areas during this time. The District's inability to keep up with providing local accommodation for the significant residential growth has resulted in critical enrolment pressures at many schools serving the students from the new suburban areas. The District established a comprehensive plan to manage student growth and to meet the demand for student learning spaces at certain schools due to large enrolment increases. The District's report, *Managing Student Growth in New and Developing Neighbourhoods*, highlights the disparity between demand for new schools and capital funding for new schools.

The proposed priorities for new construction and major additions are based on a review of all land development plans, policies and data for the City of Edmonton, and analysis of pre-school and student residency data in suburban areas, including but not limited to:

- Number of 0-4 year olds living in the new areas;
- Number of EPSB students currently residing in the new area;
- Available student capacity in the plan area;
- Future growth potential in the new area;
- Distance and average travel time by yellow bus to a designated receiving school; and
- Ability of nearby schools to accommodate current and projected growth in new areas.

The criteria for prioritizing new constructions projects place an emphasis on locations experiencing rapid growth and students traveling a significant distance to a school with space to accommodate them, in addition to the impacts of *Managing Student Growth in New and Developing Neighbourhoods*.

Instructional Area Model for Calculating Capacity

The Province has created a new model for calculating capacity that focuses on the instructional area of a school, as opposed to the current Area, Capacity and Utilization (ACU) formula, which establishes a capacity based on a building's total area. Plans for each school including the new utilization calculations will be submitted to the Province prior to summer recess to be applied in the 2014-2015 school year. Capacity and utilization data contained in the Ten-Year Facilities Plan will be updated next year reflecting the new capacity measure.

RELATED FACTS

- The Province expects a Three-Year Capital Plan to be submitted annually as well as an up to date Ten-Year Facilities Plan to be available upon request.
- Modernization projects are evaluated based on facility condition and long-term operational needs.
- Replacement schools are considered in mature areas where enrolment and utilization trends are declining and the facilities require significant infrastructure investment.

- New school construction projects are considered in growing suburban areas where the District is challenged to provide local accommodation to students.
- A District Infrastructure Strategy will be developed to guide all future decisions regarding district facilities based on the Infrastructure Planning Principles.

OPTIONS

The following options are selected for consideration as they are deemed the most admissible:

1. Forward the approved *Ten-Year Facilities Plan 2015-2024 and Three-Year Capital Plan 2015-2018*, as presented for submission to Alberta Education.
2. Forward the approved *Ten-Year Facilities Plan 2015-2024 and Three-Year Capital Plan 2015-2018*, as amended for submission to Alberta Education.

CONSIDERATIONS & ANALYSIS

The uncertainty of capital funding creates challenges in prioritizing projects, for both modernizations and new school construction. Funding for modernization projects has been consistently below levels required to maintain high quality learning environments in all the District's aging infrastructure. The pace of residential development in new suburban areas has outpaced capital funding for constructing new local accommodation for the large numbers of students being realized in these areas. The *Three-Year Capital Plan 2015-2018* reflects investment in both mature areas and new growth areas in the District's capital priorities, though more new construction is ranked higher in each of the three years. It is difficult to prioritize a list of new construction projects as each one listed is required to meet the immediate and future demands of new growth areas.

Based on capital priorities outlined in the previous *Three-Year Capital Plan 2014-2017*, the Province announced funding for five new school construction projects, an expansion to Lillian Osborne School and four modernization projects as part of the Building Alberta's School Construction Program. Four of the new schools and the expansion project will serve students living in new suburban areas. Although these projects will increase the District's capacity to accommodate students residing in these areas, very few of the 46 new neighbourhoods served by the District approved since 2005 are nearing completion. Student residency numbers will continue to climb across the City as development of these areas continues, and more schools will face organizational and program delivery challenges as they struggle to accommodate these students. In order to meet the demand for student learning spaces in these areas, students will continue to be designated to schools with space to accommodate them. Many of these schools are aging facilities located in mature neighbourhoods located a significant distance away from where these students live. This accommodation pattern of designating students to aging buildings is reflected in the District modernization priorities as modernization projects should provide the most benefit to the most students in today's context.

A replacement school project for a mature neighbourhood was also funded. This type of project is the first of its kind for the District and is contingent upon the consolidation of three or more school buildings. By consolidating educational programming into a replacement school, the District will improve its environmental footprint and reduce the amount of deferred maintenance that needs to be addressed. Upon consultation with communities, parents, staff and relevant stakeholders, a decision regarding where the replacement school will be located will be determined in June 2014. The replacement school and the four modernization projects provide

an opportunity for the District to serve students in mature areas with modern facilities that can enhance educational opportunities.

NEXT STEPS

The approved *Ten-Year Facilities Plan 2015-2024* and *Three-Year Capital Plan 2015-2018* will be submitted to Alberta Education.

ATTACHMENTS & APPENDICES

ATTACHMENT I *Ten-Year Facilities Plan 2015-2024*

ATTACHMENT II *Three-Year Capital Plan 2015-2018*

APPENDIX I Excerpt from *School Capital Manual*

JE:gm

Ten-Year Facilities Plan 2015-2024

1.0 INTRODUCTION

As per the District's new Vision, Mission, Values and Priorities, *The Ten-Year Facilities Plan 2015-2024* strives to provide exceptional educational opportunities for all students. Quality learning environments and programs are essential to achieving that goal. The District works to meet facility needs and objectives with the funding available to it. Working within allocated resources, the District must plan its approach to facility management and prioritize its planned capital requirements and investments strategically.

VISION:

Transforming the learners of today into the leaders of tomorrow.

MISSION:

We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

PRIORITIES:

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

Provide welcoming, high quality learning and working environments.

Enhance public education through communication, engagement and partnerships.

VALUES:

Supporting the Vision, Mission and Priorities are the District's core values of accountability, collaboration, equity and integrity.

The District's key facility and capital planning outcomes are contained within two major documents:

- A Ten-Year Facilities Plan, which provides a broad overview of the District's facilities and identifies long-range facility needs; and
- A Three-Year Capital Plan, which outlines what the District's capital priorities will be.

The Provincial Government suggests that school districts annually review its Ten-Year Facilities Plan to confirm its continued relevance and submit an updated plan to Alberta Education upon request. Edmonton Public Schools' *Ten-Year Facilities Plan 2015-2024* provides an overview of district facility information by sector and includes enrolment trends, demographic data, facility condition information, capacity and utilization rates, and programming opportunities. The plan, guided by the District's Infrastructure Planning Principles and Infrastructure Strategy, provides the strategic direction in response to current facility challenges.

1.1 Infrastructure Planning Principles

In response to a ministerial review of district operational practices, the Board of Trustees developed a framework to address the issue of overcapacity within the District's *Ten-Year Facilities Plan 2003-2012*, approved on November 25, 2003. This strategy introduced a set of guiding principles for planning school facilities. Since 2003, the Planning Principles have been refined and added to, as required, throughout the years.

In September 2013, the Board of Trustees approved the Infrastructure Planning Principles Policy to guide the actions of the Superintendent in regards to infrastructure decisions including administrating 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; and acquiring and disposing of land and buildings. The principles are as follows:

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 stewardship.
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 our 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 in order to provide integrated services that support district students.

1.2 Infrastructure Strategy

The Infrastructure Planning Principles will guide the District Infrastructure Strategy, which is aimed at transforming the District's inventory of infrastructure assets to ensure outstanding educational opportunities and facilities are available for all students. The strategy will identify timelines and goals to provide high quality learning opportunities, respond to community needs, address the deferred maintenance deficit, and right size district space to efficiently meet short-term and long-term needs. The desired outcomes of the Infrastructure Strategy include the following:

- Ensure the District has sufficient infrastructure to offer high quality learning environments, geographically located to serve district demographics;
- Align District infrastructure operations to effectively support infrastructure management plan;
- Asset management plan for all buildings;
- Sufficient space available for partnerships and community supports;
- Sustainable transportation system designed to serve District needs;
- Commitment to continuous evergreening of infrastructure needs beyond 2022; and
- Create financial efficiencies to ensure district funds are directed to the areas that provide benefits for the most students.

Consistent application of the Planning Principles through the development of the Infrastructure Strategy and its implementation through the Ten-Year Facilities Plan and Three-Year Capital Plan, it is expected that the District will build confidence and trust of all stakeholders in its infrastructure planning and management. Government stakeholders and the public will see that the District's infrastructure is

effectively supporting optimum learning opportunities and supports for students, responding to community needs, where appropriate, and enabling the realization of the District's vision and mission.

1.3 Education Act Implications

The *Education Act* was passed on December 10, 2012 and will likely come into effect prior to the 2015-2016 school year. Though the current *School Act* is still in effect, it will be required for all boards to revise their policies, procedures and practices to ensure compliance with the new *Education Act*.

As high school completion rates are important, the *Education Act* will allow for students to access high school education until the age of 21. A new high school completion centre requested in the *Three-Year Capital Plan 2015-2018* will position the District to better serve students in their fourth and fifth years of high school as the age for which public education may be provided increases to 21.

2.0 DISTRICT PLANNING CONTEXT

Edmonton Public Schools is the second largest school district in Alberta and the sixth largest in Canada, with a current enrolment of 86,554 students from Kindergarten to Grade 12, 202 operating schools, and over 7,000 staff.

The size of the District and rapidly changing urban context create significant facility challenges. These include:

- **Ensuring the District operates the appropriate number of schools for the number of students it serves.** In comparison to other major Alberta school districts, Edmonton Public Schools operates comparatively low enrolment schools, and has more student spaces than are needed. In addition, four new schools will open in 2016, with capacities ranging from 600 to 900 students.
- **Ensuring that schools and programs are distributed equitably to serve all district students.** Many district schools and programs are concentrated where there are fewer resident students, and significant numbers of students are transported to these schools due to a deficiency in student spaces in the growing areas where these students reside.
- **Maintaining high quality learning environments across the District.** District schools are aging and need significant modernization. Securing provincial funding to modernize all of our district schools is challenging given the excess student utilization within them.

Key factors influencing the District's ability to address these issues include funding, changing demographics and aging school facilities.

2.1 Student Space

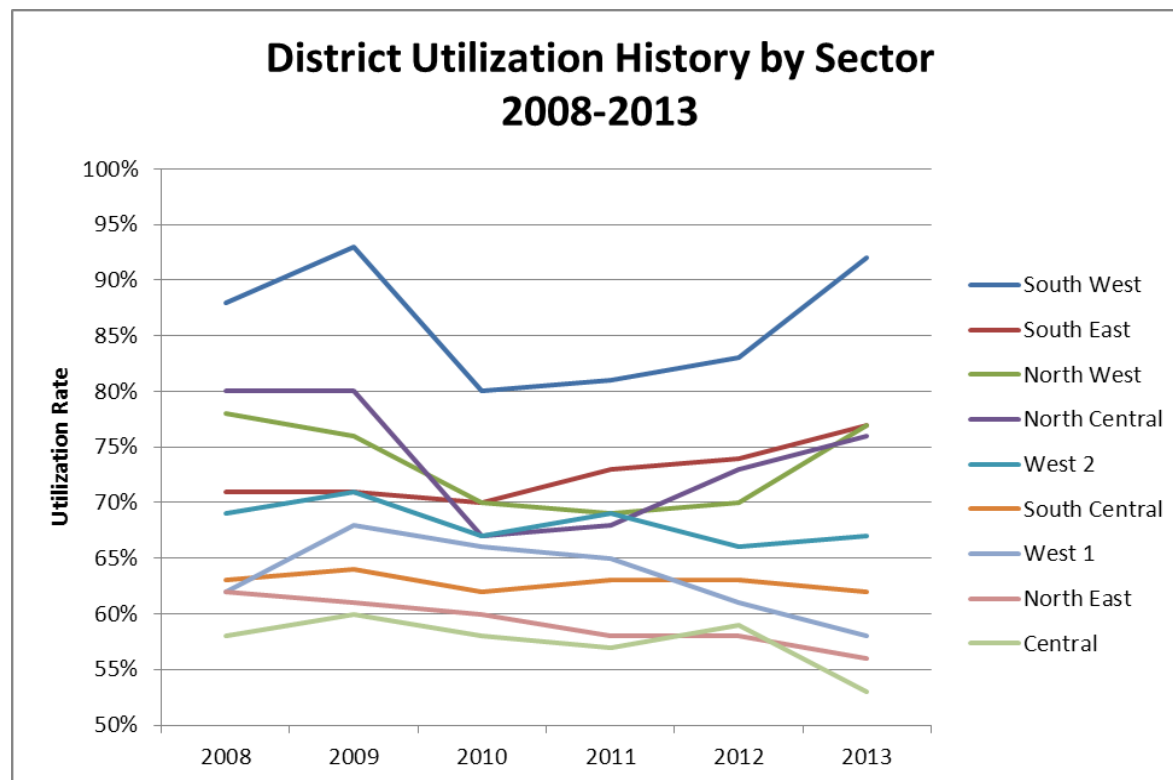
In the spring of each year, the Province provides Area, Capacity and Utilization (ACU) calculations to each school jurisdiction. The District utilization rate was 67 per cent district-wide for the 2012-2013 school year. This is based on 1,063,587 square metres of space, 117,800 student spaces and a total adjusted enrolment of 79,035 students. The current provincial assessment of surplus district student spaces is 38,765. The number of student spaces and the number of students enrolled in the District have increased while the District utilization rate has decreased by four per cent since 2008. Though enrolment has steadily increased, additional capacity resulting from several new school openings and modular classroom additions has outweighed the number of space reduction initiatives since 2008 leading to an increase in over capacity district-wide.

School Year	Total Operating Area (Square Meters)	District Capacity (K-12)	Provincial Adjusted Enrolment	Surplus Capacity	Utilization
2007-2008	1,002,017	107,559	76,825	30,734	71%
2012-2013	1,063,587	117,800	79,035	38,765	67%
Change		+10,241	+2,210		-4%

All provincial capital funding for schools is impacted by the school districts' utilization rate. In the School Capital Manual (Appendix I), the Province suggests a target utilization rate of 85 per cent for optimal operations. In the past, a utilization rate lower than the suggested target has influenced the ability of the District to secure capital funding for new schools. The utilization included in this report is based on the previous provincial utilization formulae. Future capital planning processes will reflect the new Instructional Area Model for calculating capacity.

The four major urban school boards were instructed by the Province in 2003 to develop smaller geographic sectors within their districts as a way to allow greater flexibility in provincial consideration of project funding, based on utilization rates in smaller geographic areas. There are nine geographic sectors for elementary and junior-high schools across the District. The tenth sector is the district-wide high school sector. These sectors have formed the basis for all Ten-Year Facilities and Three-Year Capital plans since 2004.

The following chart displays the district utilization trend by sector. Currently only the Southwest Sector has a utilization rate above the 85 per cent target.



2.1.1 Instructional Area Model for Calculating Capacity

The Province has created a new model for calculating capacity that focuses on the instructional area of a school, as opposed to the current Area, Capacity and Utilization (ACU) formula, which establishes a capacity based on a building's total area. Plans for each school including the new utilization calculations will be submitted to the Province prior to summer recess to be applied in the 2014-2015 school year. Capacity and utilization data contained in the Ten-Year Facilities Plan will be updated next year reflecting the new capacity measure.

2.1.2 New Capacity

The Province announced funding for these projects as part of the Building Alberta's School Construction Program. District student capacity will increase by approximately 3300 elementary/junior high spaces in one K-6, one 7-9 and two K-9 schools scheduled to open in 2016. An expansion of 600 student spaces at Lillian Osborne School has also been funded, increasing student capacity at the high school level.

A replacement school project for a mature neighbourhood was also funded through the Building Alberta's School Construction Program. This project will allow for the consolidation of three or more school buildings that are undetermined at this time. By consolidating educational programming into a replacement school, the District will improve its utilization rate, environmental footprint and reduce its deferred maintenance. Until the schools selected for consolidation are determined, it is unknown how the replacement school will impact the District's capacity.

Sector	K-9 Student Spaces (2013)	K-9 Student Spaces (2016)
Central	12,162	12,162
North Central	7,782	7,782
North East	7,433	7,433
North West	4,058	4,058
South Central	14,264	14,264
South East	13,959	13,959
South West	9,940	12,340
West 1	12,752	12,752
West 2	6,246	7,149
Total	88,596	91,896

Note: Does not account for reduction in capacity resulting from future replacement school or future modular additions that may be required.

As a consequence of the new capacity being delivered in the new growth areas, the amount of unused or excess space in the City's mature neighbourhood schools will increase. With continued focus on providing schools where students live, funding for new schools in new growth areas and replacement schools in mature areas will be required.

2.2 Demographics

2.2.1 Population Information

Census and other demographic data provide valuable information on preschool numbers, as well as overall school aged residency in Edmonton. The District also uses a number of other sources when considering demographic data. These include but are not limited to:

- The study of current population growth and attrition to a school on a community basis;
- Population and housing construction (City of Edmonton Residential Land Supply data);
- Annual analysis of demographic and economic forecasts (national, provincial and civic) from Canadian Housing and Mortgage Corporation; and
- Direct input from principals on school enrolment and local conditions on a school-by-school basis.

A review of Federal census data provides insight to recent growth in district enrolment, indicating an overall increase in the pre-school and school-aged population in Edmonton between 2001 and 2011. The following table provides the data for population of various age categories.

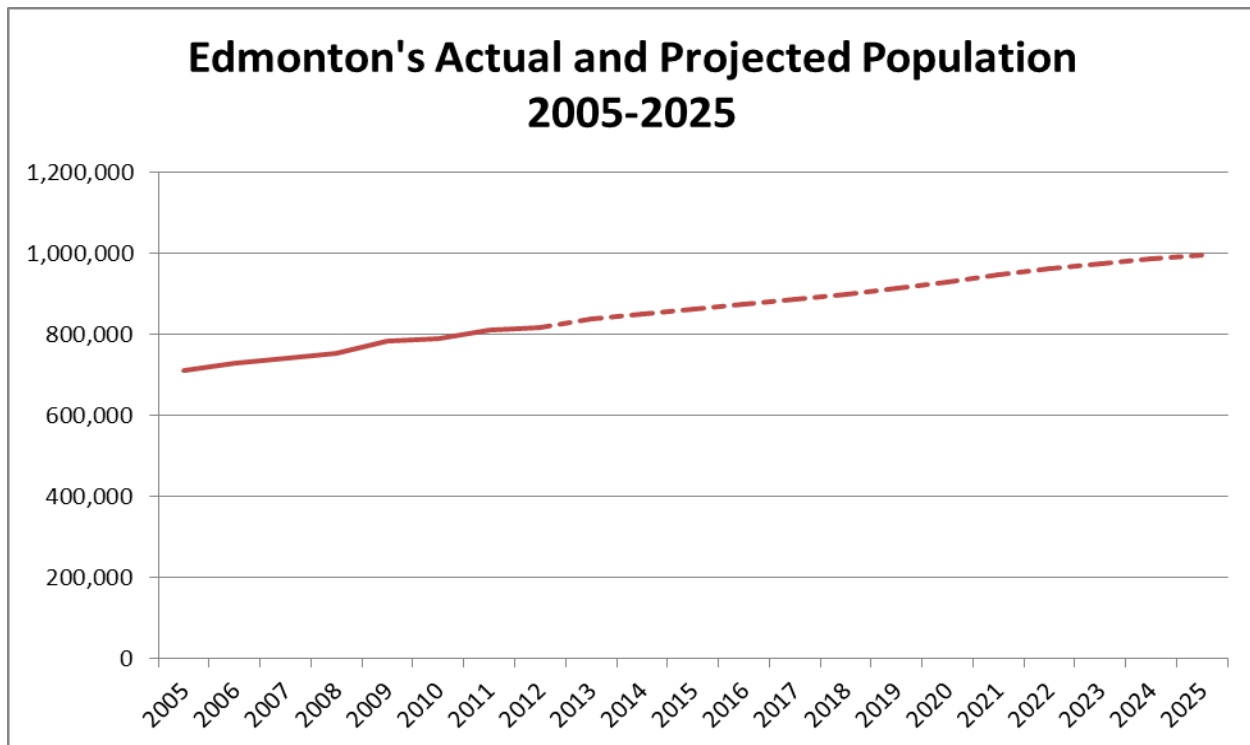
Federal Census	Ages 0 to 4	Ages 5 to 9	Ages 10 to 14	Ages 15 to 19
2001	38,620	84,640		46,170
2006	40,740	39,360	43,435	49,405
2011	50,560	42,320	42,555	48,950
Net Growth	11,940	235		2780

Source: Statistics Canada

The 2011 Federal Census indicates a significant increase in the overall number of zero to four year old residents citywide, especially in the last five years. The five to nine year old age group continues to increase, while the number of 10 to 14 year olds is in decline. The 15 to 19 year age group grew from 2001 to 2006, but has declined from 2006 to 2011.

The Province has developed a forecast for the number of elementary and junior high students in the Province as a whole, based on an assumption of robust or sustained high-growth. The projections call for growth of 14 per cent to occur to 2028, as identified in the *Alberta 20-Year Strategic Capital Plan*. The 14 per cent increase is projected to 2016 in *Alberta Education's Workforce Planning Strategy*, and in *Alberta Employment, Immigration and Industry's* discussion paper on *Growth Pressures and Social Infrastructure in the Capital Region*. Specifically related to Edmonton, the latter two documents referenced forecast a four per cent growth rate to 2011 followed by a 10 per cent rate from 2011 to 2016 in Edmonton. The Province acknowledges that these forecasts are based on an assumption of robust or sustained high-growth, which could lead to some over-provision of services, facilities and funding. This is presented as a preferable outcome to one that would underestimate future need.

The City of Edmonton's *Economic Outlook 2012-2013* report, identifies strong continued growth for Edmonton. In the last 10 years, the population has increased by 150,000 people to 817,498 in 2012. By 2040 the population is expected to reach 1.2 million.



City of Edmonton's *Economic Outlook 2012-2013* report

2.2.2 Growth in the City of Edmonton

The City of Edmonton has 85 neighbourhoods in approved Area Structure Plans, over half of these approved since 2005. Of these, 34 neighbourhoods are complete, 40 neighbourhoods are under development and 11 are at the planned stage (about to start). In addition to these planned areas under development, there are three urban growth areas located in the west, southeast and northeast areas of the City that are expected to generate approximately 50,000 single family lots to accommodate over 200,000 people. The large number of developing communities with varied development timelines across Edmonton is challenging for the District in terms of projecting future student populations, as well as meeting the demand for new school construction. The following maps illustrate the location and status of residential development in new suburban neighbourhoods in Edmonton.

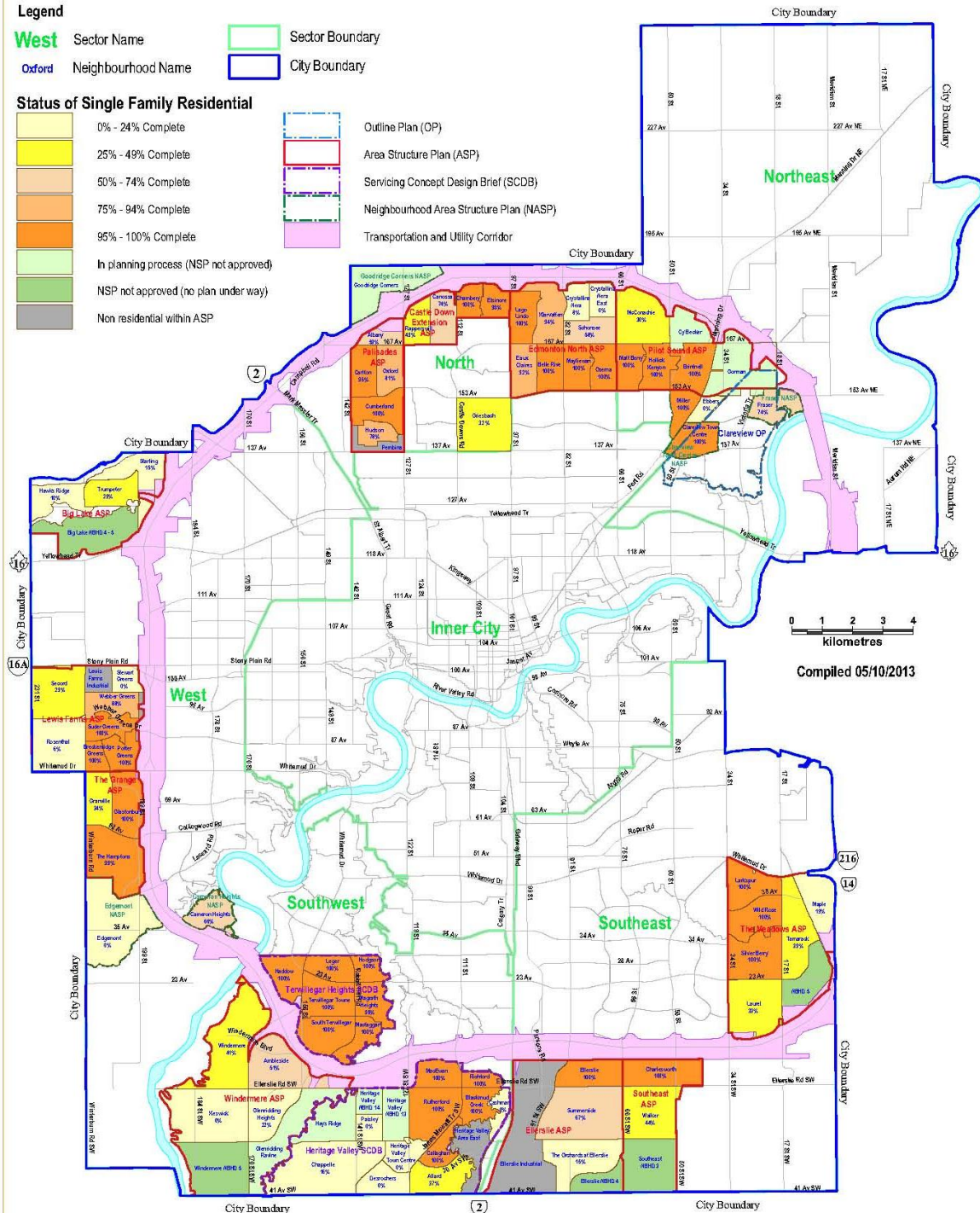
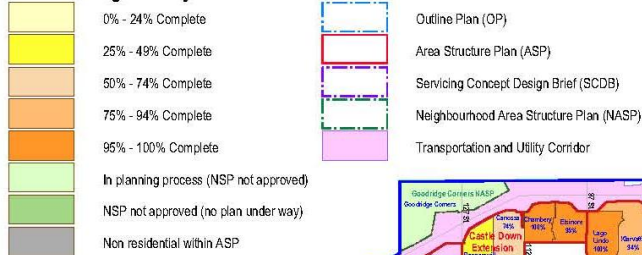
City of Edmonton Status of Suburban Single Family Development

Legend

West Sector Name
Oxford Neighbourhood Name

Sector Boundary
City Boundary

Status of Single Family Residential



Map compiled by:
GIS and Cartography Unit
Urban Planning and Environment Branch

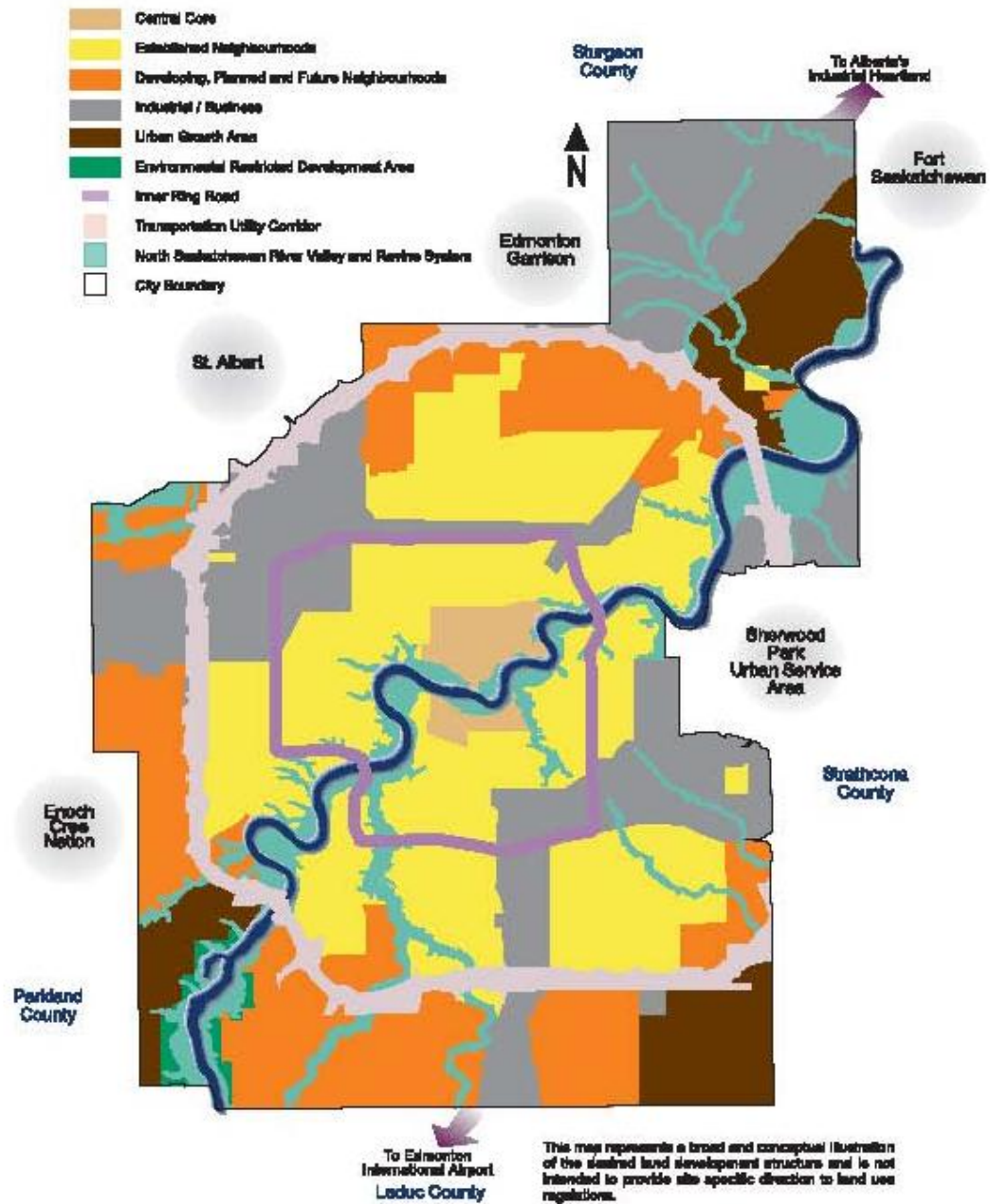
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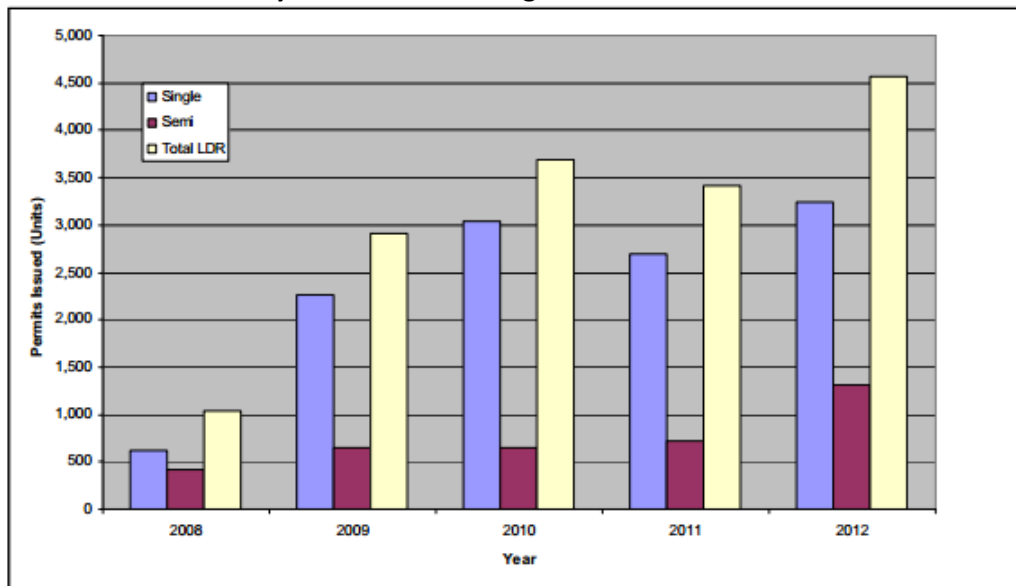
Edmonton
SUSTAINABLE DEVELOPMENT

Map 2: Land Development Map of Edmonton



The rate of city development varies greatly by neighbourhood, though the majority of new residential development occurs in new suburban areas. The City of Edmonton is committed to redeveloping and revitalizing the mature and established areas of the City and many policies are in place to guide and enable development in these areas such as Evolving Infill, Elevate (Community Sustainability Task Force), Area Redevelopment Plans and the Neighbourhood Renewal Plan. However, the majority of residential development is happening in new neighbourhoods where rapid development causes rapid increases in student residency, often accompanied by high peak student numbers.

Number of Low Density Residential Building Permits in Edmonton: 2008-2012



Source: 2013-2018 Residential Land Servicing Forecast, City of Edmonton

Future growth in elementary and junior high student populations are anticipated to occur in new residential suburban neighbourhoods located in the Northwest, North Central, Southeast, Southwest, and West 2 sectors. Currently, there are 16 schools located in these new suburban areas of the City, with four scheduled to open in 2016. Future new school capacity planning will be focused on these growth areas for the next 10 years and beyond. District priorities for the delivery of new school facilities in these areas will be reviewed annually and included in the District's Three-Year Capital Plan.

Top Ten Developing Communities to Receive Residential Building Permit Applications (2012)

Neighbourhood	Sector
Summerside	SE
Windermere Estates	SW
Walker	SE
Laurel	SE
McConachie	NC
Webber Greens	W2
Callaghan	SW
Chappelle	SW
Secord	W2
Tamarack	SE

2.2.3 Student Enrolment

As part of its budgeting process, the District conducts an annual enrolment projection using all available external demographic data and a review of historical and current Student Information System data. This projection is made for the District as a whole, and on a school-by-school basis. External data is used extensively to monitor pre-school populations and residency patterns, while internal data is used to project enrolments on an annual basis.

The following chart indicates current and projected student enrolment in the developing neighbourhoods of the City. These projections are based on potential lot supply and the number of housing starts suggested by the Urban Development Institute (UDI) by sector of the City as defined within the City of Edmonton Urban Growth Strategy.

The high projection is calculated using a high growth rate based on the potential low density lot supply determined by UDI and a high student generation rate. The low projection is calculated using a low growth rate based on the potential lot supply determined by the City of Edmonton and a low student generation rate. The UDI analysis is market based and the City of Edmonton's analysis is area based. Neighbourhoods that have completed residential development were not considered.

Current and Projected K-9 Students Residing in Developing Areas

		2019		2024	
Sector	Current Number of K-9 Students	Additional Number of K-9 Students Projected (Low)*	Additional Number of K-9 Students Projected (High)**	Additional Number of K-9 Students Projected (Low)*	Additional Number of K-9 Students Projected (High)**
North Central	880	532	905	1,064	1,809
North East	188	687	1,181	1,832	3,150
North West	1,248	306	513	611	1,026
West 2	1,482	1,641	2,769	3,036	5,123
South East	2,293	1,486	2,492	3,689	6,184
South West	659	1,419	2,438	2,837	4,876
TOTAL	6,750	13,069	22,168	13,069	22,168

*Based on housing starts as determined by the City of Edmonton

**Based on housing starts as determined by the Urban Development Institute

2.2.4 Annexation

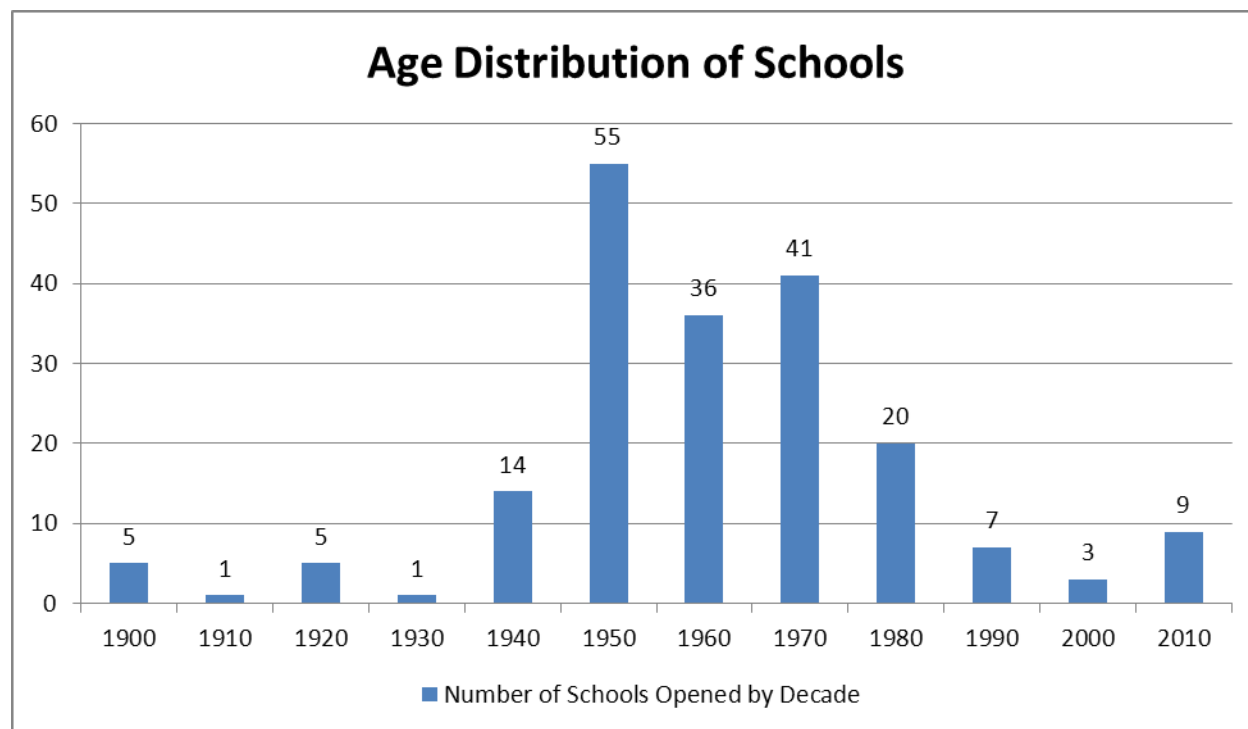
The City of Edmonton has sent a notice of intent to proceed with annexation applications to Leduc County, the Town of Beaumont, the Municipal Government Board (Government of Alberta), the Capital Region Board and all affected local authorities. If successful, this annexation will add 15,000 hectares of land south of the City boundary that is currently part of Leduc County.

As per previous Edmonton annexations, the boundaries of Edmonton Public Schools would likely be expanded to match new City of Edmonton municipal boundaries. There are no existing school buildings in the proposed annexation area; however, district schools would need to be identified to accommodate students residing in this area. It would be the responsibility of Edmonton Public Schools to provide busing for any affected students wishing to attend their new designated school. Due to the low density and sparse distribution of students over a large rural area, and depending on the nearest school with available space to accommodate these students, there could be significant transportation implications in terms of cost and ride times. For various reasons, students could choose to remain at the schools attended prior to annexation.

Since the last major annexation in 1982, Edmonton Public Schools built 35 schools in suburban communities that had high student population and a demand for local accommodation. The first school built in the 1982 annexation area was Velma E. Baker School in 1993 followed by Lillian Osborne School in 2009. Since 2010, six additional new schools opened within the 1982 annexation areas, with four schools approved to open in September 2016. Further additional schools will be required in the 1982 annexation area if development continues at or near current levels.

2.3 Aging Facilities

At present, Edmonton Public Schools operates 202 school buildings with an average age of 46 years. Of these, approximately 90 facilities are 50 years of age or older.



Many of the facilities require significant renovations to maintain a quality learning environment. The District has a sizable investment in an aging inventory of school facilities. Funding for operating and maintaining schools, and for capital projects, is tied directly to the amount of space used for teaching and learning rather than the total district inventory of space. As a result, Edmonton Public Schools must use existing space efficiently and effectively.

As noted, significant student growth is occurring in the newer neighbourhoods. As many of these neighbourhoods do not have schools, students must be transported long distances to schools that often require major renovations. The challenges and costs of transporting the students are increasing as the City expands geographically. Schools are needed to serve students in growing communities and renovations are needed for existing schools. Instructional and Plant Operational and Maintenance (PO&M) funding is distributed by the Provincial Government on a per student basis. The Province allocates this money based on the number of students enrolled in a school, not the actual operation or maintenance needs of the school. This means that a large facility and a small facility with the same student population will generate the same amount of money for facility needs, regardless of size or relative condition. The provincial formula used to fund capital projects and school maintenance encourages the concentration of students in fewer facilities.

Alberta Infrastructure estimates the net value of all Edmonton Public School district buildings at \$2.3 billion, and estimates that the total value of deferred maintenance on the buildings is \$216 million. At 50 years, major building components such as mechanical and electrical systems reach the end of the expected life-cycle and require replacement. In 2012, according to the provincial Real Estate Capital Asset Priority Planning (RECAPP) database, the District had a current deferred maintenance total of \$216 million. This figure will increase to approximately \$710 million by 2017, as 40 additional schools will reach 50 years of age. By 2026, 130 will be 50 years old or older, and the value of deferred maintenance is on track to exceed \$1 billion. As buildings age, more building components reach the category of 'moderate' to 'significant' risk, where failure is imminent or likely to occur. The current rate of capital funding approved by the Province for modernization projects, combined with funding provided through the annual Infrastructure Maintenance Renewal (IMR) program, which is applied annually through the Major Maintenance Plan, will not be sufficient to address the program needs in district schools as well as the total deferred maintenance needs given these projections.

School facilities in the District vary greatly in condition, and future significant capital expenditures are necessary to ensure safe, comfortable, accessible facilities for learning and working in for students and staff. If two critical components of any school are considered – the building envelope (e.g. roof, walls, flooring, windows) and the mechanical systems (e.g. boilers and fans for heating and ventilation, electrical, plumbing), it becomes apparent that the District is facing a significant challenge to maintain its buildings in upcoming years.

Mechanical systems require replacement due to wear, potential for breakdowns, scarcity of parts and poor energy efficiency. If mechanical systems fail, schools are temporarily shut down to ensure the safety of students and occupants. Replacement of worn and inefficient mechanical and electrical systems will become a greater issue in the next decade, as post-war era schools exceed their designed lifecycles. Due to the complexity of the work, limited funding and rising costs, the number of replacements that are possible to complete within a single year is limited. Air quality expectations and requirements have increased, which must be addressed in these replacement systems.

3.0 PARTNERSHIPS AND LEASES

3.1 Leases

One of the District's priorities is to enhance public education through communication, engagement and partnerships. Edmonton Public Schools has been successful at implementing partnerships to acquire new facilities and make better use of existing facilities. The District has been successful in a number of partnerships with existing facilities such as Conseil scolaire Centre-Nord, Edmonton Ballet, Excel Society, Edmonton City Centre Church Corporation, Capital Health, Terra Association, and a number of Head Start Societies (ABC, Ben Calf Robe, Bent Arrow, and Oliver Child Care Centre). Another example of this is the George P. Nicholson School partnership with Alberta Health Services and the YMCA.

In 2011-2012, the District leased a total of 43,416 square meters of operational school space to external parties. This represents four per cent of the District's total operational school space. Closed schools are exempted from provincial utilization calculations. However, leases in closed schools are an essential means of recovering operational costs. Currently, approximately 57,247 square meters of non-operational building space is leased.

3.2 ELEVATE

The ELEVATE report, generated by the Community Sustainability Task Force in 2012, offers recommendations to guide the next steps for Edmonton to achieve ongoing community vitality across the City. The District is supportive of ELEVATE and will continue to work with the Province, the City and other school districts to achieve community sustainability. By working together and sharing current and long-term plans, including the District Infrastructure Strategy, Ten-Year Facilities Plan and Three-Year Capital Plan, potential opportunities in communities will be identified and efficiencies will be created. The recommendations outlined in ELEVATE will allow for new thinking about schools in regards to the buildings themselves and what the buildings are used for. The Province is encouraged to provide infrastructure funding that will allow for existing and new schools to be modern, multi-functional facilities that can accommodate a variety of programs.

3.3 Joint Use Agreement

The District also partners with the City of Edmonton, Edmonton Catholic School District and Conseil scolaire Centre-Nord as part of the Joint Use Agreements. The Joint Use Agreement: Facilities provides access to school facilities for community groups after school hours, the use of city recreational facilities by students during school hours and shared use of sports fields by student and community groups. The Joint Use Agreement: Land guides the planning, assembly, design, development and maintenance of Joint Use sites for schools and parks. It also provides the framework for decision making in regards to surplus sites.

The Joint Use Agreement is reviewed every ten years, the next update is scheduled to be completed in 2017. The agreements could reflect changes to policies and approaches envisioned in initiatives like ELEVATE.

4.0 SECTOR ANALYSIS

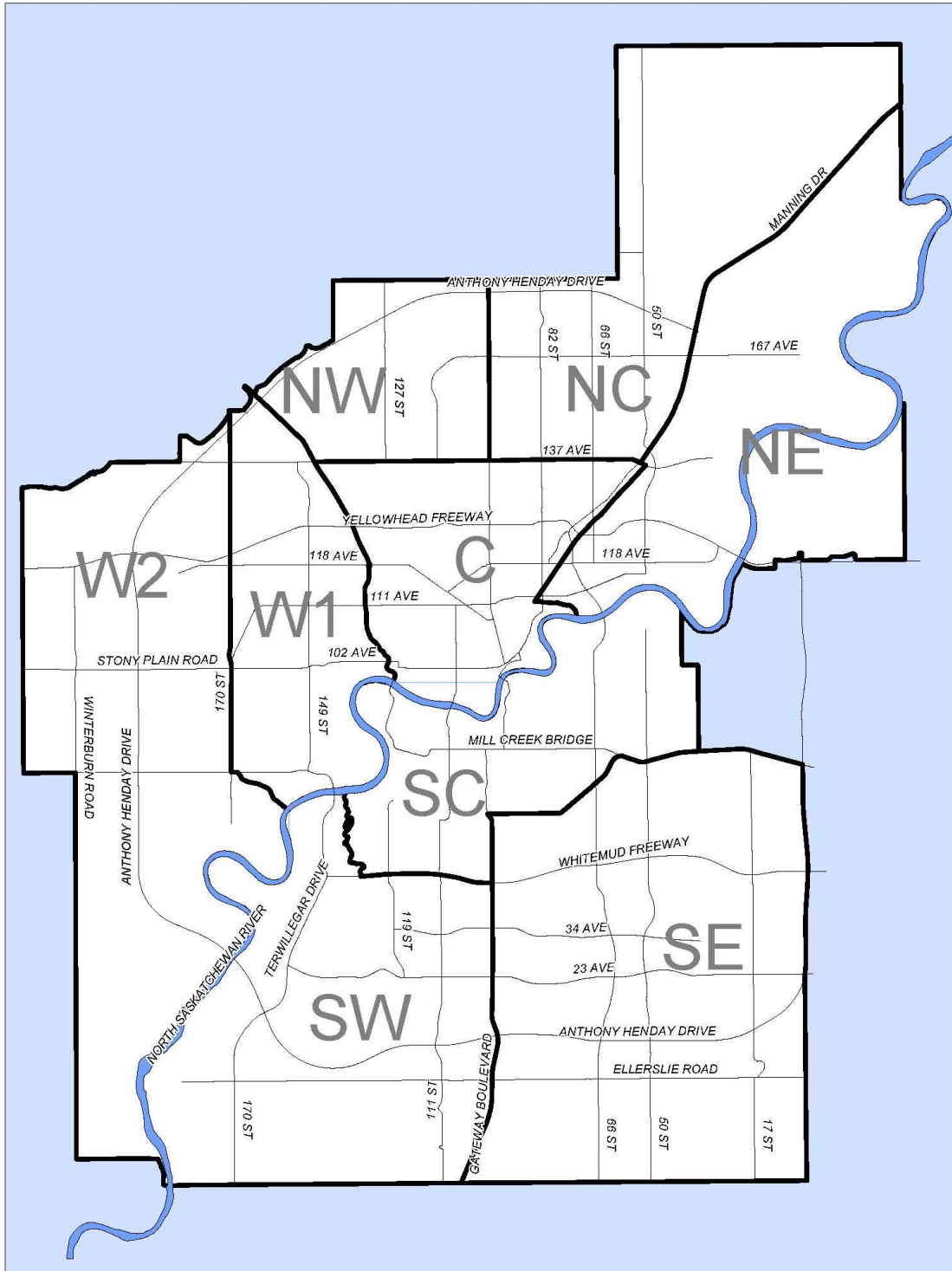
As noted, there are nine geographic sectors for elementary and junior-high schools across the District as well as a high school sector. Each sector is unique and has its own challenges and opportunities in terms of facilities.

An analysis for each sector includes the following information:

- Population data
- Capacity and utilization
- Program information
- Student accommodation strategy
- Facility condition assessment
- New construction requirements
- Modernization needs

By analyzing these factors by sector, we are able to identify how the District can continue to provide welcoming, high quality learning and working environments into the future.

SECTOR MAP



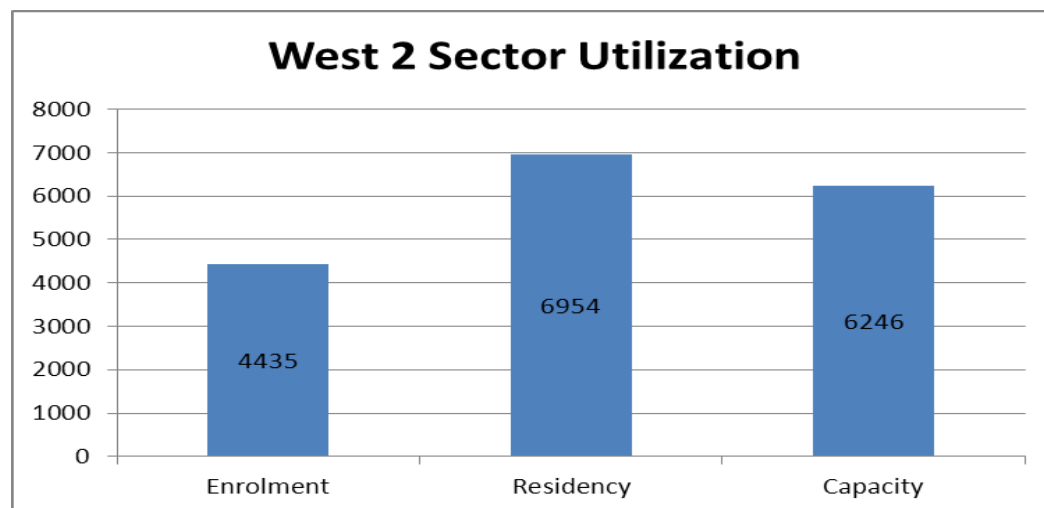
WEST 2

West 2 Sector



Where are we?

The West 2 Sector includes both new developing neighbourhoods and mature, established communities. The utilization rate for the West 2 Sector is 71 per cent, though there is a shortage of 708 student spaces to accommodate students residing in West 2. There are very few alternative programs located in West 2 Sector schools. Students residing in this area must attend schools outside of West 2 if they wish to attend an alternative program.



Bessie Nichols and Winterburn schools were impacted by the District's report on *Managing Student Growth in New and Developing Neighbourhoods*. Both of these K-9 schools experienced enrolment pressures due to significant growth in the neighbourhoods they serve. As a result of the long-term plan, attendance areas for both schools were shrunk and neighbourhoods were re-designated to schools with space, some outside of the West 2 Sector. At Winterburn School, the Logos Christian program was re-directed to Youngstown and Britannia schools in the West 1 Sector.

A summary of the overall condition rating of schools in the West 2 Sector are listed below:

School Name	2012-2013 Capacity	2012-2013 Utilization	Age of Facility	FCI Rating
Aldergrove	349	79%	38 Years	Good
Belmead	411	51%	36 Years	Good
Bessie Nichols	895	63%	2 Years	Not rated
Callingwood	373	70%	37 Years	Good
Centennial	348	68%	33 Years	Good
La Perle	452	59%	32 Years	Good
Lymburn	493	53%	30 Years	Good
Michael A. Kostek	518	79%	35 Years	Good
Ormsby	496	36%	34 Years	Good
S. Bruce Smith	656	88%	24 Years	Good
Talmud Torah*	379	31%	17 Years	Good
Thorncliffe	430	55%	42 Years	Good
Winterburn	446	105%	57 Years	Good
Average			32 Years	

*Facility owned by private society

The Province approved funding for a 900 capacity junior high school to be located in the Webber Greens neighbourhood. This school, scheduled to open in 2016, will provide junior high students in the Lewis Farms area with local accommodation as well as alleviate enrolment pressures at Winterburn School which has a utilization rate of 105 per cent.

Current Alternative programs located in the West 2 Sector:

- Hebrew Bilingual - Talmud Torah School
- Pre-Advanced Placement - S. Bruce Smith School

Expansion of existing alternative programs and consideration of new alternative programs will be addressed depending on demand and space available.

The location and need for special education classes is reviewed on an ongoing basis. Information regarding special education classes can be found on the District website at <http://epsb.ca/programs/specialeducation/>

Where are we going?

The West 2 Sector includes the developing areas of Big Lake, Cameron Heights, Edgemont, The Grange, Lewis Farms and Riverview.

Neighbourhood	Population (2012)	Population Projected**	Housing Units Projected	Housing Units Remaining	% Build Out
Trumpeter	160	5388	1171	826	29
Starling	0	5231	1118	947	15
Hawks Ridge	0	5240	1543	1381	10
Neighbourhood 4	0	TBD	0	1639	0
Neighbourhood 5	0	TBD	0	1800	0
Suder Greens	1911	13609	2339	1658	100
Breckenridge Greens	1520	2001	427	0	100
Potter Greens	2811	3512	510	0	100
Rosenthal	0	5931	1025	0	6
Secord	914	12294	2905	2725	29
Stewart Greens	0	13,609	2339	1658	0
Webber Greens	549	3564	592	592	88
Glastonbury	5984	7780	1454	0	100
Granville	222	5522	1159	764	34
The Hamptons	9405	13226	3520	25	99
Edgemont	0	14836	3824	3824	0
Riverview*	0	34021	18069	18069	0
Cameron Heights	1125	4488	883	299	66

*Includes data for entire ASP

**Based on information provided in Neighbourhood Structure Plans approved by the City of Edmonton

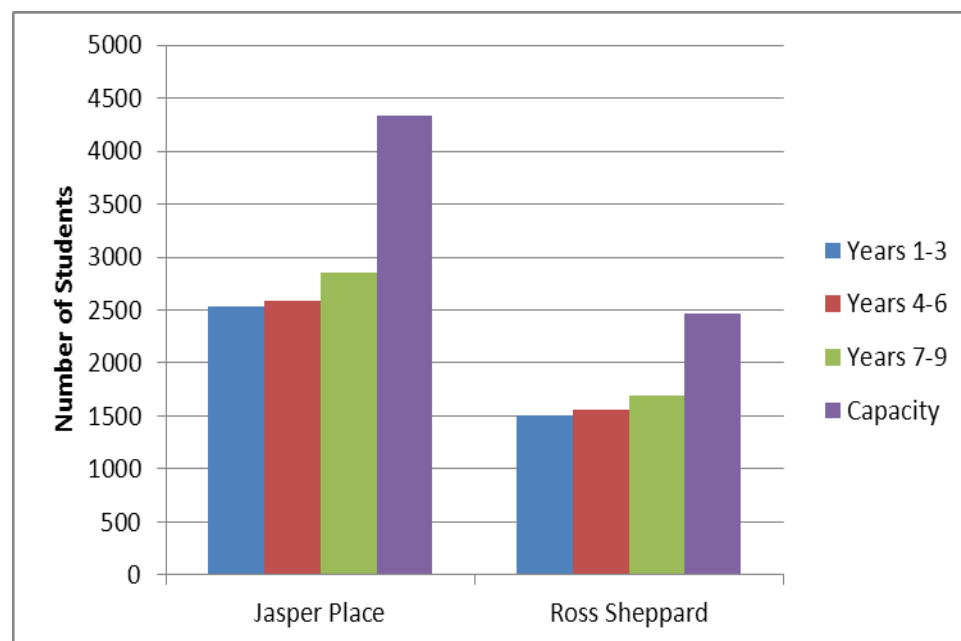
According to the City of Edmonton's 2013-2018 Residential Land Servicing Forecast, 21-26 per cent of future residential lot activity is expected to come from the west. The neighbourhoods of Edgemont, Hawks Ridge, Granville, Rosenthal, Secord, Starling, Stewart Greens and Trumpeter are expected to generate most of the growth in the West 2 Sector over the next five years.

The District has developed a five and 10 year student population projection for the developing neighbourhoods located in Big Lake Area Structure Plan (ASP), Cameron Heights Neighbourhood Area Structure Plan (NASP), Edgemont NASP, The Grange ASP, Lewis Farms ASP and Riverview ASP. These projections are based on the number of housing starts and potential lot supply as defined within the Urban Growth Strategy and determined by the Urban Development Institute (UDI) and the City of Edmonton. The methodology assumes that student generation from developing neighbourhoods will be similar to student generation in recently developed areas. The high projection is based on high student generation and a high growth rate as per UDI predictions. The low projection is based on low student generation and a low growth rate as per City of Edmonton predictions. These projections do not account for population growth or decline anticipated in neighbourhoods that have completed development.

Many established communities are experiencing slow growth or a decline in population, whereas the new and developing areas are experiencing the highest growth rates. The following chart includes information about developing and recently developed neighbourhoods in the West 2 Sector:

Sector	Current Number of K-9 Students	2019		2024	
		Additional Number of K-9 Students Projected (Low)	Additional Number of K-9 Students Projected (High)	Additional Number of K-9 Students Projected (Low)	Additional Number of K-9 Students Projected (High)
West 2	1,482	1,641	2,769	3,036	5,123

The following chart displays what the District should expect for high school residency numbers for the next nine years in the West 2 Sector compared to the capacities of the high schools serving this sector. These projections are based on a simple roll-over of current District residency data and does not account for any new growth or decline that will occur in this sector over this time period. As a district of choice many students also choose to attend school in a sector that they do not reside in. The students projected in Years 1-3 are current junior high students and Years 4-9 are current elementary students.



How do we get there?

New Construction Projects

These trends are reflected in the District's capital priorities for new construction in the *Three-Year Capital Plan 2015-2018*:

Priority	Project Location
2	The Grange (Glastonbury or Granville)
8	Lewis Farms (Secord)
18	Lewis Farms (Rosenthal)
26	Big Lake (Starling)
27	Edgemont

In addition to the sites requested for new construction projects indicated above, the District has several other planned K-9 school sites located in the West 2 Sector. These sites could be considered for new construction to address growth in future capital planning processes.

Based on projections outlined above, new construction projects for the high school level are not required in the immediate future as there is sufficient high school capacity to serve this sector. We will continue to monitor the demand for high school sites in the growing suburban areas. The West 2 Sector has the following planned high school sites that will be considered in future capital planning processes:

- Callingwood
- The Hamptons
- Riverview

Modernization projects

There are currently 13 facilities in the West 2 Sector. Only one of these facilities is above the District average age of 46 years.

There are no modernization projects for the West 2 Sector identified in the *Three-Year Capital Plan 2015-2018*; however, the following schools have been identified as requiring modernization projects in the next four to 10 years:

School	Project Description
Centennial	General Upgrade
Callingwood	General Upgrade

Callingwood and Centennial schools each have modular additions on their buildings that have reached the end of their lifecycle. Through a modernization project, it will be determined whether or not they should be removed, upgraded or replaced with new modular units or a permanent addition to the school building.

The need for modernization projects in the West 2 Sector will be reviewed on an ongoing basis as the school buildings continue to age. Many schools in this sector have aging modular additions. This will be

considered when prioritizing future modernization projects as many of these modulars will need to be removed, upgraded or replaced with either new modular units or permanent additions.

Without new construction projects to provide local accommodation for students residing in the new developing neighbourhoods in Big Lake, The Grange, Lewis Farms, Edgemont and Riverview, ongoing student re-designations to aging schools in mature areas will continue. This trend is reflected in determining modernization project priorities as modernization projects should provide the most benefit to the most students in today's context.

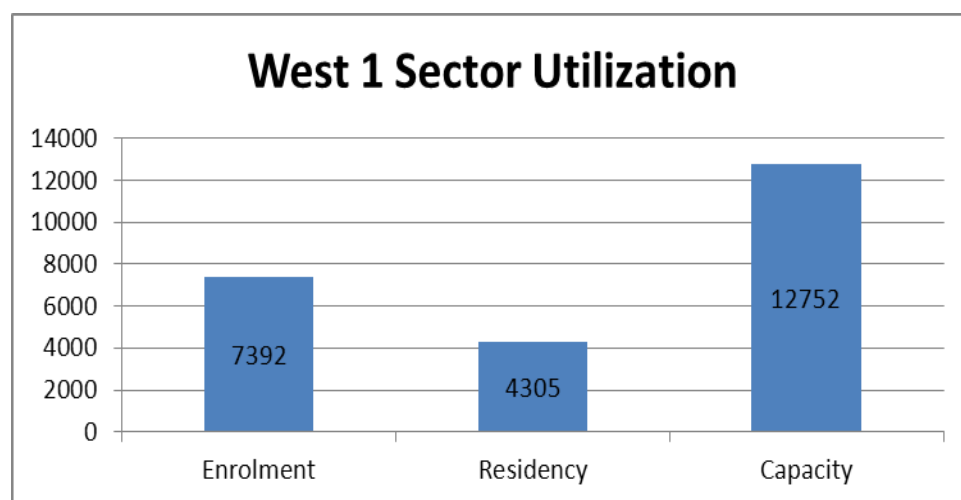
WEST 1

West 1 Sector



Where are we?

The West 1 Sector is comprised of mature and established neighbourhoods. The utilization rate for the West 1 Sector is 58 per cent. There are greater numbers of students enrolled in West 1 Sector schools than those that reside in this area. Many District alternative programs are found within this sector enhancing the viability of many West 1 Sector schools. In addition, several West 1 Sector schools were identified as receiving schools for new neighbourhoods resulting from the report on *Managing Student Growth in New and Developing Neighbourhoods*.



A summary of the overall condition rating of schools in the West 1 Sector are listed below:

School Name	2012-2013 Capacity	2012-2013 Utilization	Age of Facility	FCI Rating
Afton	545	55%	48 Years	Good
Brightview	378	51%	47 Years	Good
Britannia	656	24%	58 Years	Good
Coronation	226	49%	61 Years	Good
Crestwood	333	117%	61 Years	Fair
Dovercourt	373	58%	59 Years	Good
Edmonton Christian West*	474	77%	15 Years	Not rated
Elmwood	637	62%	54 Years	Good
Glendale	204	45%	63 Years	Good
Glenora	277	63%	74 Years	Good
Grovenor	310	49%	65 Years	Fair
Hillcrest	673	58%	51 Years	Good
James Gibbons	196	31%	60 Years	Good
Laurier Heights	607	65%	57 Years	Fair
Lynnwood	467	48%	54 Years	Good
Mayfield	424	78%	56 Years	Good
Meadowlark Christian*	278	97%	61 Years	Not rated
Meadowlark	512	65%	56 Years	Good
Parkview	957	59%	59 Years	Good
Patricia Heights	322	81%	46 Years	Good
Rio Terrace	603	61%	51 Years	Good

Sherwood	292	41%	57 Years	Good
Stratford	733	80%	50 Years	Good
Westlawn	680	51%	46 Years	Good
Westminster	837	67%	64 Years	Good
Youngstown	596	40%	55 Years	Good
Average			55 Years	

**Facility owned by private society*

Current Alternative programs located in the West 1 Sector:

- French Immersion - Laurier Heights, Rio Terrace
- German Bilingual - Rio Terrace
- Academic Alternative - Crestwood
- Arts Core – Afton
- Challenge - Lynnwood
- Chinese (Mandarin) Bilingual – Dovercourt, Parkview, Meadowlark
- Cogito – Stratford
- Edmonton Christian School
- International Baccalaureate Primary Years - Coronation
- International Baccalaureate Middle Years – Glenora, Westminster
- Logos – Britannia, Youngstown
- Meadowlark Christian School
- Pre-Advanced Placement - Parkview
- Science Alternative - Elmwood
- Traditional - James Gibbons

Expansion of existing alternative programs and consideration of new alternative programs will be addressed depending on demand and space available.

The location and need for special education classes is reviewed on an ongoing basis. Information regarding special education classes can be found on the District website at <http://epsb.ca/programs/specialeducation/>.

Where are we going?

The West 1 Sector does not include any developing neighbourhoods and is not expected to experience significant student population growth. The number of dwelling units in mature neighbourhoods has not experienced a significant change over the last 10 years. The City of Edmonton is looking to advance residential infill in mature neighbourhoods as a strategy to accommodate the continued population growth. In the summer of 2014, an Infill Action Plan will be developed to guide the City in its goal to create more new housing in established areas.

Currently, the City of Edmonton is drafting an Area Redevelopment Plan (ARP) for the Jasper Place area, which will guide development decisions, including residential infill, in the neighbourhoods of Britannia-Youngstown, Canora, Glenwood and West Jasper Place in the future. The ARP will inform what types of uses and buildings can be developed on vacant land and/or redeveloped by landowners on their property. In addition, the West Light Rail Transit (LRT) Concept Plan was approved in January 2011 as the City plans to expand LRT service to Lewis Farms from Downtown. The implementation of either plan

is not expected to generate significant increases in student population, therefore not impacting future student generation from the area.

How do we get there?

New Construction Needs

The West 1 Sector could benefit from a replacement school project. In many mature neighbourhoods, the combination of multiple schools in proximity, the age of these school buildings and their deferred maintenance is a challenge for the District. A replacement school in a mature neighbourhood is a means for the District to reduce its environmental footprint and deferred maintenance. A replacement school, which could include the consolidation of a number of schools, will allow the District to serve students living in a mature area with a new school facility and enhance educational opportunities.

Modernization Needs

There are currently 26 facilities in the West 1 Sector. Only one of these facilities is below the District average age of 46 years.

The following modernization project has been identified in the *Three-Year Capital Plan 2015-2018*:

Priority	School	Project Description
32	Hillcrest	General Upgrade

The need for modernization projects in the West 1 Sector will be reviewed on an ongoing basis as the school buildings continue to age. As growth in the new developing neighbourhoods in the West 2 Sector continues, excess space in West 1 Sector schools may be required to accommodate students residing in these areas. Excess space in West 1 Sector will also be required to meet alternative program and special education program needs for students residing in West 1, West 2, Central and North West Sectors. This trend is reflected in determining modernization project priorities as modernization projects should provide the most benefit to the most students in today's context.

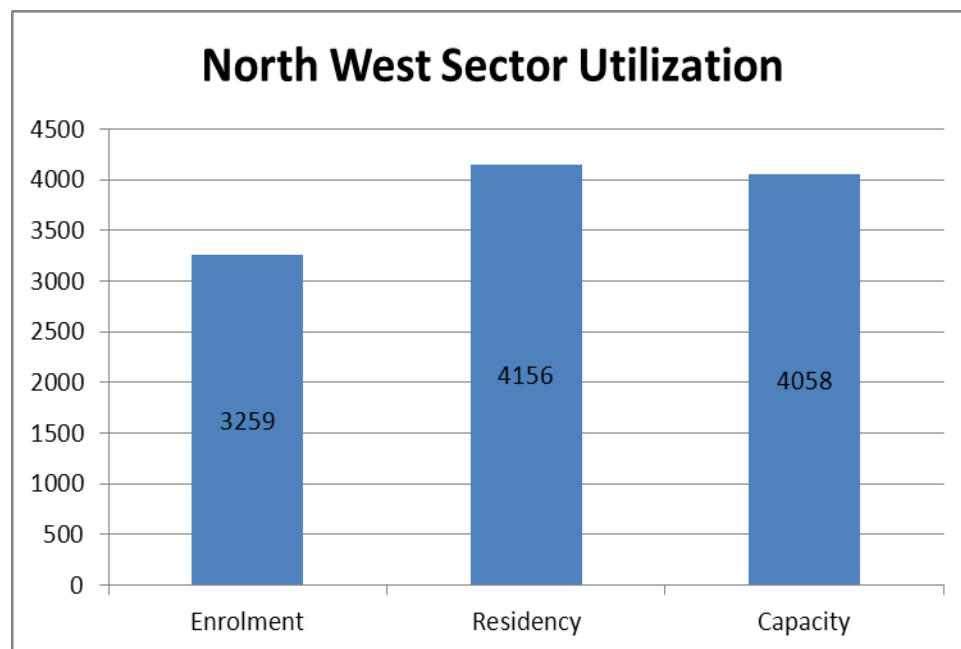
NORTH WEST

North West Sector



Where are we?

The North West Sector primarily consists of new developing neighbourhoods. The utilization rate for the North West Sector is 80 per cent, though there is a shortage of 98 student spaces to accommodate students residing in the North West Sector. There are very few alternative programs located at North West Sector schools. Students residing in this area must attend schools outside of this sector if they wish to attend an alternative program.



Elizabeth Finch School was impacted by the District's report on *Managing Student Growth in New and Developing Neighbourhoods*. This K-9 school experienced enrolment pressures due to significant growth in the neighbourhoods it served. As a result of the long-term plan, the attendance area for Elizabeth Finch School was shrunk and neighbourhoods were re-designated to schools with space, some outside of the North West Sector.

A summary of the overall condition rating of schools in the North West Sector are listed below:

School Name	2012-2013 Capacity	2012-2013 Utilization	Age of Facility	FCI Rating
Baturyn	457	56%	35 Years	Good
Caernarvon	420	84%	39 Years	Good
Dunluce	508	69%	36 Years	Good
Elizabeth Finch	870	80%	4 Years	Not rated
Lorelei	495	59%	37 Years	Good
Major General Griesbach	639	56%	2 Years	Not rated
Mary Butterworth	669	71%	26 Years	Good
Average			26 Years	

Current Alternative programs located in the North West Sector:

- Chinese (Mandarin) Bilingual - Caernarvon
- French Immersion – Dunluce
- Pre-Advanced Placement - Mary Butterworth

Expansion of existing alternative programs and consideration of new alternative programs will be addressed depending on demand and space available.

The location and need for special education classes is reviewed on an ongoing basis. Information regarding special education classes can be found on the District website at <http://epsb.ca/programs/specialeducation/>.

Where are we going?

Many established communities are experiencing slow growth or a decline in population, whereas the new and developing areas are experiencing the highest growth rates. The following chart includes information about developing and recently developed neighbourhoods in the North West Sector:

Neighbourhood	Population (2012)	Population Projected*	Housing Units Projected	Housing Units Remaining	% Build Out
Hudson	2020	3018	628	136	78
Cumberland	6419	6465	1603	8	100
Carlton	2737	5432	1177	61	95
Oxford	3399	4152	927	178	81
Albany	0	1828	187	77	59
Rapperswill	0	3823	1091	555	49
Canossa	3214	5416	1370	355	74
Chambery	2064	3324	708	0	100
Elsinore	2149	4209	1083	56	95

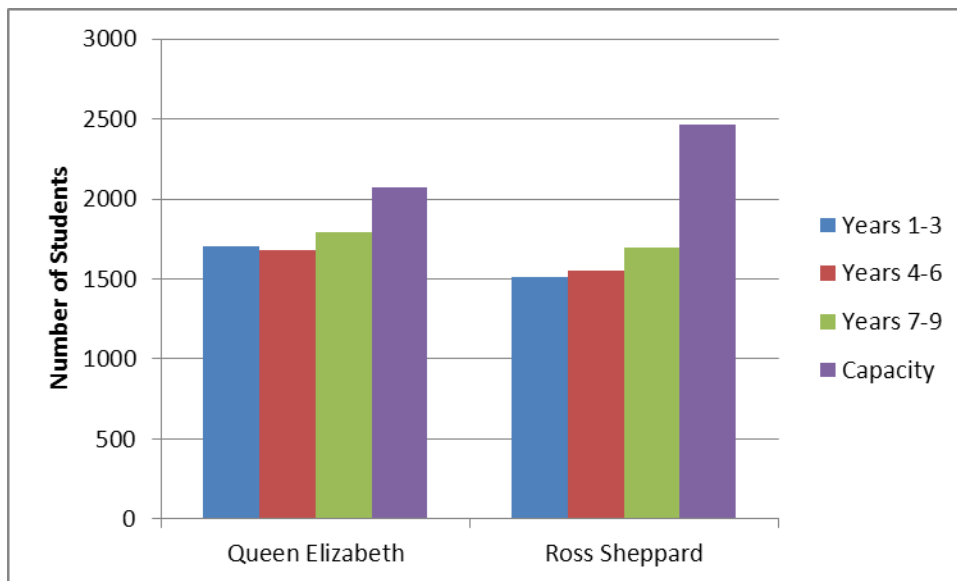
*Based on information provided in Neighbourhood Structure Plans approved by the City of Edmonton

According to the City of Edmonton's 2013-2018 Residential Land Servicing Forecast, only two to six per cent of future residential lot activity is expected to come from the North West. The neighbourhoods of Albany, Canossa and Rapperswill are expected to generate most of the growth in the North West Sector over the next five years.

The District has developed a five and 10 year student population projection for the developing neighbourhoods located in Castle Downs Extension ASP, Griesbach NASP and Palisades ASP. These projections are based on the number of housing starts and potential lot supply as defined within the City of Edmonton Urban Growth Strategy and determined by the Urban Development Institute (UDI) and the City of Edmonton. The methodology assumes that student generation from developing neighbourhoods will be similar to student generation in recently developed areas. The high projection is based on high student generation and a high growth rate as per UDI predictions. The low projection is based on low student generation and a low growth rate as per City of Edmonton predictions. These projections do not account for population growth or decline anticipated in neighbourhoods that have completed development.

		2019		2024	
Sector	Current Number of K-9 Students	Additional Number of K-9 Students Projected (Low)	Additional Number of K-9 Students Projected (High)	Additional Number of K-9 Students Projected (Low)	Additional Number of K-9 Students Projected (High)
North West	1,248	306	513	611	1,026

The following chart displays what the District should expect for high school residency numbers for the next nine years in the North West Sector compared to the capacities of the high schools serving this sector. These projections are based on a simple roll-over of current District residency data and does not account for any new growth or decline that will occur in this sector over this time period. As a district of choice many students also choose to attend school in a sector that they do not reside in. The students projected in Years 1-3 are current junior high students and Years 4-9 are current elementary students.



How do we get there?

New Construction Projects

These trends are reflected in the District's capital priorities for new construction in the *Three-Year Capital Plan 2015-2018*:

Priority	Project Location
14	Palisades (Cumberland or Hudson or Oxford)

In addition to the sites requested for new construction projects indicated above, the District has several other planned K-9 school sites located in the North West Sector. These sites will be considered for new construction in future capital planning processes.

Based on projections outlined above, new construction projects for the high school level are not required in the immediate future as there is sufficient high school capacity to serve this sector. We will continue to monitor the demand for high school sites in the growing suburban areas. The North West Sector has the following planned high school site that will be considered in future capital planning processes:

- Dunluce

Modernization Needs

There are currently seven facilities in the North West Sector. Each of these facilities is below the District average age of 46 years.

The following modernization project has been identified in the *Three-Year Capital Plan 2015-2018*:

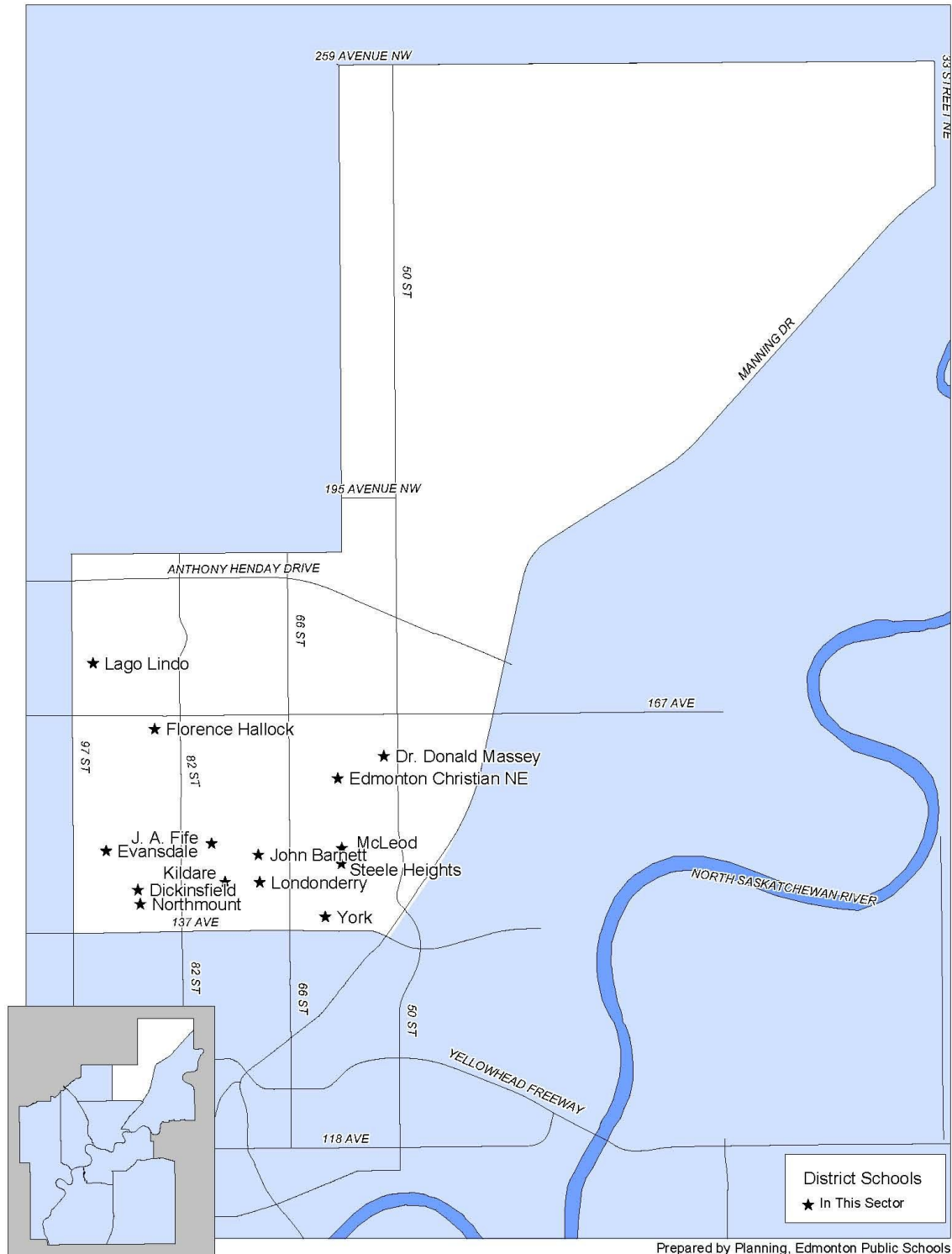
Priority	School	Project Description
11	Caernarvon	General Upgrade

Caernarvon School has a modular addition on the building that has reached the end of its lifecycle. Through a modernization project, it will be determined whether or not the modulators should be removed, upgraded, or replaced with new modular units or a permanent addition to the school building.

The need for modernization projects in the North West Sector will be reviewed on an ongoing basis as the school buildings continue to age. Without new construction projects to provide local accommodation for students residing in the new developing neighbourhoods in Castle Downs Extension and The Palisades, ongoing student re-designations to aging schools in mature areas will continue. This trend is reflected in determining modernization project priorities as modernization projects should provide the most benefit to the most students in today's context.

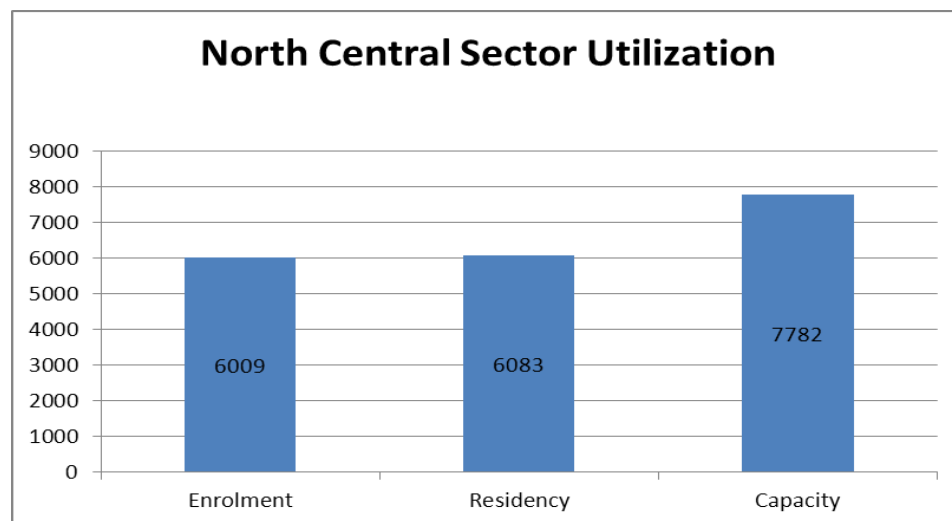
NORTH CENTRAL

North Central Sector



Where are we?

The North Central Sector includes both new developing neighbourhoods and mature, established communities. The utilization rate for the North Central Sector is 77 per cent. The North Central Sector schools are able to accommodate the students residing in this sector as well as offer a selection of alternative programs.



Dr. Donald Massey School was impacted by the District's report on *Managing Student Growth in New and Developing Neighbourhoods*. This K-9 school experienced enrolment pressures due to significant growth in the neighbourhoods it served. As a result of the long-term plan, the attendance area for Dr. Donald Massey School was shrunk and neighbourhoods were re-designated to schools with space, outside of the North Central sector.

A summary of the overall condition rating of schools in the North Central Sector are listed below:

School Name	2012-2013 Capacity	2012-2013 Utilization	Age of Facility	FCI Rating
Dickinsfield	429	59%	40 Years	Good
Dr. Donald Massey	870	95%	4 Years	Not rated
Edmonton Christian NE*	633	81%	6 Years	Not rated
Evansdale	480	100%	43 Years	Good
Florence Hallock	870	81%	4 Years	Not rated
J. A. Fife	533	54%	46 Years	Good
John Barnett	274	54%	42 Years	Good
Kildare	571	86%	46 Years	Good
Lago Lindo	446	74%	25 Years	Good
Londonderry	700	94%	46 Years	Fair
McLeod	357	94%	42 Years	Good
Northmount	457	44%	44 Years	Good
Steele Heights	785	63%	46 Years	Good
York	377	51%	48 Years	Good
Average			34 Years	

*Facility owned by private society

Current Alternative programs located in the North Central Sector:

- Challenge – York, Steele Heights
- Chinese (Mandarin) Bilingual – Kildare, Londonderry
- Cogito – Northmount
- Edmonton Christian School
- French Immersion – Dickinsfield, J.A. Fife
- Pre- Advanced Placement - Londonderry

Expansion of existing alternative programs and consideration of new alternative programs will be addressed depending on demand and space available.

The location and need for special education classes is reviewed on an ongoing basis. Information regarding special education classes can be found on the District website at <http://epsb.ca/programs/specialeducation/>.

Where are we going?

Many established communities are experiencing slow growth or a decline in population, whereas the new and developing areas are experiencing the highest growth rates. The following chart includes information about developing and recently developed neighbourhoods in the North Central Sector:

Neighbourhood	Population (2012)	Population Projected*	Housing Units Projected	Housing Units Remaining	% Build Out
Matt Berry	4080	5014	1247	0	100
Hollick Kenyon	5211	6180	1375	0	100
Brintnell	5177	5534	1560	0	100
McConachie	897	12122	2892	2015	30
Cy Becker	0	4924	1205	1205	0
Eaux Claires	3235	4555	879	70	92
Belle Rive	3945	4208	1147	0	100
Mayliewan	4206	4590	1202	0	100
Ozerna	4495	4860	1193	0	100
Lago Lindo	3994	4500	1255	0	100
Klarvatten	4789	5754	1605	100	94
Schonsee	1712	6308	1368	575	58
Crystallina Nera	0	6131	1128	1035	8
Crystallina Nera East	0	3555	870	870	0

*Based on information provided in Neighbourhood Structure Plans approved by the City of Edmonton

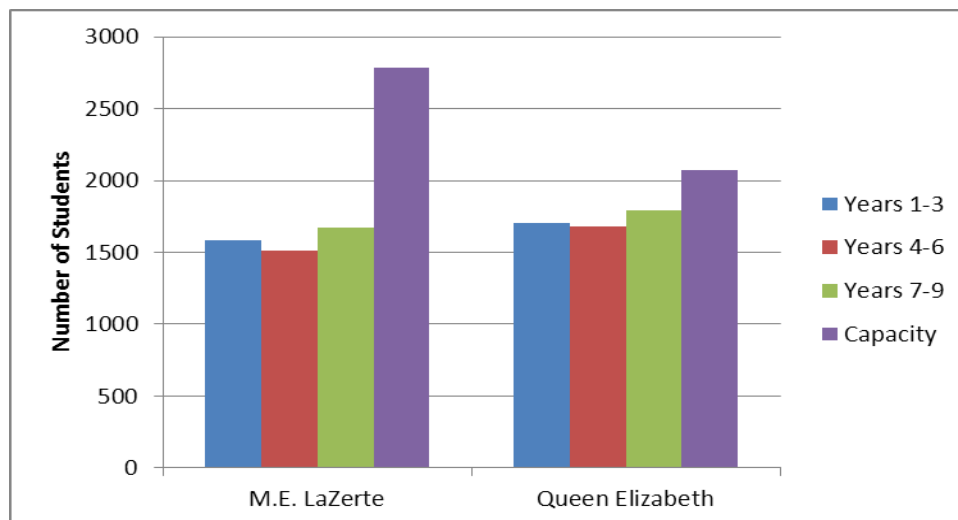
According to the City of Edmonton's 2013-2018 Residential Land Servicing Forecast, 13-18 per cent of future residential lot activity is expected to come from the North Central Sector, especially in the Pilot Sound ASP. The neighbourhoods of Crystallina Nera, Crystallina Nera East, Cy Becker and McConachie are expected to generate most of the growth in the North Central Sector over the next five years.

The District has developed a five and 10 year student population projection for the developing neighbourhoods located in Edmonton North ASP and Pilot Sound ASP. These projections are based on the number of housing starts and potential lot supply as defined within the City of Edmonton Urban

Growth Strategy and determined by the Urban Development Institute (UDI) and the City of Edmonton. The methodology assumes that student generation from developing neighbourhoods will be similar to student generation in recently developed areas. The high projection is based on high student generation and a high growth rate as per UDI predictions. The low projection is based on low student generation and a low growth rate as per City of Edmonton predictions. These projections do not account for population growth or decline anticipated in neighbourhoods that have completed development.

		2019		2024	
Sector	Current Number of K-9 Students	Additional Number of K-9 Students Projected (Low)	Additional Number of K-9 Students Projected (High)	Additional Number of K-9 Students Projected (Low)	Additional Number of K-9 Students Projected (High)
North Central	880	532	905	1,064	1,809

The following chart displays what the District should expect for high school residency numbers for the next nine years in the North Central Sector compared to the capacities of the high schools serving this sector. These projections are based on a simple roll-over of current District residency data and does not account for any new growth or decline that will occur in this sector over this time period. As a district of choice many students also choose to attend school in a sector that they do not reside in. The students projected in Years 1-3 are current junior high students and Years 4-9 are current elementary students.



How do we get there?

New Construction Projects

These trends are reflected in the District's capital priorities for new construction in the *Three-Year Capital Plan 2015-2018*:

Priority	Project Location
17	Pilot Sound (McConachie)
29	Pilot Sound (McConachie)

In addition to the sites requested for new construction projects indicated above, the District has several other planned K-9 school sites located in the North Central Sector. These sites will be considered for new construction in future capital planning processes.

Based on projections outlined above, new construction projects for the high school level are not required in the immediate future as there is sufficient high school capacity to serve this sector. We will continue to monitor the demand for high school sites in the growing suburban areas.

Modernization Needs

There are currently 14 facilities in the North Central Sector. Five of these facilities are above the District average age of 46 years.

There are no modernization projects for the North Central Sector identified in the *Three-Year Capital Plan 2015-2018*. However, the following schools have been identified as requiring modernization projects in the next four to 10 years:

School	Project Description
McLeod	Essential Upgrade
Londonderry	Essential Upgrade
Northmount	Essential Upgrade
Steele Heights	Essential Upgrade

The need for modernization projects in the North Central Sector will be reviewed on an ongoing basis as the school buildings continue to age. Without new construction projects to provide local accommodation for students residing in the new developing neighbourhoods of Pilot Sound, ongoing student re-designations to aging schools in mature areas will continue. This trend is reflected in determining modernization project priorities as modernization projects should provide the most benefit to the most students in today's context.

NORTH EAST

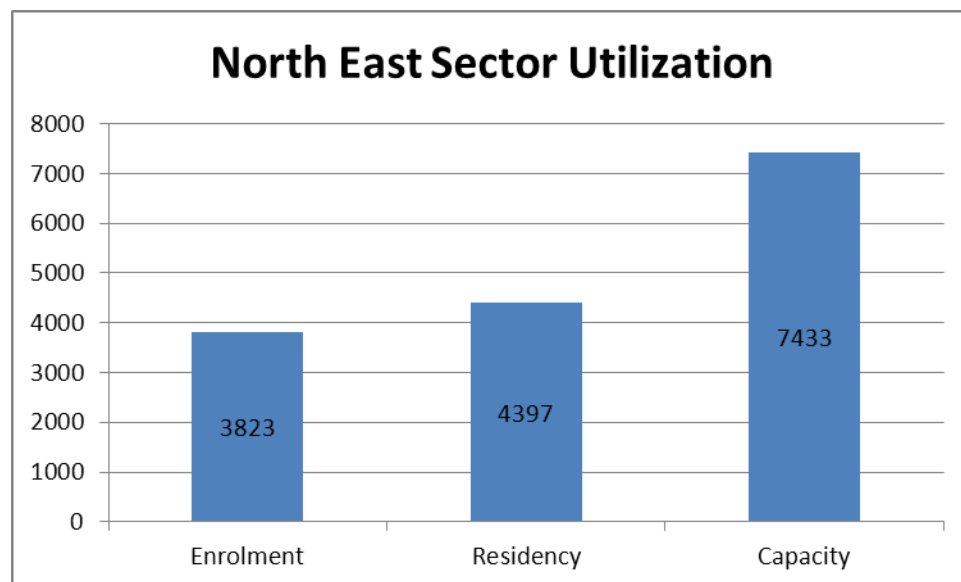
North East Sector



Prepared by Planning, Edmonton Public Schools
April 2014

Where are we?

The North East Sector is comprised of mature and established neighbourhoods. The utilization rate for the North East Sector is 51 per cent. There are fewer numbers of students enrolled in North East Sector schools than there are residing in this area. There are a few district alternative programs found within this sector enhancing the viability of many North East Sector schools.



A summary of the overall condition rating of schools in the North East Sector are listed below:

School Name	2012-2013 Capacity	2012-2013 Utilization	Age of Facility	FCI Rating
Abbott	427	58%	54 Years	Good
Bannerman	446	68%	34 Years	Good
Beacon Heights	317	75%	62 Years	Good
Belmont	408	68%	36 Years	Good
Fraser	411	40%	31 Years	Good
Highlands	504	27%	100 Years	Fair
Homesteader	372	90%	38 Years	Good
Horse Hill	610	16%	61 Years	Good
John D. Bracco	625	79%	25 Years	Good
Kirkness	411	61%	33 Years	Good
Lawton	652	30%	57 Years	Good
Montrose	313	62%	63 Years	Good
Mount Royal	310	43%	64 Years	Fair
Overlanders	417	68%	34 Years	Good
R. J. Scott	219	54%	56 Years	Good
Rundle	413	47%	48 Years	Good
Sifton	382	63%	37 Years	Good
Virginia Park	204	77%	67 Years	Good
Average			50 Years	

Current Alternative programs located in the North East Sector:

- Arts Core - Mount Royal, Virginia Park
- Cree Extended – Abbott
- Logos - Belmont
- Nellie McClung - Bannerman
- Pre-Advanced Placement – Highlands, John D. Bracco

Expansion of existing alternative programs and consideration of new alternative programs will be addressed depending on demand and space available.

The location and need for special education classes is reviewed on an ongoing basis. Information regarding special education classes can be found on the District website at <http://epsb.ca/programs/specialeducation/>.

Where are we going?

Many established communities are experiencing slow growth or a decline in population, whereas the new and developing areas are experiencing the highest growth rates. The following chart includes information about developing neighbourhoods in the North East Sector:

Neighbourhood	Population (2012)	Projected Population*	Housing Units Projected	Housing Units Remaining	% Build Out
Horse Hill	0	71,467	22,140	22,140	0

Note: Includes data for entire ASP

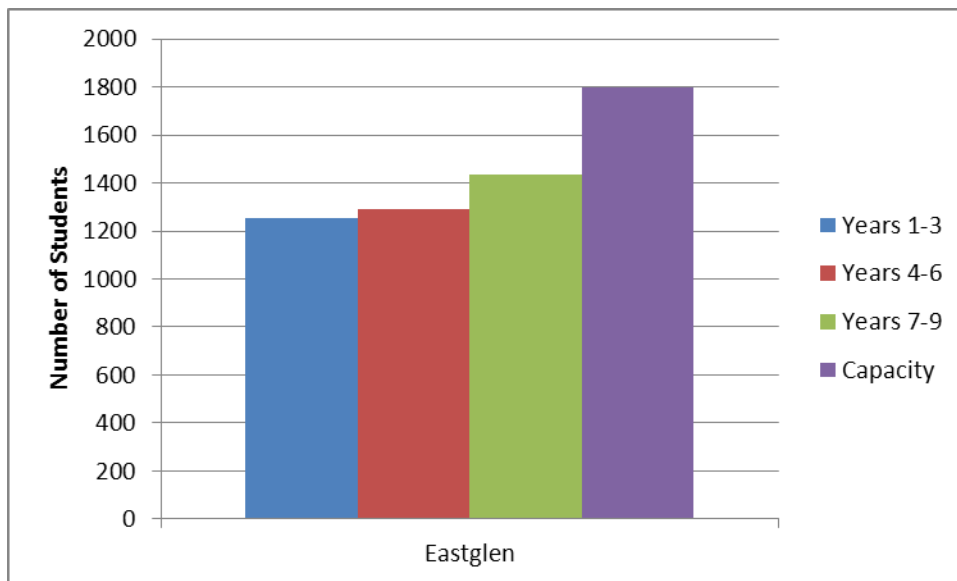
*Based on information provided in Area Structure Plan approved by the City of Edmonton

Other than the Horse Hill area, the North East Sector does not include any additional developing neighbourhoods and is not expected to experience significant student population growth in the next five years. The number of dwelling units in mature neighbourhoods has not experienced a significant change over the last 10 years. The City of Edmonton is looking to advance residential infill in mature neighbourhoods as a strategy to accommodate the continued population growth. In the summer of 2014, an Infill Action Plan will be developed to guide the City in its goal to create more new housing in established areas.

The District has developed a five and 10 year student population projection for the developing neighbourhoods located in Horse Hill ASP. These projections are based on the number of housing starts and potential lot supply as defined within the City of Edmonton Urban Growth Strategy and determined by the Urban Development Institute (UDI) and the City of Edmonton. The methodology assumes that student generation from developing neighbourhoods will be similar to student generation in recently developed areas. The high projection is based on high student generation and a high growth rate as per UDI predictions. The low projection is based on low student generation and a low growth rate as per City of Edmonton predictions. These projections do not account for population growth or decline anticipated in neighbourhoods that have completed development.

		2019		2024	
Sector	Current Number of K-9 Students	Additional Number of K-9 Students Projected (Low)	Additional Number of K-9 Students Projected (High)	Additional Number of K-9 Students Projected (Low)	Additional Number of K-9 Students Projected (High)
North East	188	687	1,181	1,832	3,150

The following chart displays what the District should expect for high school residency numbers for the next nine years in the North East Sector compared to the capacities of the high schools serving this sector. These projections are based on a simple roll-over of current District residency data and does not account for any new growth or decline that will occur in this sector over this time period. As a district of choice many students also choose to attend school in a sector that they do not reside in. The students projected in Years 1-3 are current junior high students and Years 4-9 are current elementary students.



How do we get there?

New Construction Needs

In addition to the existing Horse Hill School, the District has three planned K-9 school sites in the Horse Hill ASP. As there are no Neighbourhood Structure Plans in place for this area as of yet, these sites will be considered in future capital planning processes.

The North East Sector would benefit from a replacement school project. In many mature neighbourhoods, the combination of multiple schools in proximity, the age of these school buildings and their deferred maintenance is a challenge for the District. A replacement school in a mature neighbourhood is a means for the District to reduce its environmental footprint and deferred maintenance. A replacement school, which could include the consolidation of a number of schools, will

allow the District to serve students living in a mature area with a new school facility and enhance educational opportunities.

Based on projections outlined above, new construction projects for the high school level are not required in the immediate future as there is sufficient high school capacity to serve this sector. We will continue to monitor the demand for high school sites in the growing suburban areas. The North East Sector has the following planned high school sites that will be considered in future capital planning processes:

- Clareview Town Centre
- Horse Hill

Modernization Needs

There are currently 18 facilities in the North East Sector. Ten of these facilities are above the District average age of 46 years.

The following modernization project has been identified in the *Three-Year Capital Plan 2015-2018*:

Priority	School
33	Belmont

In addition to this project, one additional modernization project will be required in the North East Sector in the next four to 10 years:

School	Project Description
Homesteader	General Upgrade

Homesteader School has a modular addition on the building that has reached the end of its lifecycle. Through a modernization project, it will be determined whether or not the modulares should be replaced with new modular units or a permanent addition to the school building. Other schools in this sector also have aging modular additions. This will be considered when prioritizing future modernization projects as many of these modulares will need to be removed, upgraded, or replaced with either new modular units or permanent additions.

The need for modernization projects in the North East Sector will be reviewed on an ongoing basis as the school buildings continue to age. As development begins in the Horse Hill area, excess space in North East Sector schools may be required to accommodate students residing in these areas. This trend is reflected in determining modernization project priorities as modernization projects should provide the most benefit to the most students in today's context.

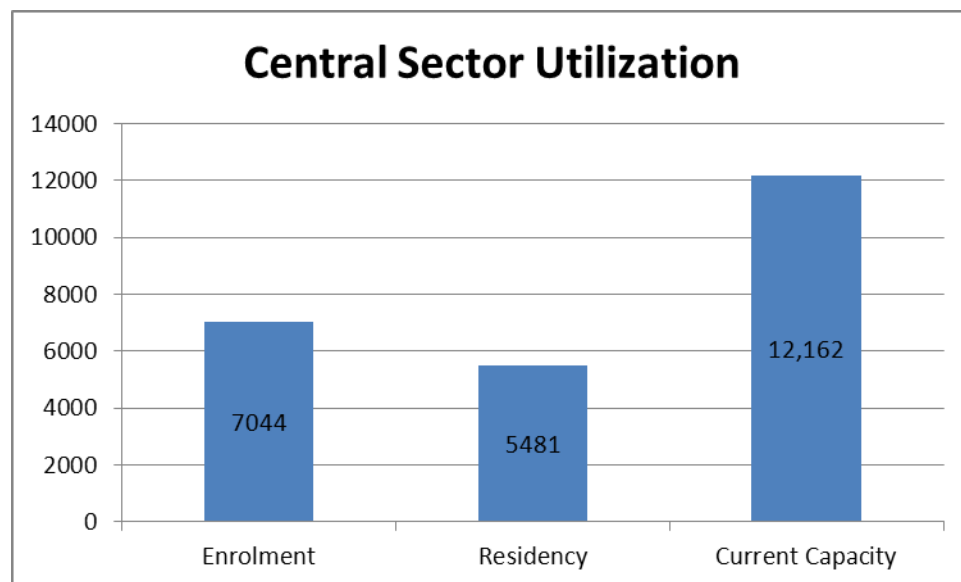
CENTRAL

Central Sector



Where are we?

The Central Sector is comprised of mature and established neighbourhoods. The utilization rate for the Central Sector is 58 per cent. There are greater numbers of students enrolled in Central Sector schools than those that reside in this area. Many district alternative programs are found within this sector enhancing the viability of many Central Sector schools.



A summary of the overall condition rating of schools in the Central Sector are listed below:

School Name	2012-2013 Capacity	2012-2013 Utilization	Age of Facility	FCI Rating
Athlone	330	59%	58 Years	Good
Balwin	758	45%	54 Years	Fair*
Belvedere	303	49%	55 Years	Fair
Calder	528	29%	88 Years	Good
Delton	650	62%	68 Years	Good
Delwood	644	56%	48 Years	Good
Glengarry	635	92%	51 Years	Good
Inglewood	310	43%	64 Years	Fair
John A. McDougall	670	38%	84 Years	Good
Kensington	550	69%	56 Years	Good
Killarney	754	57%	55 Years	Good
Lauderdale	305	51%	61 Years	Fair
McArthur	329	41%	56 Years	Fair
Mee-Yah-Noh	332	87%	54 Years	Fair
Norwood	402	41%	106 Years	Good
Oliver	867	33%	104 Years	Good
Prince Charles	348	83%	65 Years	Fair*
Princeton	449	33%	50 Years	Good
Riverdale	166	55%	91 Years	Good
Rosslyn	773	52%	54 Years	Good

Scott Robertson	411	97%	54 Years	Good
Spruce Avenue	488	57%	85 Years	Good
Westglen	452	60%	73 Years	Good
Westmount	708	34%	101 Years	Good
Average			68 Years	

**Building condition has not been updated to reflect 2010 modernization project*

Current Alternative programs located in the Central Sector:

- Arabic Bilingual – Calder, Glengarry, Killarney
- Awasis (Cree) - Prince Charles
- Chinese (Mandarin) Bilingual - Rosslyn
- French Immersion - Delwood
- International Baccalaureate Middle Years - Westglen
- Logos – Kensington, Killarney
- Nellie McClung – Oliver
- Pre-Advanced Placement - Rosslyn
- Ukrainian International Bilingual - Balwin

Expansion of existing alternative programs and consideration of new alternative programs will be addressed depending on demand and space available.

The location and need for special education classes is reviewed on an ongoing basis. Information regarding special education classes can be found on the District website at <http://epsb.ca/programs/specialeducation/>.

Where are we going?

The Central Sector is not expected to experience any student population growth in its existing neighbourhoods. The number of dwelling units in mature neighbourhoods has not experienced a significant change over the last 10 years. The City of Edmonton is looking to advance residential infill in mature neighbourhoods as a strategy to accommodate the continued population growth. In the summer of 2014, an Infill Action Plan will be developed to guide the City in its goal to create more new housing in established areas. Currently, the City of Edmonton is undertaking several projects in the Central Sector aimed at transforming the established areas of Blatchford, Downtown, The Quarters and West Rosedale. Though many of these projects feature high density residential development, the Blatchford re-development will provide family-friendly housing and could generate a significant number of students that the District will need to accommodate.

The City of Edmonton has created an Area Redevelopment Plan (ARP) for the City Centre Airport lands (Blatchford), which will guide the re-development of the area and serve as a model for future major developments. Blatchford will provide a range of housing types, with a focus on family-friendly medium density communities. Using calculations based on the average number of students per unit in existing neighbourhoods with similar characteristics to the proposed Blatchford area, the District projects that this redevelopment will generate 1,173 K-9 students. Though there will be an opportunity for the District to provide a school in this area, the students residing in Blatchford will help support the viability of schools located in the surrounding neighbourhoods in the Central Sector. It is anticipated that the timeline for the redevelopment will be 25-30 years, with the first stages beginning in 2014.

Neighbourhood	Population (2012)	Projected Population	Housing Units Projected	Housing Units Remaining	% Build Out
Blatchford*	0	30,000	13,030	13,030	0

*Numbers are subject to change

How do we get there?

New Construction Needs

The Central Sector would benefit from a replacement school project. In many mature neighbourhoods, the combination of multiple schools in proximity, the age of these school buildings and their deferred maintenance is a challenge for the District. A replacement school in a mature neighbourhood is a means for the District to reduce its environmental footprint and deferred maintenance. A replacement school, which could include the consolidation of a number of schools, will allow the District to serve students living in a mature area with a new school facility and enhance educational opportunities.

There are currently 23 facilities in the Central Sector. All of these facilities are above the District average age of 46 years.

A replacement school will allow the District to serve students living in a mature area with a new or modernized school facility. The following replacement projects have been identified in the *Three-Year Capital Plan 2015-2018*:

Priority	School
20	Delton
31	Spruce Avenue

Modernization Needs

The following modernization project will be required in the Central Sector in the next four to 10 years:

School	Project Description
Glengarry	General Upgrade

The need for modernization projects in the Central Sector will be reviewed on an ongoing basis as the school buildings continue to age.

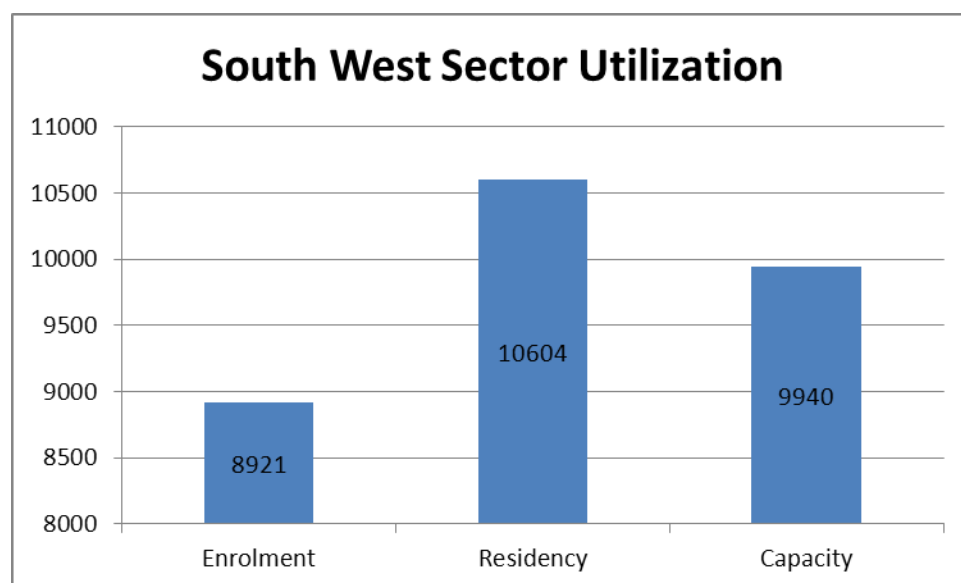
SOUTH WEST

South West Sector



Where are we?

The South West Sector includes primarily new developing neighbourhoods and some mature, established communities. The utilization rate for the South West Sector is 90 per cent, though there is a shortage of 664 student spaces to accommodate students residing in the South West Sector. There are significant enrolment pressures for regular programming at many of the schools located in the new neighbourhoods within this sector, there are some alternative programs being offered in the mature neighbourhood schools in the South West Sector.



Brander Gardens, Esther Starkman and Johnny Bright schools were impacted by the District's report on *Managing Student Growth in New and Developing Neighbourhoods*. Esther Starkman and Johnny Bright schools experienced enrolment pressures due to significant growth in the neighbourhoods they served. Brander Gardens School, although located in a mature neighbourhood, was a receiving school for several new growing neighbourhoods as well as a site for a high demand alternative program. As a result of the long-term plan, attendance areas for all schools were shrunk and neighbourhoods were re-designated to schools with space, some outside of the South West sector.

A summary of the overall condition rating of schools in the South West Sector are listed below:

School Name	2012-2013 Capacity	2012-2013 Utilization	Age of Facility	FCI Rating
Brander Gardens	404	103%	39 Years	Good
Brookside	351	62%	46 Years	Good
D. S. MacKenzie	720	66%	46 Years	Good
Duggan	432	33%	42 Years	Good
Earl Buxton	475	107%	24 Years	Good
Esther Starkman	951	98%	4 Years	Not rated
George H. Luck	415	92%	22 Years	Good
George P. Nicholson	607	79%	23 Years	Good
Greenfield	520	86%	46 Years	Good
Johnny Bright	951	100%	4 Years	Not rated

Keheewin	407	72%	34 Years	Good
Richard Secord	641	90%	47 Years	Good
Rideau Park	300	58%	37 Years	Good
Riverbend	647	85%	40 Years	Good
Steinhauer	401	58%	37 Years	Good
Sweet Grass	477	49%	37 Years	Good
Vernon Barford	764	102%	48 Years	Good
Westbrook	477	99%	48 Years	Good
Average			35 Years	

The Province approved funding for three new schools located in the South West Sector:

- Blackmud Creek K-6 (600 capacity)
- MacTaggart K-9 (900 capacity)
- Ambleside K-9 (900 capacity)

These schools, scheduled to open in 2016, will provide students in the South West Sector with local accommodation as well as alleviate enrolment pressures at existing schools currently accommodating students from these neighbourhoods.

Current Alternative programs located in the South West Sector:

- Challenge – Westbrook, D.S. Mackenzie, Riverbend, Vernon Barford
- Cogito - Richard Secord
- French Immersion - Brander Gardens, Greenfield, Richard Secord
- German Bilingual - Rideau Park
- International Spanish Academy - Sweet Grass

Expansion of existing alternative programs and consideration of new alternative programs will be addressed depending on demand and space available.

The location and need for special education classes is reviewed on an ongoing basis. Information regarding special education classes can be found on the District website at <http://epsb.ca/programs/specialeducation/>.

Where are we going?

Many established communities are experiencing slow growth or a decline in population, whereas the new and developing areas are experiencing the highest growth rates. The following chart includes information about developing neighbourhoods in the South West Sector:

Neighbourhood	Population (2012)	Population Projected*	Housing Units Projected	Housing Units Remaining	% Build Out
Ambleside	2328	9377	2117	1043	51
Windermere Estates	2136	16771	4259	2252	47
Keswick	0	15430	3959	3959	0
Glenridding Heights	0	4997	1247	970	22
Glenridding Ravine	0	TBD	0	1112	0
Windermere Nbhd 5	0	TBD	0	2450	0

MacEwan	5629	6165	1118	0	100
Blackburne	1520	2235	737	0	100
Blackmud Creek	2577	2656	635	0	100
Richford	530	1901	352	0	100
Rutherford	8407	12841	2815	0	100
Allard	241	8886	1972	1252	37
Callaghan	1177	5726	905	0	100
Cavanagh	0	5020	1117	1117	0
Cashman	0	540	360	360	0
Desrochers	0	5444	1092	1092	0
Chappelle	151	22433	4373	3675	16
Hays Ridge	0	5253	1242	1242	0
Heritage Valley Town Centre	0	11835	150	150	0
Paisley	0	3091	774	774	0
Graydon	0	1345	340	340	0

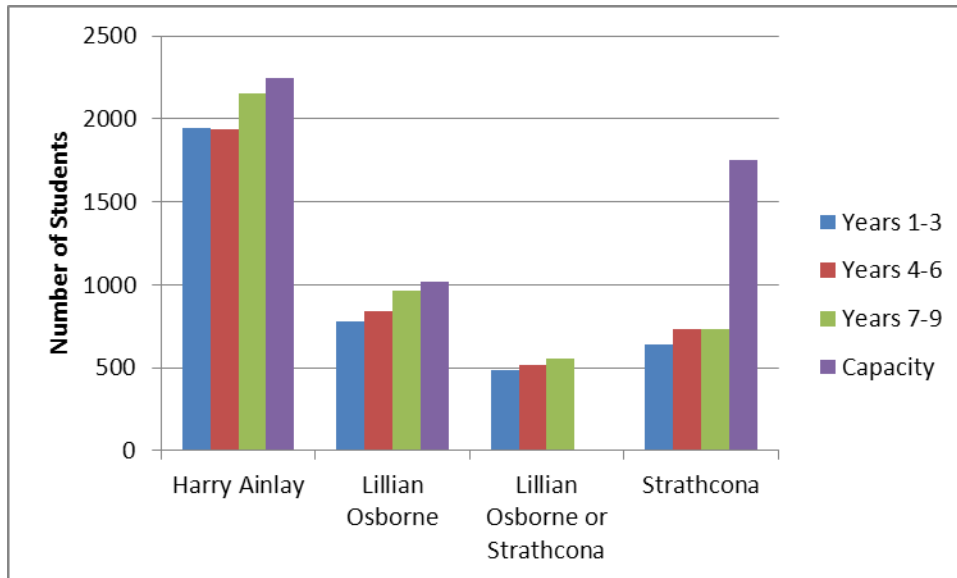
*Based on information provided in Neighbourhood Structure Plans approved by the City of Edmonton

According to the City of Edmonton's 2013-2018 Residential Land Servicing Forecast, 29-31 per cent of future residential lot activity is expected to come from the South West Sector. The neighbourhoods of Allard, Ambleside, Chappelle, Desrochers, Glenridding Heights, Hays Ridge, Keswick, Paisley and Windermere are expected to generate most of the growth in the South West Sector over the next five years.

The District has developed a five and 10 year student population projection for the developing neighbourhoods located in Heritage Valley ASP and Windermere ASP. These projections are based on the number of housing starts and potential lot supply as defined within the City of Edmonton Urban Growth Strategy and determined by the Urban Development Institute (UDI) and the City of Edmonton. The methodology assumes that student generation from developing neighbourhoods will be similar to student generation in recently developed areas. The high projection is based on high student generation and a high growth rate as per UDI predictions. The low projection is based on low student generation and a low growth rate as per City of Edmonton predictions. These projections do not account for population growth or decline anticipated in neighbourhoods that have completed development.

		2019		2024	
Sector	Current Number of K-9 Students	Additional Number of K-9 Students Projected (Low)	Additional Number of K-9 Students Projected (High)	Additional Number of K-9 Students Projected (Low)	Additional Number of K-9 Students Projected (High)
South West	659	1,419	2,438	2,837	4,876

The following chart displays what the District should expect for high school residency numbers for the next nine years in the Central Sector compared to the capacities of the high schools serving this sector. These projections are based on a simple roll-over of current District residency data and does not account for any new growth or decline that will occur in this sector over this time period. As a district of choice many students also choose to attend school in a sector that they do not reside in. The students projected in Years 1-3 are current junior high students and Years 4-9 are current elementary students.



How do we get there?

New Construction Projects

These trends are reflected in the District's capital priorities for new construction in the *Three-Year Capital Plan 2015-2018*:

Priority	Project Location
1	Windermere (Windermere Estates)
3	Heritage Valley (Allard or Chappelle)
9	Heritage Valley (Allard or Chappelle)
16	Windermere (Windermere Estates)
25	Windermere (Keswick)
30	Heritage Valley (Chappelle)

In addition to the sites requested for new construction projects indicated above, the District has several other planned K-9 school sites located in the South West Sector. These sites will be considered for new construction in future capital planning processes.

Based on projections outlined above, new construction projects for the high school level are not required in the immediate future as there is sufficient high school capacity to serve this sector. We will continue to monitor the demand for high school sites in the growing suburban areas. The South West Sector has the following planned high school sites that will be considered in future capital planning processes:

- Glenridding Heights
- Heritage Valley Town Centre
- Keheewin

Modernization projects

There are currently 18 facilities in the South West Sector. Six of these facilities are above the District average age of 46 years.

The following modernization project has been identified in the *Three-Year Capital Plan 2015-2018*:

Priority	School	Project Description
12	Brander Gardens	General Upgrade

In addition to this project, four additional modernization projects will be required in the South West Sector in the next four to 10 years:

School	Project Description
Westbrook	Essential Upgrade
Vernon Barford	Essential Upgrade
Richard Secord	Essential Upgrade
Rideau Park	General Upgrade

Brander Gardens and Rideau Park schools each have modular additions on their buildings that have reached the end of their lifecycle. Through a modernization project it will be determined whether or not the modulars should be removed, upgraded, or replaced with new modular units or a permanent addition to the school building. Other schools in this sector also have aging modular additions. This will be considered when prioritizing future modernization projects as many of these modulars will need to be removed, upgraded, or replaced with either new modular units or permanent additions.

The need for modernization projects in the South West Sector will be reviewed on an ongoing basis as the school buildings continue to age. Without new construction projects to provide local accommodation for students residing in the new developing neighbourhoods in Heritage Valley and Windermere, ongoing student re-designations to aging schools in mature areas will continue. This trend is reflected in determining modernization project priorities as modernization projects should provide the most benefit to the most students in today's context.

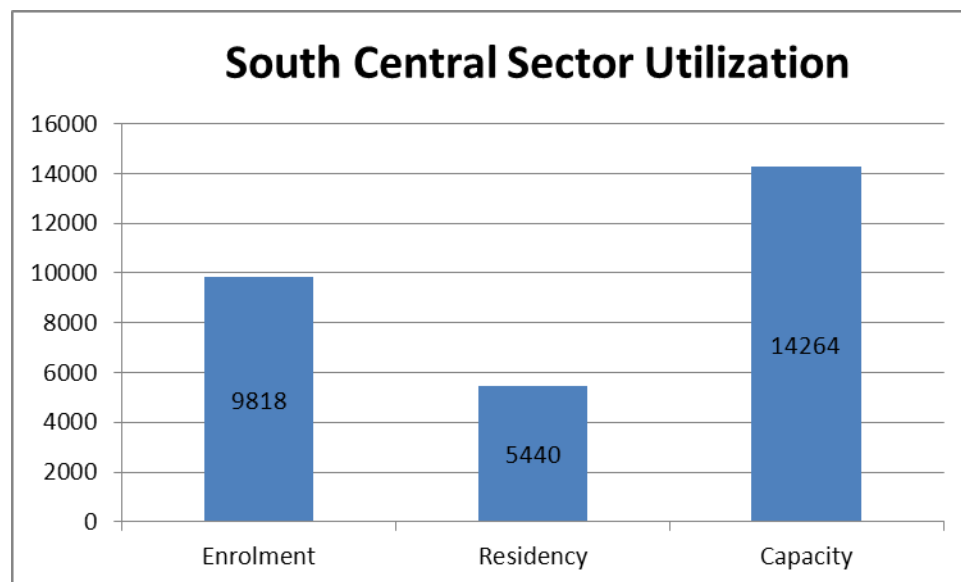
SOUTH CENTRAL

South Central Sector



Where are we?

The South Central Sector is comprised of mature and established neighbourhoods. The utilization rate for the South Central Sector is 69 per cent. There are greater numbers of students enrolled in South Central Sector schools than those that reside in this area. Many district alternative programs are found within this sector enhancing the viability of many South Central Sector schools.



A summary of the overall condition rating of schools in the South Central Sector are listed below:

School Name	2012-2013 Capacity	2012-2013 Utilization	Age of Facility	FCI Rating
Academy at King Edward	254	68%	86 Years	Fair
Allendale	686	54%	65 Years	Good
Avalon	652	59%	49 Years	Good
Avonmore	633	49%	59 Years	Fair
Belgravia	135	105%	60 Years	Fair
Clara Tyner	205	78%	48 Years	Good
Donnan	512	48%	65 Years	Good
Forest Heights	496	52%	66 Years	Good
Garneau	621	55%	91 Years	Good
Gold Bar	393	44%	56 Years	Good
Grandview Heights	275	113%	55 Years	Good
Hardisty	1159	57%	57 Years	Good
Hazeldean	545	68%	64 Years	Good
Holyrood	429	87%	59 Years	Good
Kenilworth	522	62%	52 Years	Good
King Edward	427	44%	55 Years	Good
Lansdowne	330	54%	46 Years	Good
Lendrum	300	51%	51 Years	Good
Malmo	496	60%	51 Years	Good

McKee	615	50%	48 Years	Good
McKernan	939	70%	62 Years	Good
Mill Creek	357	60%	67 Years	Fair
Mount Pleasant	342	102%	61 Years	Good
Ottewell	750	65%	54 Years	Good
Parkallen	501	50%	63 Years	Fair
Queen Alexandra	475	20%	109 Years	Fair
Rutherford	376	40%	114 Years	Good
Waverley	614	48%	49 Years	Good
Windsor Park	225	90%	61 Years	Good
Average			63 Years	

Current Alternative programs located in the South Central Sector:

- Academic Alternative - Grandview Heights
- Arabic Bilingual - Malmo
- Challenge - Ottewell
- Chinese (Mandarin) Bilingual – Ottewell
- Cogito – Allendale, Mount Pleasant
- French Immersion – Avalon, Holyrood, Kenilworth, McKernan
- German Bilingual – Allendale, Forest Heights
- International Spanish Academy - McKernan, Mill Creek
- Late French Immersion - McKernan
- Logos – Hardisty, Queen Alexandra
- Nellie McClung – Avonmore
- Sakinah Circle - Donnan
- Sports Alternative - Donnan
- Waldorf - Avonmore

Expansion of existing alternative programs and consideration of new alternative programs will be addressed depending on demand and space available.

The location and need for special education classes is reviewed on an ongoing basis. Information regarding special education classes can be found on the District website at <http://epsb.ca/programs/specialeducation/>.

Where are we going?

The South Central Sector does not include any significant neighbourhood development projects and is not expected to experience significant student population growth. The number of dwelling units in mature neighbourhoods has not experienced a significant change over the last 10 years. The City of Edmonton is looking to advance residential infill in mature neighbourhoods as a strategy to accommodate the continued population growth. In the summer of 2014, an Infill Action Plan will be developed to guide the City in its goal to create more new housing in established areas.

How do we get there?

New Construction Needs

The South Central Sector would benefit from a replacement school project. In many mature neighbourhoods, the combination of multiple schools in proximity, the age of these school buildings and their deferred maintenance is a challenge for the District. A replacement school will allow the District to serve students living in a mature area with a new or modernized school facility. The following replacement projects have been identified in the *Three-Year Capital Plan 2015-2018*:

Priority	School	Project Description
10	Mill Creek	Replacement

Modernization Needs

There are currently 29 facilities in the South Central Sector. All of these facilities are above the District average age of 46 years.

The following modernization projects have been identified in the *Three-Year Capital Plan 2015-2018*:

Priority	School	Project Description
21	Gold Bar	Essential Upgrade
22	Lansdowne	General Upgrade

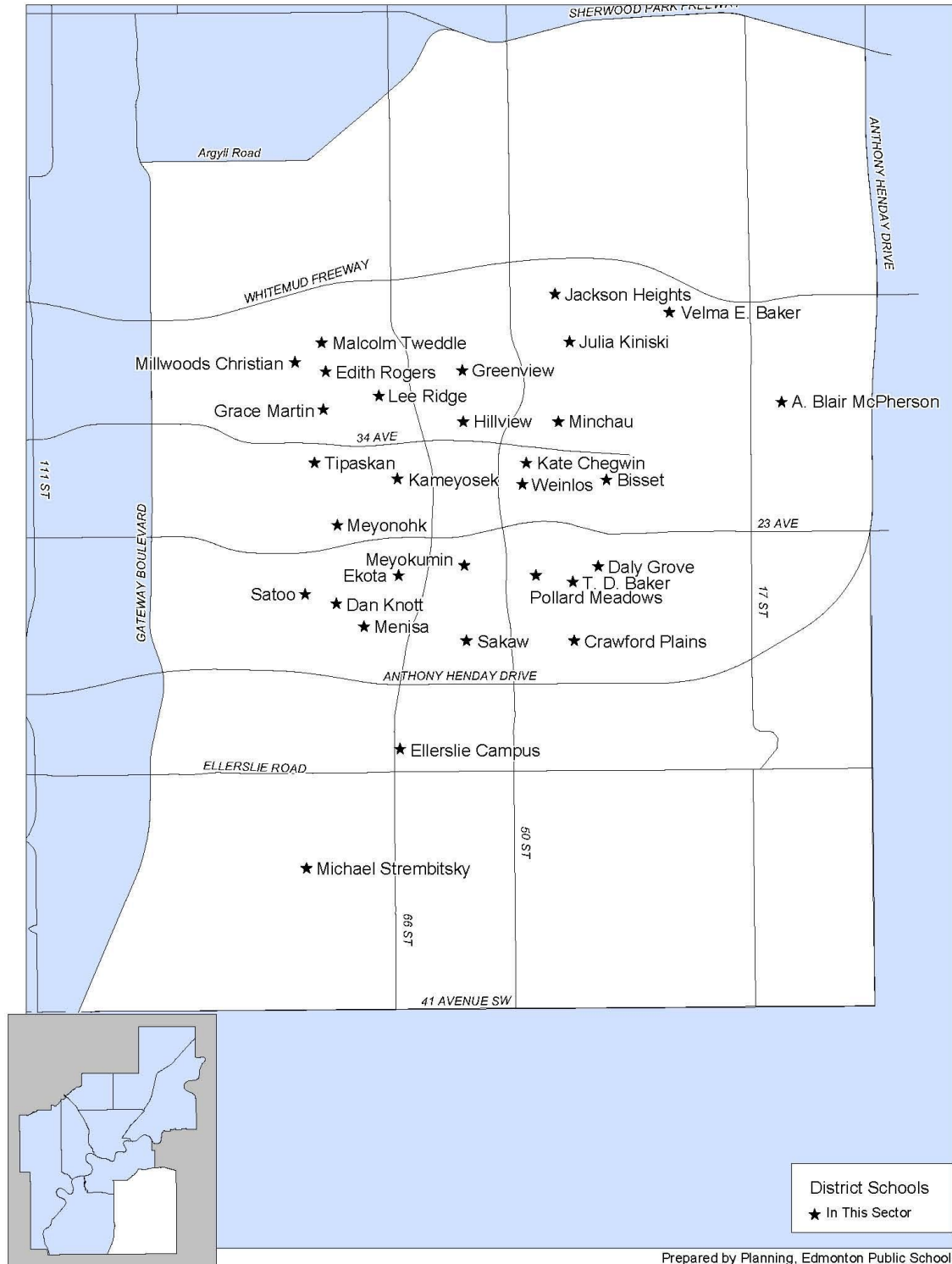
In addition to these three projects, one additional modernization project will be required in the South Central Sector in the next four to 10 years:

School	Project Description
McKernan	General Upgrade

The need for modernization projects in the South Central Sector will be reviewed on an ongoing basis as the school buildings continue to age. As growth in the new developing neighbourhoods in the South East and South West sectors continue, excess space in South Central schools may be required to accommodate students residing in these areas. This trend is reflected in determining modernization project priorities as modernization projects should provide the most benefit to the most students in today's context.

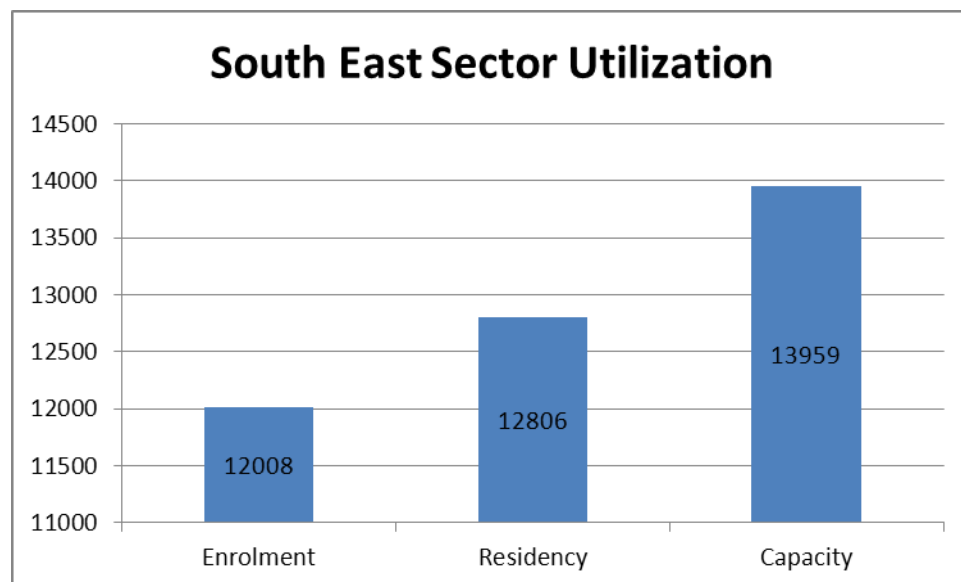
SOUTH EAST

South East Sector



Where are we?

The South East Sector includes both new developing neighbourhoods and mature, established communities. The utilization rate for the South East Sector is 86 per cent. The South East Sector schools are able to accommodate the students residing in this sector as well as offer a selection of alternative programs.



A. Blair McPherson, Bisset, Ellerslie and Michael Strembitsky schools were impacted by the District's report on *Managing Student Growth in New and Developing Neighbourhoods*. These schools all experienced enrolment pressures due to significant growth in the neighbourhoods they served. As a result of the long-term plan, attendance areas for all schools were shrunk and neighbourhoods were re-designated to schools with space, some outside of the South East Sector.

A summary of the overall condition rating of schools in the South East Sector are listed below:

School Name	2012-2013 Capacity	2012-2013 Utilization	Age of Facility	FCI Rating
A. Blair McPherson	921	96%	4 Years	Not rated
Bisset	400	94%	25 Years	Good
Crawford Plains	433	75%	32 Years	Good
Daly Grove	412	64%	26 Years	Good
Dan Knott	664	69%	34 Years	Good
Edith Rogers	492	72%	39 Years	Good
Ekota	252	75%	38 Years	Good
Ellerslie Campus	629	86%	55 Years	Good
Grace Martin	432	77%	42 Years	Good
Greenview	520	68%	34 Years	Good
Hillview	326	99%	34 Years	Good
Jackson Heights	379	69%	12 Years	Good
Julia Kiniski	518	55%	29 Years	Good
Kameyosek	305	63%	37 Years	Fair

Kate Chegwin	628	95%	23 Years	Good
Lee Ridge	348	83%	38 Years	Good
Malcolm Tweddle	352	49%	39 Years	Good
Menisa	309	56%	33 Years	Good
Meyokumin	508	89%	34 Years	Good
Meyonohk	416	88%	34 Years	Good
Michael Strembitsky	888	77%	2 Years	Not rated
Minchau	398	60%	31 Years	Good
Pollard Meadows	500	96%	34 Years	Good
Sakaw	493	40%	34 Years	Good
Satoo	352	50%	38 Years	Good
T. D. Baker	768	88%	25 Years	Good
Tipaskan	455	49%	32 Years	Good
Velma E. Baker	412	66%	23 Years	Good
Weinlos	449	68%	32 Years	Good
Average			31 Years	

Current Alternative Programs:

- Challenge - T.D. Baker
- Chinese (Mandarin) Bilingual,- Meyonohk
- Cogito - Edith Rogers, Kameyosek, Meyokumin, Pollard Meadows
- French Immersion – Greenview
- Pre-Advanced Placement - Dan Knott, Kate Chegwin
- Sakinah Circle - Grace Martin

Expansion of existing alternative programs and consideration of new alternative programs will be addressed depending on demand and space available.

The location and need for special education classes is reviewed on an ongoing basis. Information regarding special education classes can be found on the District website at <http://epsb.ca/programs/specialeducation/>.

Where are we going?

Many established communities are experiencing slow growth or a decline in population, whereas the new and developing areas are experiencing the highest growth rates. The following chart includes information about developing neighbourhoods in the South East Sector:

Neighbourhood	Population (2012)	Population Projected**	Housing Units Projected	Housing Units Remaining	% Build Out
Summerside	7976	15920	4584	1501	67
Ellerslie Station	5566	6368	1218	0	100
The Orchards	0	10642	2505	2118	15
Ellerslie Nbhd 4	0	TBD	0	1089	0
Charlesworth	2941	8422	991	0	100
Walker	2036	13278	2786	1562	44
Mattson	0	TBD	0	2666	0
Larkspur	4988	6606	1213	0	100

Wild Rose	8031	8050	2478	0	100
Silver Berry	8089	5819	1286	0	100
Laurel	1606	13699	3491	2346	33
Maple	0	6493	1527	1242	19
Tamarack	2348	9120	2273	1383	39
Meadows Nbhd 5	0	TBD	0	2500	0
SE Urban Growth Area*	0	64722	23370	23370	0

*Includes data for entire ASP

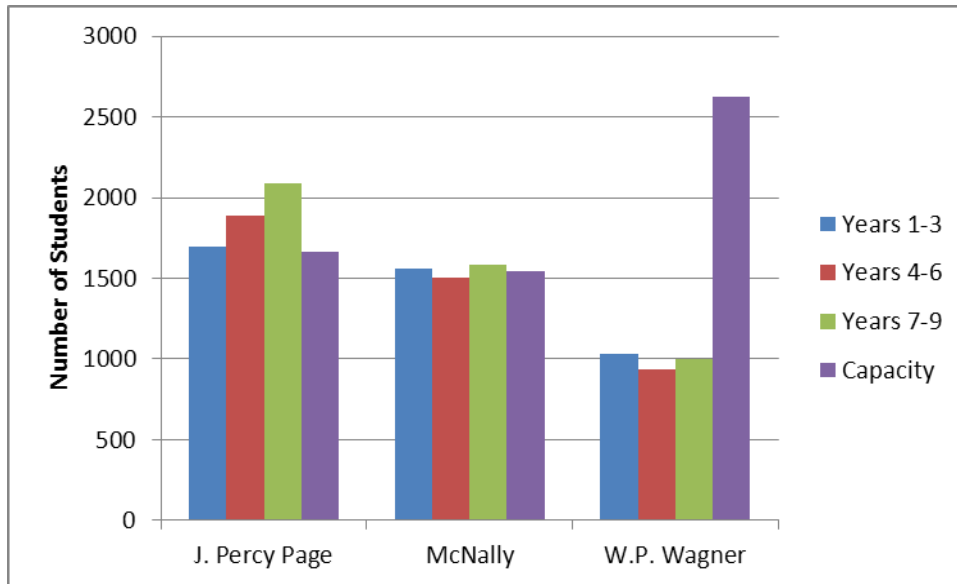
**Based on information provided in Neighbourhood Structure Plans approved by the City of Edmonton

According to the City of Edmonton's 2013-2018 Residential Land Servicing Forecast, 22-27 per cent of future residential lot activity is expected to come from the South East Sector. The neighbourhoods of Laurel, The Orchards, Tamarack and Walker are expected to generate most of the growth in the South East Sector over the next five years.

The District has developed a five and 10 year student population projection for the developing neighbourhoods located in Ellerslie ASP, The Meadows ASP, Southeast ASP and the Southeast Urban Growth Area. These projections are based on the number of housing starts and potential lot supply as defined within the City of Edmonton Urban Growth Strategy and determined by the Urban Development Institute (UDI) and the City of Edmonton. The methodology assumes that student generation from developing neighbourhoods will be similar to student generation in recently developed areas. The high projection is based on high student generation and a high growth rate as per UDI predictions. The low projection is based on low student generation and a low growth rate as per City of Edmonton predictions. These projections do not account for population growth or decline anticipated in neighbourhoods that have completed development.

		2019		2024	
Sector	Current Number of K-9 Students	Additional Number of K-9 Students Projected (Low)	Additional Number of K-9 Students Projected (High)	Additional Number of K-9 Students Projected (Low)	Additional Number of K-9 Students Projected (High)
South East	2,293	1,486	2,492	3,689	6,184

The following chart displays what the District should expect for high school residency numbers for the next nine years in the South East Sector compared to the capacities of the high schools serving this sector. These projections are based on a simple roll-over of current District residency data and does not account for any new growth or decline that will occur in this sector over this time period. As a district of choice many students also choose to attend school in a sector that they do not reside in. The students projected in Years 1-3 are current junior high students and Years 4-9 are current elementary students.



How do we get there?

New Construction Projects

These trends are reflected in the District's capital priorities for new construction in the *Three-Year Capital Plan 2015-2018*:

Priority	Project Location
4	Ellerslie (The Orchards)
6	Meadows (Laurel)
7	South East (Walker)
15	Meadows (Silver Berry)
24	Meadows (Meadows Nbhd 5)
28	Ellerslie (Ellerslie Nbhd 4)

In addition to the sites requested for new construction projects indicated above, the District has several other planned K-9 school sites located in the South East Sector. These sites will be considered for new construction in future capital planning processes.

Based on projections outlined above, new construction projects for the high school level are not required in the immediate future as there is sufficient high school capacity to serve this sector. We will continue to monitor the demand for high school sites in the growing suburban areas. The South East Sector has the following planned high school sites that will be considered in future capital planning processes:

- Silver Berry
- South East Urban Growth Area

Modernization projects

There are currently 29 facilities in the South East Sector. Only one of these facilities is above the District average age of 46 years.

There are no modernization projects for the South East Sector identified in the *Three-Year Capital Plan 2015-2018*. However, the following schools have been identified as requiring modernization projects in the next four to 10 years:

School	Project Description
Lee Ridge	General Upgrade
Kameyosek	General Upgrade
Ekota	General Upgrade

Ekota, Kameyosek and Lee Ridge schools each have modular additions on their buildings that have reached the end of their lifecycle. Through a modernization project, it will be determined whether or not they should be removed, upgraded, or replaced with new modular units or a permanent addition to the school building.

The need for modernization projects in the South East Sector will be reviewed on an ongoing basis as the school buildings continue to age. Many schools in this sector have aging modular additions. This will be considered when prioritizing future modernization projects as many of these modulars will need to be removed, upgraded, or replaced with either new modular units or permanent additions. Space for alternative programs to serve both the new suburban areas and the east part of South Central Sector will need to be considered.

Without new construction projects to provide local accommodation for students residing in the new developing neighbourhoods in Ellerslie, The Meadows, South East and the South East Urban Growth Area, ongoing student re-designations to aging schools in mature areas will continue. This trend is reflected in determining modernization project priorities as modernization projects should provide the most benefit to the most students in today's context.

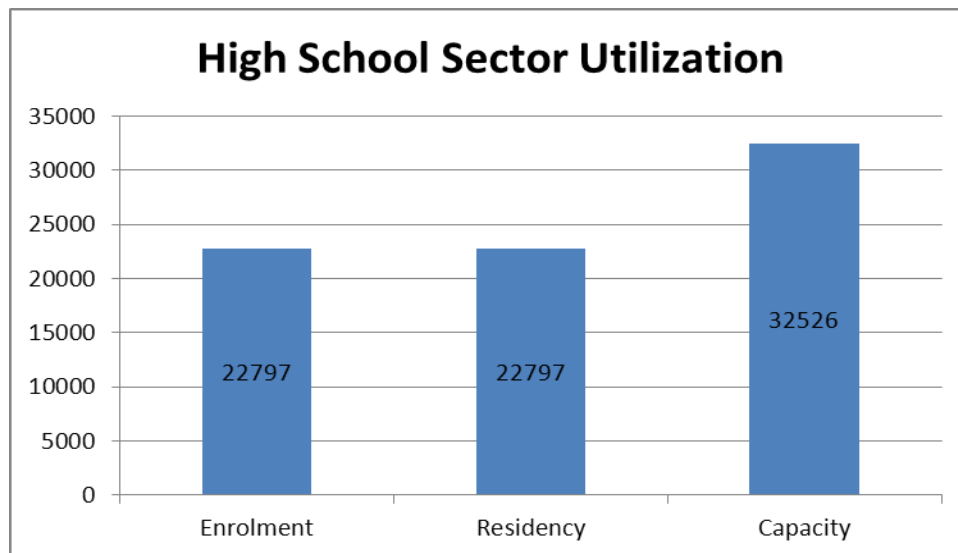
HIGH SCHOOL

High School Sector



Where are we?

The High School Sector encompasses the entire city. The utilization rate for the High School Sector is 70 per cent. There is excess space in the High School Sector to accommodate students as well as offer a selection of alternative programs.



A summary of the overall condition rating of schools in the High School Sector are listed below:

School Name	2012-2013 Capacity	2012-2013 Utilization	Age of Facility	FCI Rating
Braemar	523	26%	55 Years	Good
Eastglen	1800	40%	61 Years	Fair*
Edmonton Christian High School***	221	158%	15 Years	Not rated
Harry Ainlay	2250	102%	49 Years	Good
J. Percy Page	1662	68%	32 Years	Good
Jasper Place	4336	53%	54 Years	Good
L. Y. Cairns	1210	54%	46 Years	Good
Lillian Osborne	1022	106%	5 Years	Good
M. E. LaZerte	2787	68%	46 Years	Good
McNally	1546	63%	51 Years	Good
Millwoods Christian***	631	120%	39 Years	Not rated
Old Scona	270	127%	107 Years	Good
Queen Elizabeth	2076	60%	54 Years	Good
Ross Sheppard	2461	76%	58 Years	Fair
Strathcona	1755	79%	59 Years	Good
Victoria	3363**	79%	66 Years	Good
Vimy Ridge Academy	1987	69%	56 Years	Good
W. P. Wagner	2626	55%	45 Years	Good
Average			50 Years	

*Building condition has not been updated to reflect 2012 modernization project

**Capacity has not been updated to reflect 2012 modernization project

***Facility owned by private society

The Province approved funding for three projects for schools in the High School Sector:

- Lillian Osborne School expansion (600 capacity)
- Ross Sheppard School modernization
- Vimy Ridge Academy modernization

The Lillian Osborne School expansion project will increase the capacity of the High School Sector and will allow for the District to provide local accommodation for high school students in the growing South West area of the City.

The modernization projects at Ross Sheppard School and Vimy Ridge Academy will enhance educational opportunities for high school students by renovating these aging buildings and turning them into modern facilities that will serve as quality learning environments into the future.

Current Alternative programs located in the High School Sector:

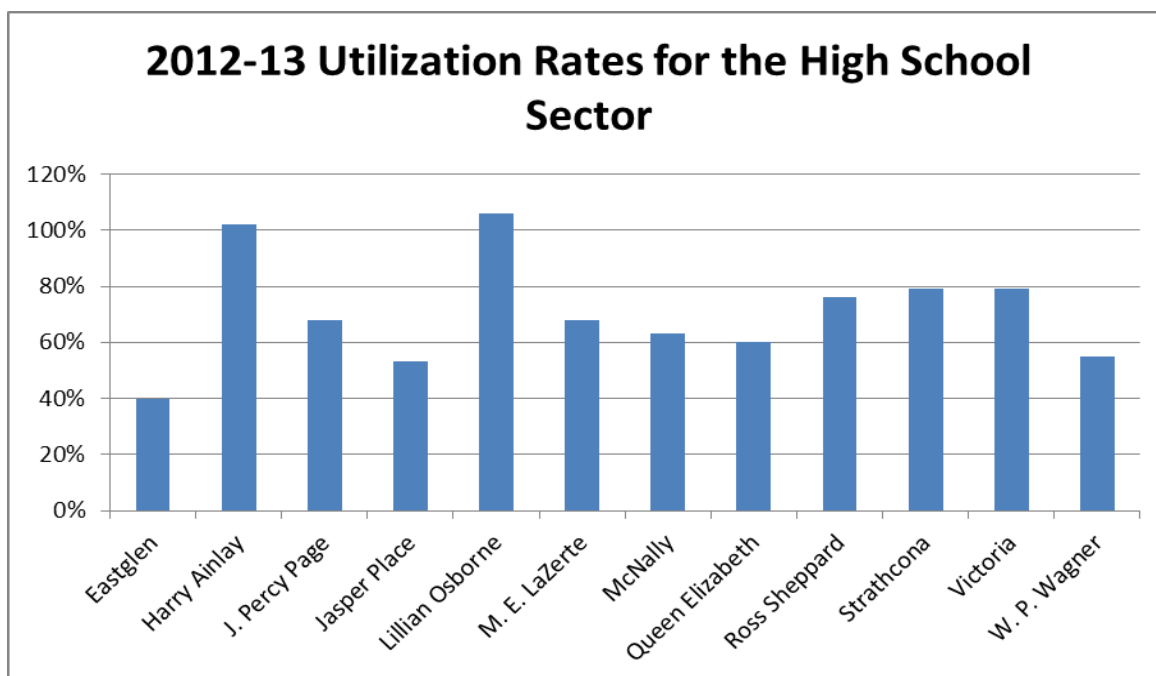
- Academic Alternative - Old Scona
- Advanced Placement - W.P. Wagner, Eastglen, J. Percy Page, Jasper Place, Strathcona
- Chinese (Mandarin) Bilingual - M.E. LaZerte, Ross Sheppard
- Christian Programming - Edmonton Christian School, Millwoods Christian School
- Dance - Vimy Ridge
- French Immersion - Harry Ainlay, Ross Sheppard
- German Bilingual - Strathcona
- International Baccalaureate - Harry Ainlay, Jasper Place, Lillian Osborne, M.E. LaZerte, McNally, Old Scona, Ross Sheppard, Victoria
- Pregnant and Parenting Teens - Braemar
- Sports Alternative - W.P. Wagner, Ross Sheppard, Vimy Ridge
- Ukrainian International Bilingual - M.E. LaZerte
- Victoria School of Performing and Visual Arts
- Vimy Ridge Academy Alternative

Expansion of existing alternative programs and consideration of new alternative programs will be addressed depending on demand and space available.

The location and need for special education classes is reviewed on an ongoing basis. Information regarding special education classes can be found on the District website at <http://epsb.ca/programs/specialeducation/>.

Where are we going?

Many established communities are experiencing slow growth or a decline in population, whereas the new and developing areas are experiencing the highest growth rates. As the High School Sector is city-wide, there is a wide range of utilization rates in district high schools. The following chart displays the various utilization rates at district high schools that offer regular programming:



**High schools with attendance areas only (program schools not included)*

The District has developed a five and 10 year student population projection for the developing neighbourhoods across the City. These projections are based on the number of housing starts and potential lot supply as defined within the City of Edmonton Urban Growth Strategy and determined by the Urban Development Institute (UDI) and the City of Edmonton. The methodology assumes that student generation from developing neighbourhoods will be similar to student generation in recently developed areas. The high projection is based on high student generation and a high growth rate as per UDI predictions. The low projection is based on low student generation and a low growth rate as per City of Edmonton predictions. These projections do not account for population growth or decline anticipated in neighbourhoods that have completed development.

Current and Projected Grade 10-12 Students Residing in Developing Areas

Sector	Current Number of Grade 10-12 Students	2019		2024	
		Additional Number of 10-12 Students Projected (Low)	Additional Number of 10-12 Students Projected (High)	Additional Number of 10-12 Students Projected (Low)	Additional Number of 10-12 Students Projected (High)
High School	3,524	4,047	6,865	9,136	15,492

How do we get there?

New construction projects

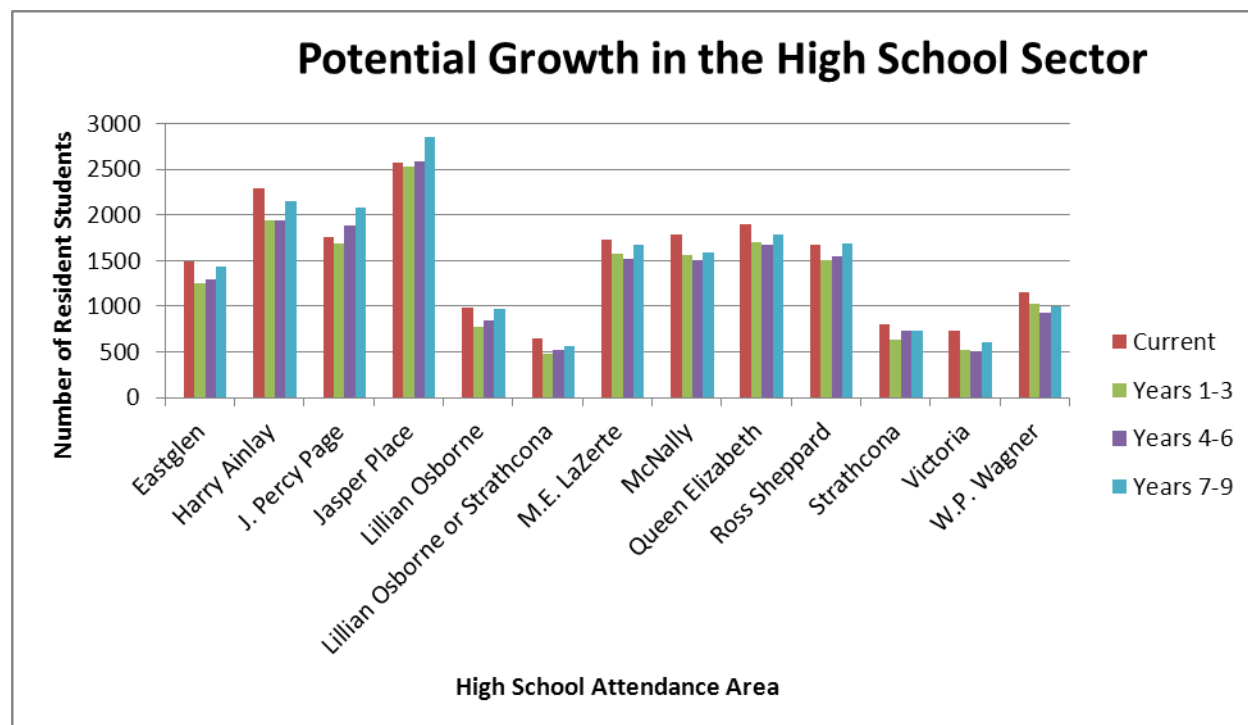
In the *District Three-Year Capital Plan 2015-2018*, one project is being requested for the High School Sector. This project will support the growth and success of students through high school completion and beyond by utilizing partnership opportunities to offer students alternative educational programming.

In partnership with post-secondary institutions, industry, as well as the Provincial and Municipal governments, a 2500 student high school completion centre will be established with a focus on the concept of Career Pathways. This will enhance opportunities for students to get a head start on post-secondary studies and the transition to the world of work. This facility would accommodate programming currently provided at Centre High and other high school and district program locations. Involvement with a private commercial property developer may be explored to facilitate a lease-to-own financing approach to the project, as this alternative financing model would require less up front capitalization. It is critical that this facility be located in a central location, easily accessed from all areas of the City.

Priority	Project Location
19	High School (Blatchford)

As per Federal census and district enrolment data, the District does not indicate a need for a high school in the growing suburban areas in the *Three-Year Capital Plan 2015-2018*. The largest populations are currently being realized in the pre-school age group, a trend that is reflected in our large number of requests for K-6 and K-9 schools in new neighbourhoods.

The following chart displays what the District should expect for high school student residency numbers for the next nine years. These projections are based on a simple roll-over of current District residency data and does not account for any new growth or decline that will occur over this time period. As a district of choice many students also choose to attend school in a sector that they do not reside in. The students projected in Years 1-3 are current junior high students and Years 4-9 are current elementary students.



Based on these projections, many high school attendance areas will not experience growth until Years 7 to 9. We will continue to monitor the demand for a high school in the growing suburban areas. The District has several other planned high school sites across the City. These sites will be considered for new construction in future capital planning processes. The sites are listed below in order of their current stage of assembly:

- Callingwood
- Clareview Town Centre
- Dunluce
- Keheewin
- Silver Berry
- The Hamptons
- Glenridding Heights
- Heritage Valley Town Centre
- Horse Hill Neighbourhood 3
- Riverview Neighbourhood 3
- South East Urban Growth Area

Three-Year Capital Plan 2015-2018

Introduction

The proposed Three-Year Capital Plan identifies the District's capital priorities for two project types: modernizations and new school construction/major additions. In accordance with provincial direction, the overall priorities for these two categories must be combined in one aggregated list. A separate list for each of the two categories is included to provide clarity of priorities within each category. It is important to note that capital priorities are not rolled over from one year to the next. The priorities indicated in the *Three-Year Capital Plan 2015-2018* are based on a review of all current data, with no consideration given to rankings indicated in previous years. It is difficult to prioritize new construction projects as each one listed is required to meet the immediate and future demands of new growth areas.

The Ten-Year Facilities Plan is being reviewed at this time to be made available to Alberta Education should it be requested. The updated Ten-Year Facilities Plan will capture the current challenges and opportunities facing the District. A comprehensive district Infrastructure Strategy is in the process of being developed. The results of the Infrastructure Strategy will guide the future development of the Ten-Year Facilities Plan and be reflected in future three-year capital priority identification.

The *Ten-Year Facilities Plan 2015-2024* is guided by a set of Planning Principles to guide decision-making around infrastructure capital investment. The Planning Principles are as follows:

1. Accountability
2. Centres for Educational Excellence
3. Environmental Stewardship
4. Equitable Access
5. Fiscal Responsibility
6. Service to Community
7. Supports for the Whole Child

The District believes that all students should have access to a quality learning environment regardless of the age of the building or the socio-economic status of the neighbourhood. In that regard, the Infrastructure Maintenance Renewal (IMR) program, which is applied through the Major Maintenance Plan, is distributed to all schools based on the building's infrastructure needs. Resolving matters of health and safety relating to all our buildings is the highest priority. The District also places a high priority on providing access to school space for a number of wrap around services to support children and families. These tenants and partners provide a broad range of supports and services fostering student success and achievement.

The uncertainty of capital funding creates challenges in prioritizing projects, for both school modernizations and new schools. The challenges are intensified when blending the priorities of modernizations with new construction projects, a requirement of the submission to the Province. A balance of investment in both mature areas and new growth areas is represented in the proposed aggregate priority order. The criteria for both modernization and new construction projects are aligned with the provincial capital funding criteria (Appendix I School Capital Manual).

In February 2014, the Province approved funding for Edmonton Public Schools to complete consultative planning processes and value management studies for the recently approved replacement school in the mature area of the City. The remaining funds could be used to evaluate modernization priorities and additional replacement school projects in the mature areas.

Modernization Projects

Over the past 26 years, the Province has provided funding to the District for modernization projects at 60 schools within the mature areas. Over \$250 million has been invested in mature area schools through IMR, Capital Projects or other provincial capital funding programs. In 2014, the Province announced funding for four modernization projects as per the District's capital priorities. These projects will be for Alberta School for the Deaf, Belgravia School, Ross Sheppard School and Vimy Ridge Academy. The District has not historically received modernization project funding on an annual basis. The funding for modernizing mature area schools has been consistently below the levels needed to keep the District's entire aging infrastructure in fair to good condition.

Modernization Projects

Three-Year Capital Plan	Number of Projects Funded	Number of Projects Requested	Number of Projects Carried Over from Previous Year
2014-2017	4	16	8
2013-2016	0	17	17
2012-2015	2	19	19
2011-2014	0	19	17
2010-2013	0	18	16
2009-2012	0	18	4
2008-2011	5	8	7

The District recognizes the critical need to reinvest in our existing buildings. At 50 years, major building components such as mechanical and electrical systems reach the end of the expected life-cycle and require replacement. In 2012, according to the provincial Real Estate Capital Asset Priority Planning (RECAPP) database, the District had a current deferred maintenance total of \$216 million. This figure will increase to approximately \$710 million by 2017, as 40 additional schools will reach 50 years of age. By 2026, 130 will be 50 years old or older, and the value of deferred maintenance is on track to exceed \$1 billion.

The proposed priorities for modernizations are based on the following factors:

- Condition of building (as per five year Facility Condition Index and lifecycle cost reduction);
- School utilization trend;
- Sector utilization trend;
- Cost-benefit analysis (project cost/number of students enrolled);
- Current and future welcoming schools as identified in the District's report on *Managing Student Growth in New and Developing Neighbourhoods*; and
- Schools involvement in previous consolidation processes.

Schools located in the Central, North East, South Central and West 1 sectors were not considered when determining the modernization priorities if they did not qualify as a receiving school in the District's report on *Managing Student Growth in New and Developing Neighbourhoods* or were not involved in

previous consolidation processes. The intent is to include these schools in future replacement school reviews prior to eligibility for modernization. The Infrastructure Strategy will guide the identification of priorities of future replacement school clusters and determine which schools within these sectors should be modernized rather than be part of a replacement school project.

Removal from the plan does not indicate future closure, or permanent removal from future modernization consideration. The modernization projects proposed to be removed from the plan could be part of a planning study to determine the mature neighbourhood replacement school project location as identified within each year of the plan. This study may also identify schools that are surplus to District needs.

Requests for funding in the modernization priorities list are categorized as either an Essential or General upgrade. An Essential Upgrade is intended to prolong the life of the facility through replacement of major components, as identified in provincial facility condition audits, district condition assessments, or as identified by external consultants, which address:

- Replacement of components at risk of failure or that are posing a life, health/safety risk and/or are creating an immediate need of repair/replacement;
- Replacement of mechanical, electrical and structural components based on age and condition;
- Ensuring school facility upgrades meet all regulatory agency requirements;
- Meeting the requirements of students with disabilities or special educational needs through provision of barrier-free accessibility; and
- Correcting components to address environmental and energy concerns that will positively impact life cycle costs.

An Essential Upgrade typically would not reconfigure existing space within the building in any significant way, unless required to address specific challenges with barrier-free accessibility or life, health and safety risks. Buildings may be reduced in size if excess capacity is not required.

For the purposes of this plan, an Essential Upgrade would be the equivalent of a provincially described 'medium' upgrade, in terms of provincial funding-level support. A General Upgrade to a school facility is intended to achieve all of the objectives of an Essential Upgrade, as well as address improvements to the learning environment through:

- Space reconfigurations including expansions and reductions to total floor areas;
- Upgrading of educational areas to meet specialized program requirements in the school; and
- Changes to circulation and way-finding within the building.

For the purposes of this plan, a General Upgrade would be the equivalent of a provincially described 'major' upgrade, in terms of provincial funding-level support.

Building condition data is based on a revised provincial, five-year Facility Condition Index (FCI) for all buildings. The FCI is based on the deferred maintenance of the building divided by the replacement building cost. This reflects a change in condition categorization from five categories to three; good, fair and poor. Condition changes and ratings will be reassessed annually.

Condition	FCI Definition	Capital Planning Initiative Definition
Good	Facilities with an FCI of less than 15%	Adequate for intended use and expected to provide continued service life with average maintenance.
Fair	Facilities with an FCI that is equal to or greater than 15% or equal to or less than 40%	Aging components are nearing the end of their life cycle and require additional expenditures for renewal or refurbishing.
Poor	Facilities with an FCI of greater than 40%	Upgrading is required to comply with current codes or standards and deterioration has reached the point where major repairs or replacement are necessary.

The District recognizes the critical need to reinvest in our existing buildings. At 50 years, major building components such as mechanical and electrical systems reach the end of the expected life-cycle and require replacement. In 2012, according to the provincial Real Estate Capital Asset Priority Planning (RECAPP) database, the District had a current deferred maintenance total of \$216 million. This figure will increase to approximately \$710 million by 2017, as 40 additional schools will reach 50 years of age. By 2026, 130 will be 50 years old or older, and the value of deferred maintenance is on track to exceed \$1 billion.

Replacement School Projects

Predominantly, the requests for new construction projects are located within the new suburban areas. However, a request for a replacement school is included in each year of the plan to be located within a mature neighbourhood. Each project could include a consolidation of a number of schools. The location for the project will be determined after a planning study, identifying the best location for a replacement school, is concluded. If it was determined that a modernization of an existing building is more cost effective than a replacement building, a request would be made to the Province to amend the project type. In February 2014, the Province announced funding for a replacement school project that will allow for the consolidation of three or more school buildings. Upon consultation with communities, parents, staff and relevant stakeholders, a decision regarding the potential cluster of schools to be considered for the replacement school will be reached in June 2014. A replacement of Delton, Mill Creek and Spruce Avenue schools on a one to one basis, outside of consolidation discussions, is included in the plan. These projects will require confirmation through site-specific value management study. These schools were involved in previous consolidation and closure processes, which determined their long-term sustainability.

New Construction Projects

Between 2002 and 2010, no new school buildings were opened in the District despite the significant amount of student population growth in new suburban areas during this time.

The following table indicates the number of requests requested versus approved since 2007:

New Construction Projects

Three-Year Capital Plan	Number of Projects Funded	Number of Projects Requested	Number of Projects Carried Over from Previous Year
2014-2017	6	18	7
2013-2016	0	7	6
2012-2015	0	6	6
2011-2014	0	7	3
2010-2013	0	3	2
2009-2012	0	2	2
2008-2011	9	20	13

The District's inability to keep up with providing local accommodation for the significant residential growth has resulted in critical enrolment pressures at many schools serving the students from the new suburban areas. The District established a comprehensive plan to manage student growth and to meet the demand for student learning spaces at certain schools due to large enrolment increases. The District's report on *Managing Student Growth in New and Developing Neighbourhoods* highlights the disparity between demand for new schools and capital funding for new schools. Students in many of the new suburban areas are travelling longer distances to be accommodated within a school. This has transportation implications as district ride-time standards may be exceeded.

Suburban growth within the City of Edmonton accounts for the majority of the residential growth; the rate of growth has been substantial and is projected to continue at a rapid pace. This has resulted in a significant rise in student population in new suburban areas. The Province recently announced funding for four new construction projects and a 600 capacity addition to Lillian Osborne School. The projects are as follows:

- Heritage Valley K-6 School (SW)
- Terwillegar Heights K-9 School (SW)
- Windermere (Ambleside) K-9 School (SW)
- Lewis Farms 7-9 School (W2)

Although these projects will increase the District's capacity to accommodate students in new neighbourhoods, the pace of residential development in suburban areas has outpaced capital funding for constructing local accommodation. Existing schools will face organizational and programming challenges as they struggle to accommodate students residing in new neighbourhoods. The District's report on *Managing Student Growth in New and Developing Neighbourhoods* outlines recommendations for certain schools to manage student growth and meet the demand for student learning spaces due to large enrolment increases. As the City continues to develop, a growing number of schools will face enrolment pressures and similar measures will need to be taken to ensure all students are provided with a quality learning environment.

The proposed priorities for new construction and major additions are based on a review of all land development plans, policies, and data for the City of Edmonton, and analysis of pre-school and student residency data in suburban areas, including but not limited to:

- Number of 0-4 year olds living in the new areas;
- Number of EPSB students currently residing in the new area;
- Available student capacity in the plan area;
- Future growth potential in the new area (based on remaining single family lots to be developed);
- Total population potential in the new area;
- Impact of the District's report on *Managing Student Growth in New and Developing Neighbourhoods* on the new area;
- Ability of nearby schools to accommodate current and projected growth in new areas; and
- Distance and average travel time by yellow bus to a designated receiving school.

These criteria take into consideration both current demand, as identified in the *Managing Student Growth in New and Developing Neighbourhoods*, and projected future growth in the new suburban areas. Neighbourhoods or groups of neighbourhoods are given priority if they have the population required to sustain a school, keeping in mind that maximum capacities for schools are larger than they have been in the past. While new construction funding will continue to be requested from the Provincial Government through the annual submission of a capital priorities plan, the increasing need for new capacity in developing areas will warrant exploration of alternative approaches to funding and delivering new school facilities. This could include developer contributions or sponsorships for new schools, lot levies in new areas, or any other creative funding avenues which might be possible through discussions with the Provincial and Municipal governments, and the development industry.

In addition to requesting schools for new suburban areas, the District has prioritized one project in the High School Sector in the *Three-Year Capital Plan 2015-2018*. In partnership with post-secondary institutions, industry, Alberta Education and Advanced Education, other school jurisdictions and the City of Edmonton, a 2500 student high school will be established with a focus on the concept of Career Pathways. This will enhance opportunities for students to get a head start on post-secondary studies and the transition to the world of work.

This facility will, in addition to emphasizing the concept of Career Pathways, accommodate programming currently provided at Centre High and other high school and district program locations. Involvement with a private commercial property developer may be explored to facilitate a lease-to-own financing approach to the project, as this alternative financing model would require less up front capitalization. It is critical that this facility be located in a central location, easily accessed from all areas of the City.

Proposed Three-Year Capital Plan 2015-2018 Aggregated Priorities

Priority 2015-2018	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
Year 1						
1	K-6 Windermere (Windermere Estates)	New	600	SW	\$15.8	<ul style="list-style-type: none"> The nearest school able to accommodate students from Windermere is approximately 11 km away (The estimated travel time by yellow bus is over 50 minutes). Windermere Estates is almost double the size of a typical neighbourhood. The neighbourhood is 47% built out, with 2252 remaining potential single family lots. The neighbourhood is projected to have 16,771 residents. As of 2012, 2136 people reside in Windermere Estates.
2	K-9 The Grange (Glastonbury or Granville)	New	900	W2	\$25.2	<ul style="list-style-type: none"> The neighbourhoods of Glastonbury and Granville were re-designated to schools outside of The Grange ASP resulting from the report on <i>Managing Student Growth in New and Developing Neighbourhoods</i>. There are over 600 K-9 students residing in these neighbourhoods and approximately 500 0-4 year olds as per Census 2012. The nearest schools able to accommodate students from these neighbourhoods are approximately 5 km away. The estimated travel time by yellow bus is over 40-50 minutes.
3	K-9 Heritage Valley (Allard or Chappelle)	New	900	SW	\$25.2	<ul style="list-style-type: none"> The nearest school able to accommodate students from Allard and Chappelle is 12 km away on average. The estimated travel time by yellow bus is over 50 minutes. Chappelle is almost double the size of a typical neighbourhood. Chappelle is 16% built out, with 3675 remaining potential single family lots. Allard is 37% built out with 1252 remaining potential single family lots. Chappelle is projected to have 22,208 residents. As of 2012, 151 people reside

						<ul style="list-style-type: none"> in Chappelle. Allard and Callaghan are projected to have 14,592 residents. As of 2012, 3899 people reside in these neighbourhoods. There is the potential for a partnership with the Community League at the Allard site.
4	K-9 Ellerslie (The Orchards)	New	900	SE	\$25.2	<ul style="list-style-type: none"> The Orchards was re-designated to schools in Mill Woods resulting from the report on <i>Managing Student Growth in New and Developing Neighbourhood</i>. The estimated travel time by yellow bus is 30-40 minutes. The Orchards is 15% built out with 2118 remaining potential single family lots. The Orchards is expected to have a population of 10,642.
5	Mature Neighbourhood Replacement School as determined by Infrastructure Strategy	New or Modernization	TBD	TBD	\$25.2	<ul style="list-style-type: none"> In mature neighbourhoods, the combination of multiple schools in proximity, the age of these schools and their deferred maintenance is a challenge. A replacement school, which could include the consolidation of a number of schools, could address these challenges.
6	K-6 Meadows (Laurel)	New	600	SE	\$15.8	<ul style="list-style-type: none"> Students residing in Laurel are designated to nearby schools in Mill Woods as a result of deficient capacity in The Meadows ASP. The estimated travel time by yellow bus is 20 minutes. Laurel is 33% built out with 2346 remaining potential single family lots. Laurel is projected to have 13,699 residents. As of 2012, 1,606 people reside in Laurel.
7	K-9 South East (Walker)	New	900	SE	\$25.2	<ul style="list-style-type: none"> Walker was re-designated to schools in Mill Woods resulting from the report on <i>Managing Student Growth in New and Developing Neighbourhood</i>. The estimated travel time by yellow bus is 20-30 minutes. Walker is 44% built out with 1562 remaining potential single family lots. The neighbourhood is projected to have 13,278 residents. As of 2012, 2036

						people reside in Walker.
8	K-9 Lewis Farms (Secord)	New	900	W2	\$25.2	<ul style="list-style-type: none"> • Secord was re-designated to schools outside of Lewis Farms ASP resulting from the report on <i>Managing Student Growth in New and Developing Neighbourhood</i>. • The estimated travel time by yellow bus is 40-50 minutes. • Secord is 29% built out with 1658 remaining potential single family lots. • Secord is projected to have 13,609 residents. As of 2012, 914 people reside in Secord.
9	K-9 Heritage Valley (Allard or Chappelle)	New	900	SW	\$25.2	<ul style="list-style-type: none"> • The nearest school able to accommodate students from Allard and Chappelle is 12 km away on average. The estimated travel time by yellow bus is over 50 minutes. • Chappelle is almost double the size of a typical neighbourhood. Chappelle is 16% built out, with 3675 remaining potential single family lots. • Allard is 37% built out with 1252 remaining potential single family lots. • Chappelle is projected to have 22,208 residents. As of 2012, 151 people reside in Chappelle. • Allard and Callaghan are projected to have 14,592 residents. As of 2012, 3899 people reside in these neighbourhoods. • There is the potential for a partnership with the Community League at the Allard site.
10	Mill Creek School	Replacement/Modernization	TBD	SC	\$7.4*	<ul style="list-style-type: none"> • Provincial Five-Year Facility Condition Index (FCI) Ranking: Poor. • Provincial Utilization Rating (ACU) of 60%. • Viability was confirmed after undergoing a sustainability review in 2006-2007. • Enrolment at Mill Creek School, which offers the International Spanish Academy program, has continued to increase on an annual basis. • Value Management Study will be conducted to determine replacement versus modernization approach

11	Caernarvon School	Modernization	-	NW	\$8.4	<ul style="list-style-type: none"> Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (ACU) of 84%. Designated receiving school for students relocated due to the report on <i>Managing Student Growth in New and Developing Neighbourhoods</i>.
12	Brander Gardens School	Modernization	-	SW	\$7.2	<ul style="list-style-type: none"> Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (ACU) of 103%. Measures required to manage growing student enrolment were included in report on <i>Managing Student Growth in New and Developing Neighbourhoods</i>. Two new schools will open in 2016 to serve some students currently designated to Brander Gardens
Year 2						
13	Mature Neighbourhood Replacement School as determined by Infrastructure Strategy	New or Modernization	TBD	TBD	\$25.2	<ul style="list-style-type: none"> In mature neighbourhoods, the combination of multiple schools in proximity, the age of these schools and their deferred maintenance is a challenge. A replacement school, which could include the consolidation of a number of schools, could address these challenges.
14	K-9 Palisades (Cumberland or Hudson or Oxford)	New	900	NW	\$25.2	<ul style="list-style-type: none"> There is significant student residency numbers in The Palisades ASP with only one school serving this area. The neighbourhoods of Albany, Cumberland and Hudson were re-designated resulting from the report on <i>Managing Student Growth in New and Developing Neighbourhoods</i>. The estimated travel time from these neighbourhoods to their designated school by yellow bus is over 20-25 minutes.
15	7-9 Meadows (Silver Berry)	New	900	SE	\$27.8	<ul style="list-style-type: none"> All existing junior high schools in the Meadows and Mill Woods are accommodating students residing in new neighbourhoods. K-9 students in the Meadows have been designated to schools in the South

						<p>Central sector for junior high programming as space in the South East sector is limited.</p> <ul style="list-style-type: none"> Kate Chegwin, the current designated junior high school for Silver Berry, is 95% utilized.
16	7-9 Windermere (Windermere Estates)	New	900	SW	\$27.8	<ul style="list-style-type: none"> Junior high space in the Riverbend/Terwillegar area is becoming very limited as new areas continue to grow. With no junior high space in the Windermere area, students will continue to be transported significant distances to go to school. Riverbend, the current designated junior high school, is 85% utilized. Windermere Estates is almost double the size of a typical neighbourhood. The neighbourhood is 47% built out, with 2252 remaining potential single family lots. The neighbourhood is projected to have 16,771 residents. As of 2012, 2136 people reside in Windermere Estates.
17	K-6 Pilot Sound (McConachie)	New	600	NC	\$15.8	<ul style="list-style-type: none"> Students residing in McConachie are designated to schools outside of Pilot Sound ASP. Travel time by yellow bus is 30-40 minutes. McConachie is 30% built out with 2015 remaining potential single family lots. McConachie is projected to have 12,122 residents. As of Census 2012, 897 people reside in McConachie.
18	K-9 Lewis Farms (Rosenthal)	New	900	W2	\$25.2	<ul style="list-style-type: none"> Students residing in Rosenthal are designated to schools outside of Lewis Farms ASP. Travel time by yellow bus is 40-50 minutes. Rosenthal is 6% built out with 2725 remaining potential single family lots. Rosenthal is projected to have 12,294 residents. As of Census 2012, there were no residents in Rosenthal yet.
19	High School (Blatchford)	New	2500	HS	TBD	<ul style="list-style-type: none"> This project will support the growth and success of students through high school completion and beyond by utilizing partnership opportunities to offer

						students alternative educational programming.
20	Delton School	Replacement/ Modernization	TBD	C	\$12.0*	<ul style="list-style-type: none"> Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (ACU) of 62%. Viability was confirmed after undergoing sector review in 2009-2010. Designated receiving school for students relocated due to the closure of H.A. Gray in 1984 and Eastwood and Parkdale schools in 2010. Value Management Study will be conducted to determine replacement versus modernization approach
21	Gold Bar School	Modernization	-	SC	\$6.0	<ul style="list-style-type: none"> Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (ACU) of 44%. Viability was confirmed after undergoing sector review in 2009-2010.
22	Lansdowne School	Modernization	-	SC	\$7.0	<ul style="list-style-type: none"> Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (ACU) of 54%. Designated receiving school for students relocated due to the report on <i>Managing Student Growth in New and Developing Neighbourhoods</i>.
Year 3						
23	Mature Neighbourhood Replacement School as determined by Infrastructure Strategy	New or Modernization	TBD	TBD	\$25.2	<ul style="list-style-type: none"> In mature neighbourhoods, the combination of multiple schools in proximity, the age of these schools and their deferred maintenance is a challenge. A replacement school, which could include the consolidation of a number of schools, could address these challenges.
24	K-9 Meadows (Meadows Neighbourhood 5)	New	900	SE	\$25.2	<ul style="list-style-type: none"> Development has yet to begin in Meadows Neighbourhood 5, though it is expected to have 2500 single family lots. A school in this neighbourhood would

						serve The Meadows area, where there are few student spaces.
25	K-9 Windermere (Keswick)	New	900	SW	\$25.2	<ul style="list-style-type: none"> The nearest school able to accommodate students from Keswick is 13 km away, located in the West 1 Sector. As of 2012 development in Keswick had yet to begin. It is expected to generate a population of 15,430 and 3959 single family lots.
26	K-9 Big Lake (Starling)	New	900	W2	\$25.2	<ul style="list-style-type: none"> The nearest school able to accommodate students from the Big Lake area is 9 km away, located in the Central Sector. As of Census 2012 the population in Trumpeter is 160. Starling and Trumpeter are expected to generate a combined population of 10,619. There are 1773 remaining single family lots yet to develop in these neighbourhoods.
27	K-9 Edgemont	New	900	W2	\$25.2	<ul style="list-style-type: none"> Development has yet to begin in Edgemont, though it is expected to have 3824 single family lots and a population of 14,836.
28	K-9 Ellerslie (Ellerslie Neighbourhood 4)	New	900	SE	\$25.2	<ul style="list-style-type: none"> Development has yet to begin in Ellerslie Neighbourhood 4, though it is expected to have 1089 single family lots. There are only two schools in the Ellerslie ASP and South East ASPs, both are extremely challenged to accommodate students residing in these areas. As per the report on <i>Managing Student Growth in New and Developing Neighbourhoods</i>, many future students in these areas will be re-designated to schools in Mill Woods. A school in Ellerslie Neighbourhood 4 will provide local accommodation for students in both of these areas.
29	7-9 Pilot Sound (McConachie)	New	900	NC	\$27.8	<ul style="list-style-type: none"> Junior high space in the Pilot Sound area is very limited. McConachie is 30% built out with 2015 remaining potential single family lots. McConachie is projected to have 12,122 residents. As of Census 2012, 897 people reside in McConachie.

30	K-9 Heritage Valley (Chappelle)	New	900	SW	\$25.2	<ul style="list-style-type: none"> The nearest school able to accommodate students from Chappelle is 12 km away on average. The estimated travel time by yellow bus is over 50 minutes. Chappelle is almost double the size of a typical neighbourhood. Chappelle is 16% built out, with 3675 remaining single family lots. Chappelle is projected to have 22,208 residents. As of 2012, 151 people reside in Chappelle.
31	Spruce Avenue School	Replacement/Modernization	TBD	C	\$10.1*	<ul style="list-style-type: none"> Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (ACU) of 57%. Viability was confirmed for the junior high after undergoing sector review in 2009-2010. The elementary program was closed in 2010. Designated receiving school for students relocated due to the closure of H.A. Gray in 1984, John A. McDougall's junior high program in 2001, and Eastwood, McCauley and Parkdale schools in 2010. Value Management Study will be conducted to determine replacement versus modernization approach
32	Hillcrest School	Modernization	-	W1	\$13.1	<ul style="list-style-type: none"> Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (ACU) of 58%. Designated receiving school for students relocated due to the report on <i>Managing Student Growth in New and Developing Neighbourhoods</i>.
33	Belmont School	Modernization	-	NE	\$8.1	<ul style="list-style-type: none"> Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (ACU) of 68%. Could be a future receiving school for students residing in growth areas in the northeast.

*Reflects estimated cost for a General Upgrade

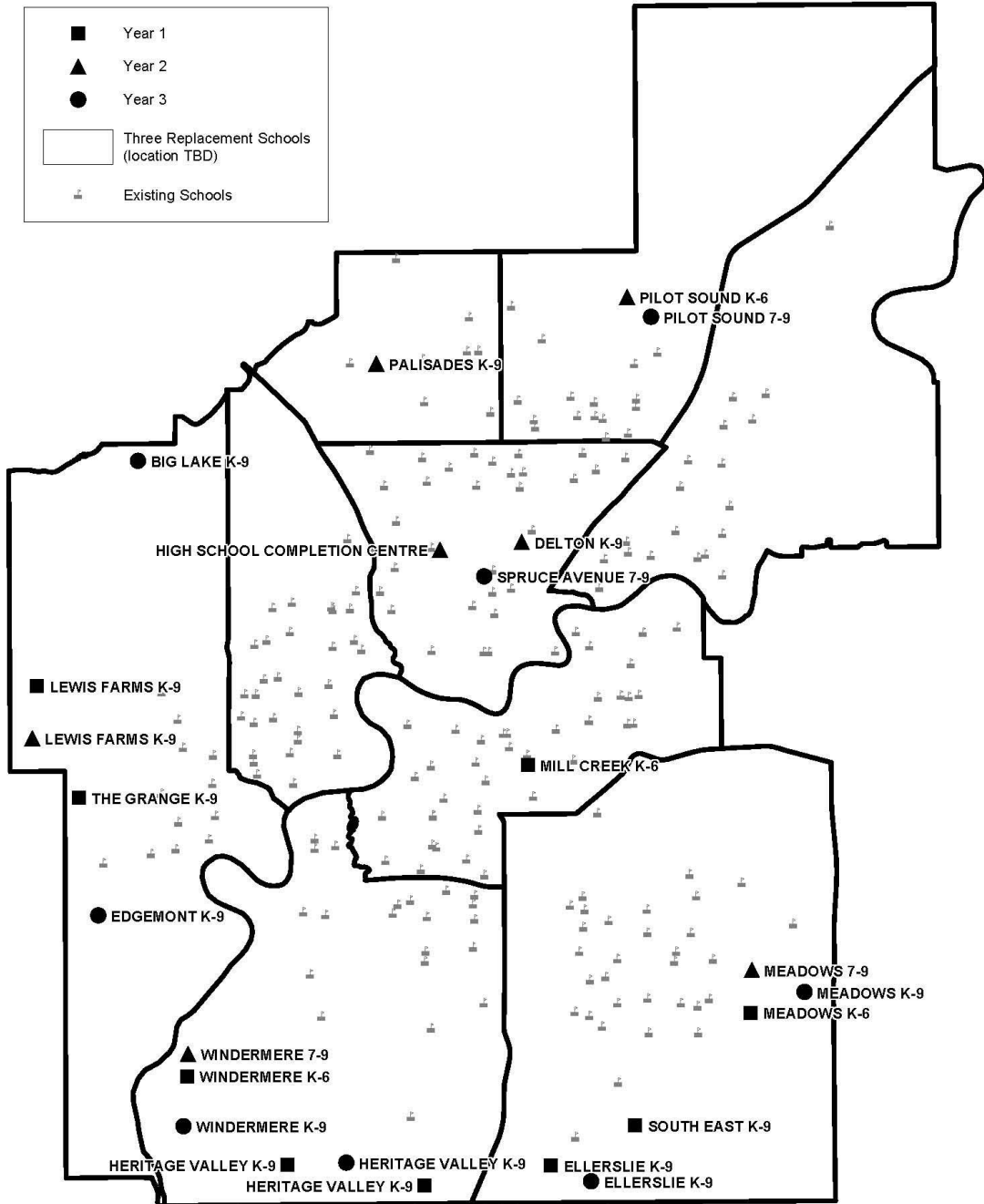
Proposed New School Construction, Replacement and Major Additions Priorities

Priority 2015-2018	New Construction Project Location	Capacity	Sector	Cost (millions)
Year 1				
1	K-6 Windermere (Windermere Estates)	600	SW	\$15.8
2	K-9 The Grange (Glastonbury or Granville)	900	W2	\$25.2
3	K-9 Heritage Valley (Allard or Chappelle)	900	SW	\$25.2
4	K-9 Ellerslie (The Orchards)	900	SE	\$25.2
5	Mature Neighbourhood Replacement School as determined by Infrastructure Strategy	New or Modernization	TBD	\$25.2
6	K-6 Meadows (Laurel)	600	SE	\$15.8
7	K-9 South East (Walker)	900	SE	\$25.2
8	K-9 Lewis Farms (Secord)	900	W2	\$25.2
9	K-9 Heritage Valley (Allard or Chappelle)	900	SW	\$25.2
10	Mill Creek	Replacement or Modernization	SC	\$7.4*
Year 2				
11	Mature Neighbourhood Replacement School as determined by Infrastructure Strategy	New or Modernization	TBD	\$25.2
12	K-9 Palisades (Cumberland or Hudson or Oxford)	900	NW	\$25.2
13	7-9 Meadows (Silver Berry)	900	SE	\$27.8
14	7-9 Windermere (Windermere Estates)	900	SW	\$27.8
15	K-6 Pilot Sound (McConachie)	600	NC	\$15.8
16	K-9 Lewis Farms (Rosenthal)	900	W2	\$25.2

17	High School (Blatchford)	2500	HS	TBD
18	Delton	Replacement or Modernization	C	\$12.0*
Year 3				
19	Mature Neighbourhood Replacement School as determined by Infrastructure Strategy	New or Modernization	TBD	\$25.2
20	K-9 Meadows (Meadows Neighbourhood 5)	900	SE	\$25.2
21	K-9 Windermere (Keswick)	900	SW	\$25.2
22	K-9 Big Lake (Starling)	900	W2	\$25.2
23	K-9 Edgemont	900	W2	\$25.2
24	K-9 Ellerslie (Ellerslie Neighbourhood 4)	900	SE	\$25.2
25	7-9 Pilot Sound (McConachie)	900	NC	\$27.8
26	K-9 Heritage Valley (Chappelle)	900	SW	\$25.2
27	Spruce Avenue	Replacement or Modernization	C	\$10.1*

*Reflects estimated cost for a General Upgrade

New Replacement and Major Addition



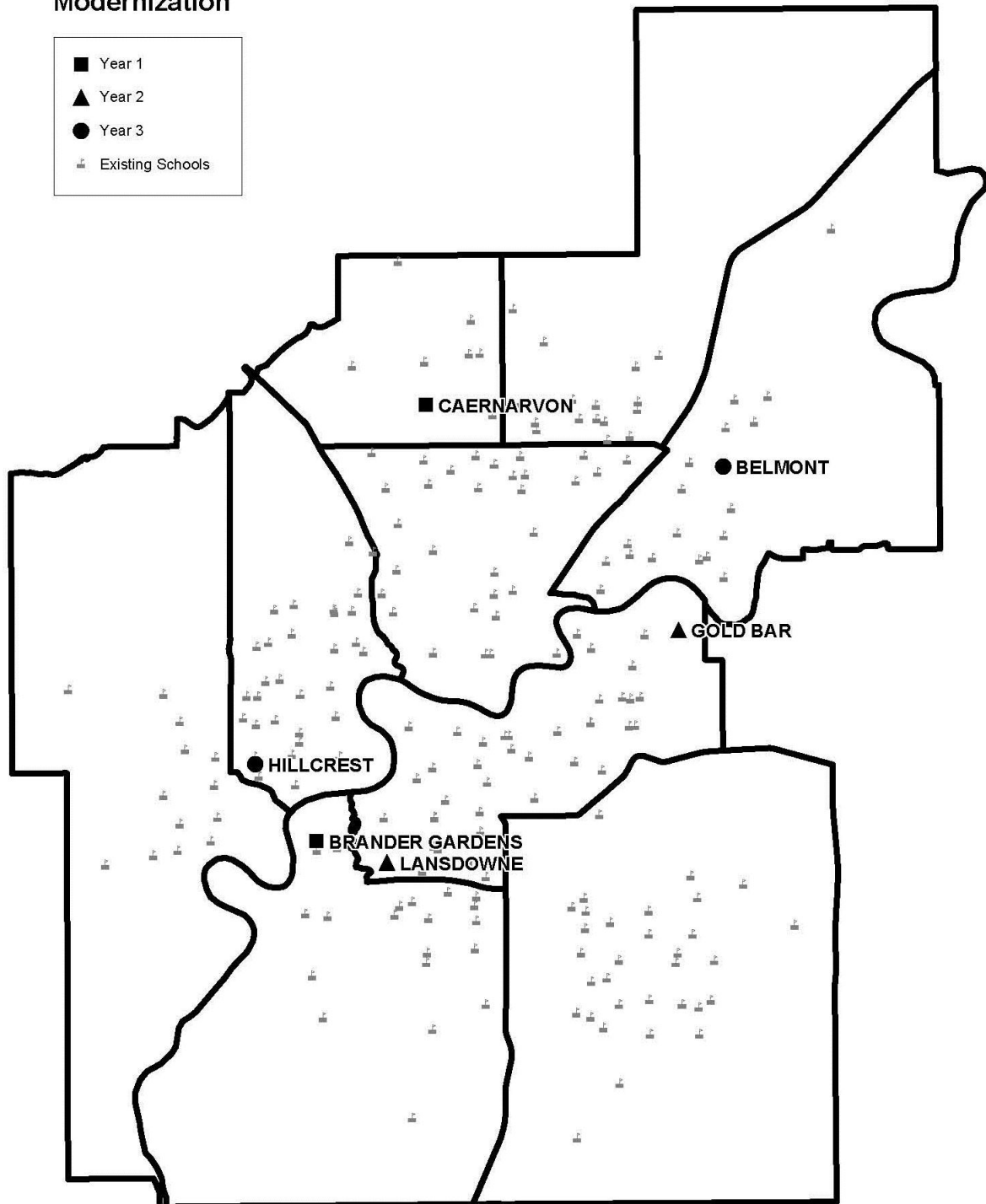
Prepared by Planning, Edmonton Public Schools
March 2014

Proposed Modernization Funding Priorities

Priority 2015-2018	Previous Plan	School Name	Project Description	Sector	Costs (millions)
1	N	Caernarvon*	General Upgrade	NW	\$8.4
2	N	Brander Gardens*	General Upgrade	SW	\$7.2
3	Y	Gold Bar	Essential Upgrade	SC	\$6.0
4	N	Lansdowne	General Upgrade	SC	\$7.0
5	N	Hillcrest	General Upgrade	W1	\$13.1
6	N	Belmont*	General Upgrade	NE	\$8.1

*Belmont, Brander Gardens and Caernarvon Schools each have modular additions on their buildings that have reached the end of their lifecycle. Through a modernization project it will be determined whether or not they should be removed, upgraded, or replaced with new modular units or a permanent addition to the school building.

Modernization



Prepared by Planning, Edmonton Public Schools
March 2014

Replacement Request Project Descriptions by Ranking

For each school below, a value management study will be conducted to determine if a replacement school or a modernization approach is most cost-effective.

Mill Creek School

Mill Creek School opened in 1946 and currently serves 257 elementary students. Mill Creek School offers International Spanish Academy programming.

Project Rationale:

- Provincial Five-Year Facility Condition Index (FCI) Ranking: Poor
- Provincial Utilization Rating (ACU) of 60%
- Viability was confirmed after undergoing a sustainability review in 2006-2007

Delton School

Delton School opened in 1946 and currently serves 397 elementary students. Delton School offers Regular, Early Learning, Opportunity and Behaviour and Learning Assistance programming.

Project Rationale:

- Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair
- Provincial Utilization Rating (ACU) of 62%
- Viability was confirmed after undergoing sector review in 2009-2010
- Designated receiving school for students relocated due to the closure of Eastwood and Parkdale schools in 2010

Spruce Avenue School

Spruce Avenue School opened in 1929 and currently serves 261 junior high students. Spruce Avenue offers Regular, Opportunity, Literacy and Behaviour and Learning Assistance programming.

Project Rationale:

- Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair
- Provincial Utilization Rating (ACU) of 57%
- Viability was confirmed for the junior high after undergoing sector review in 2009-2010. The elementary program was closed in 2010.
- Designated receiving school for students relocated due to the closure of Eastwood, McCauley and Parkdale schools in 2010.
- Will be future receiving school for students residing in the City Centre Airport (Blatchford) re-development

Modernization Request Project Descriptions by Ranking

Caernarvon School

Caernarvon School opened in 1976 and currently serves 437 elementary students. Caernarvon School offers Regular, Chinese Bilingual and Early Learning programming.

Project Rationale:

- Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair
- Provincial Utilization Rating (ACU) of 84%
- Designated receiving school for students relocated due to the report on *Managing Student Growth in New and Developing Neighbourhoods*

Brander Gardens School

Brander Gardens School opened in 1976 and currently serves 566 elementary students. Brander Gardens School offers Regular and French Immersion programming.

Project Rationale:

- Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair
- Provincial Utilization Rating (ACU) of 103%
- Measures required to manage growing student enrolment were included in report on *Managing Student Growth in New and Developing Neighbourhoods*
- Two new schools will open in 2016 to serve some students currently designated to Brander Gardens

Gold Bar School

Gold Bar School opened in 1959 and currently serves 169 elementary students. Gold Bar School offers Regular and Behaviour and Learning Assistance programming.

Project Rationale:

- Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair
- Provincial Utilization Rating (ACU) of 44%
- Viability was confirmed after undergoing sector review in 2009-2010

Lansdowne School

Lansdowne School opened in 1969 and currently serves 194 elementary students. Lansdowne School offers Regular programming.

Project Rationale:

- Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair
- Provincial Utilization Rating (ACU) of 54%
- Designated receiving school for students relocated due to the report on *Managing Student Growth in New and Developing Neighbourhoods*

Hillcrest School

Hillcrest School opened in 1962 and currently serves 372 junior high students. Hillcrest School offers Regular, Literacy and Opportunity programming.

Project Rationale:

- Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair
- Provincial Utilization Rating (ACU) of 58%
- Designated receiving school for students relocated due to the report on *Managing Student Growth in New and Developing Neighbourhoods*

Belmont School

Belmont School opened in 1979 and currently serves 314 elementary students. Belmont School offers Regular and Logos programming.

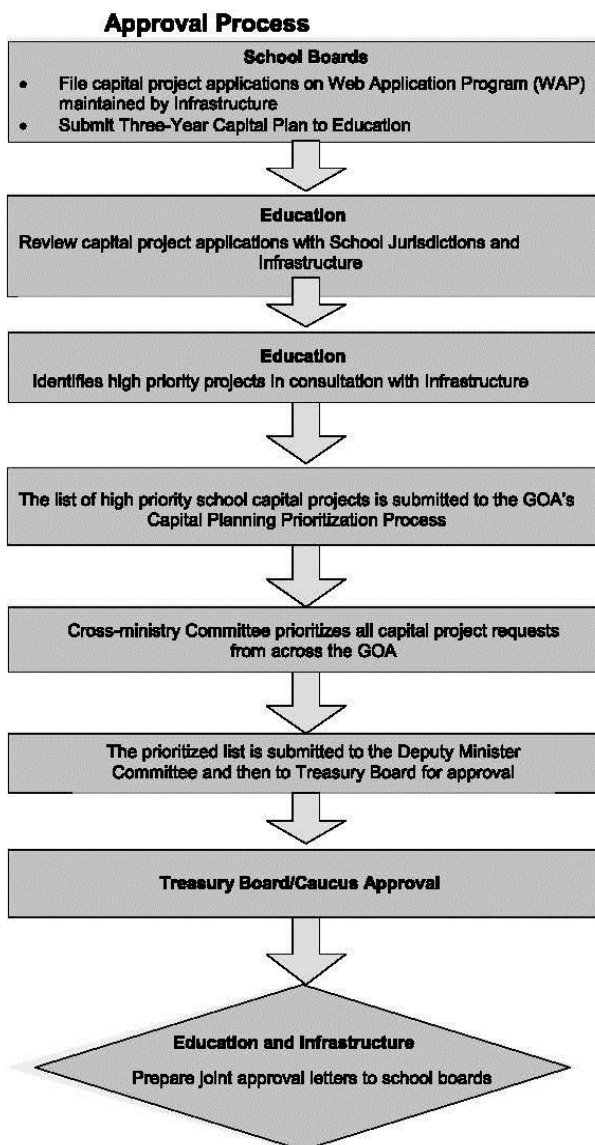
Project Rationale:

- Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair
- Provincial Utilization Rating (ACU) of 68%
- Could be a future receiving school for students residing in growth areas in the northeast

Provincial Five-Year Facility Condition Index (FCI) Ranking	Definition
Good	Adequate for intended use and expected to provide continued service life with average maintenance.
Fair	Aging components are nearing the end of their life cycle and require additional expenditures for renewal or refurbishing.
Poor	Upgrading is required to comply with current codes or standards and deterioration has reached the point where major repairs or replacement are necessary.

3. Approval Process for School Building Projects

As required by the *School Act*, Part 7, Division 2, Ministerial approval must be obtained prior to commencement of any capital project. **There will be no funding provided to a jurisdiction for a project commenced without prior written Ministerial approval.**



3.1 School Capital Funding Priorities

Capital projects are reviewed and prioritized by Education, with technical input from Infrastructure, prior to being submitted to the government's Capital Planning Prioritization Process led by Treasury Board.

The projects identified in the Three-Year Capital Plans should include sufficient information to support the identified priority ranking. Projects are first reviewed for accuracy and clarity, and staff from Education's Capital Planning Sector and Infrastructure's Learning Facilities Branch may meet with school jurisdictions to obtain further information as required.

Partnerships have become an important component of the capital planning submission. Please see section 4.2.4 for partnership considerations.

Education then prioritizes project requests by first considering school jurisdiction priorities and then the following criteria:

- **Health and Safety** – Impact on health and safety of occupants of not proceeding with the project (e.g., replacement or essential modernization to correct unsafe conditions or prevent a major building failure).
- **Building Condition** – Facility audit scores and the facility condition evaluation is a key tool for government and school boards' long-term capital planning processes. It assists with determining priorities for investing in maintenance, upgrades and new infrastructure.

Reviews are ongoing within a five-year cycle so that each school is re-evaluated five years following its last review. The evaluation report generated from each review provides a "snapshot" of the physical condition and building systems at that specific point in time. The review anticipates the amount and cost of maintenance work that may be required over the next five years to keep the school in good condition.

- **Utilization Rates** – Utilization of existing facilities. The utilization formula is used as a measure of the relative occupancy levels of a school. When a facility reaches or exceeds a utilization of 85 per cent capital expansion may be considered.

A high utilization rate at a school will not automatically result in the construction of additional infrastructure. Demographic trends, total utilization of the area, funding considerations and overall provincial priorities are also taken into consideration, along with the relative priorities for school capital projects identified by each of the school jurisdictions in their Three-Year Capital Plans.

- **Enrolment Projections** - Trends and subsequent school board plans for the accommodation of students.
- **Education Program Delivery** – Alignment with the direction the board has described in the Three-Year Education Plan.

- **Additional Information**, including opportunities for partnership/collaborations between one or more school jurisdictions and/or other partners and other supplementary information such as site readiness, studies, regional plans.

Education then prepares the annual submission for the provincial Capital Planning Prioritization Process. Other considerations include:

- **Program Delivery Impact** – Importance of the project to achieving ministry program delivery requirements.
- **Infrastructure Performance** – Recognition of infrastructure that is generally in greater need of attention due to poor functionality or poor physical condition; or that high utilization results in the need to adjust program delivery capacity.

4. School Capital Planning

4.1 Approaches for Delivering Education Programs

School jurisdictions should consider possible alternatives and approaches for delivering education programs and accommodating students. Examples are:

- Making more efficient use of existing space available in other schools or other facilities in the community, in other communities in the region, or in other school jurisdictions.
- Adjusting grade structures within the school(s).
- Operating schools for longer periods each day.
- Offering year-round schooling.
- Enhancing technology in schools (e.g. videoconferencing) to provide for additional opportunities for students to access education programs.

4.2 Three-Year Capital Plan Requirements

School jurisdictions must prioritize projects submitted for funding based on safety of school facilities, enrolment pressures, modernization needs, etc., as identified through the Three-Year Capital Plan and Ten-Year Facilities Plan. The Three-Year Capital Plan submission must be approved by the Board of Trustees or Charter School Authority and signed off on an annual basis.

The fiscal year for Capital Plans is April 1 to March 31. The Three-Year Capital Plan must be submitted by April 1 of the year prior to the commencing year of the plan. For example, the plan submitted on April 1, 2014 is for the years 2015-2018.

4.2.1 Three-Year Capital Plan

The Three-Year Capital Plan:

- Identifies the highest priority school facility/infrastructure needs for the three-year period.
- Must be updated by the school jurisdiction and submitted on an annual basis.
- Must include, at a minimum, the detailed breakdown of costs by facility required to complete the web-based *New School Project Application* and the *Expansion and Modernization Project Application* (Forms 1 and 2 available on the WAP).
- Must demonstrate that the school jurisdiction has evaluated its ability to deliver the requested projects during the three-year period.
- Must include a completed copy of the Site Readiness Checklist (see Form 8) New or Replacement School projects. requested in the first year of the submission.

4.2.2 Ten-Year Facilities Plan

The Ten-Year Facilities Plan must be developed and be made available upon request by the Capital Planning Sector. School jurisdictions may also be asked to submit additional information or a business case in support of a project.

The Ten-Year Facilities Plan provides a broad overview of the school jurisdiction's facilities. It helps each school jurisdiction, Education and Infrastructure to identify long-range facility needs in support of school jurisdictions' education and technology plans.

A school jurisdiction should annually review its Plan to confirm its continued relevance and submit an updated plan to Education upon request. The plan should include the following information:

- Enrolment pressures and emerging learning opportunities that need to be addressed through expansion (new schools, additions, modular classrooms and leases). The plan must indicate the jurisdiction's expected facilities utilization for the ten-year period. This should include enrolment projections for areas of growth and for areas with declining enrolments.
- Modernization needs for schools over the ten-year period.
- Grade structures and forecast of program changes requiring capital funding either under the Modernization program to convert existing space, or construction under the Expansion program to facilitate the new program(s) and technology.
- Facility condition evaluation information.
- Declining enrolments that may lead to closure of programs or school buildings.
- Identify any impact on the need for capital funding to modernize or add space to the school(s) where students are being relocated.

4.2.3 Site Readiness

- Discussions with municipalities must occur prior to submitting a request for a new or replacement project, to ensure the site has been identified and services are available to construct the school.
- A Site Readiness Checklist (see Appendix I- Form 8)
<http://www.education.alberta.ca/media/6414507/form8sitereadiness.doc> must be completed, signed and submitted for each New or Replacement School Project included in the first year of the jurisdiction's Three Year Capital Plan
- Areas that need to be considered include:
 - Title of land
 - Zoning appropriate
 - Topography of site
 - Any site assessments that have been completed
 - Adequate road access
 - Other concerns about the site.

4.2.4 Partnership Opportunities

The Ministers of Education and Infrastructure believe that schools serve as important hubs within communities. School Boards are expected to identify potential partnerships with local jurisdictions that would be of mutual benefit to both the students and community at large.

To assist school jurisdictions in identifying and establishing partnership opportunities, please refer to the Partnerships webpage online at <http://education.alberta.ca/departments/ipr/capitalplanning/infrastructureresources/p>

DATE: April 22, 2014

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Children and Youth Mental Health and Well-Being Initiative (Response to Request for Information #011)

ORIGINATOR: Mark Liguori, Assistant Superintendent of Schools

RESOURCE STAFF: Heather Raymond, Rosalind Smith, Debbie Jackson

REFERENCE: February 4, 2014 Board Meeting (Trustee Martin)
Children and Youth Mental Health and Well-Being, Strategic Plan – An Overview, Years of Action 2013-2014

ISSUE

Provide information on the research that led to the implementation of the *Children and Youth Mental Health and Well-Being* initiative announced by the Toronto District School Board on January 28, 2014.

BACKGROUND

The document *Children and Youth Mental Health and Well-Being, Strategic Plan – An Overview, Years of Action 2013-14* outlines the research that led to the implementation of the Children and Youth Mental Well-Being initiative announced by the Toronto District School Board (TDSB) on January 29, 2014. The goal of this four-year strategic plan for creating *Healthy Schools, Healthy Relationships* is to help create a culture where mental health and well-being is integrated into every aspect of a student's school experience. "Early signs of mental disorders frequently appear in adolescence yet they are often undiagnosed and untreated. Young people with mental disorders are at great risk of dropping out of school, ending up in jail and of not being fully functional members of society in adulthood." (Unicef Publications)

CURRENT SITUATION

The initiative was informed by the following:

- Published literature/research (international, national and provincial sources)
 - identified that student mental health and well-being is essential to student success
 - identified that student mental health problems are a barrier to students achieving academic success which can lead to dropping out of school and not being a fully functional member of society.
 - Defined student mental health as "A state of well-being in which every individual realizes his or her potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community." (World Health Organization)
- Locally collected data established the needs within the District by surveying students, parents and staff

- In 2011-2012 TDSB conducted a student and parent census that yielded vital information in the area of mental health. Through survey questions about students' emotional well-being that were included for the first time, it was confirmed that mental health is a top priority for both elementary and secondary students in their school district.
- A 2012 TDSB survey (resource mapping) of 210 elementary and secondary schools involving a range of school staff, established that from a staff perspective there was a definite need for a more coordinated approach to better serve students. Resource mapping identified areas of strength and areas of need. Appendix 1 of the *Children and Youth Mental Health and Well-Being, Strategic Plan, Years of Action 2013-2014*, Toronto District School Board outlines the resource mapping findings. For example, stakeholder education to develop a shared understanding around mental health and the correlation between mental health and well-being and student success, as well as staff training, and broad collaborative partnerships are essential. Appendix 2 of the *Children and Youth Mental Health and Well-Being, Strategic Plan, Years of Action 2013-2014*, Toronto District School Board, provides the research documents from which the strategic plan was developed.

KEY POINTS

- Published literature/research identified that student mental health and well-being is essential to student success and that student mental health problems are a barrier to students achieving academic success
- Defined student mental health as “A state of well-being in which every individual realizes his or her potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.”
- Locally collected data established the needs within the TDSB through survey questions and confirmed that mental health is a top priority for both elementary and secondary students
- Survey responses to a 2012 TDSB survey of 210 elementary and secondary school staff established that there is a definite need for a more coordinated approach to better serve students.

ATTACHMENTS & APPENDICES

ATTACHMENT I Children and Youth Mental Health and Well-Being, Strategic Plan, Years of Action 2013-2014, TDSB

RS:cs

Children and Youth Mental Health and Well-Being

Strategic Plan – An Overview
Years of Action 2013 - 2017, Toronto District School Board

**HEALTHY SCHOOLS.
HEALTHY RELATIONSHIPS.**

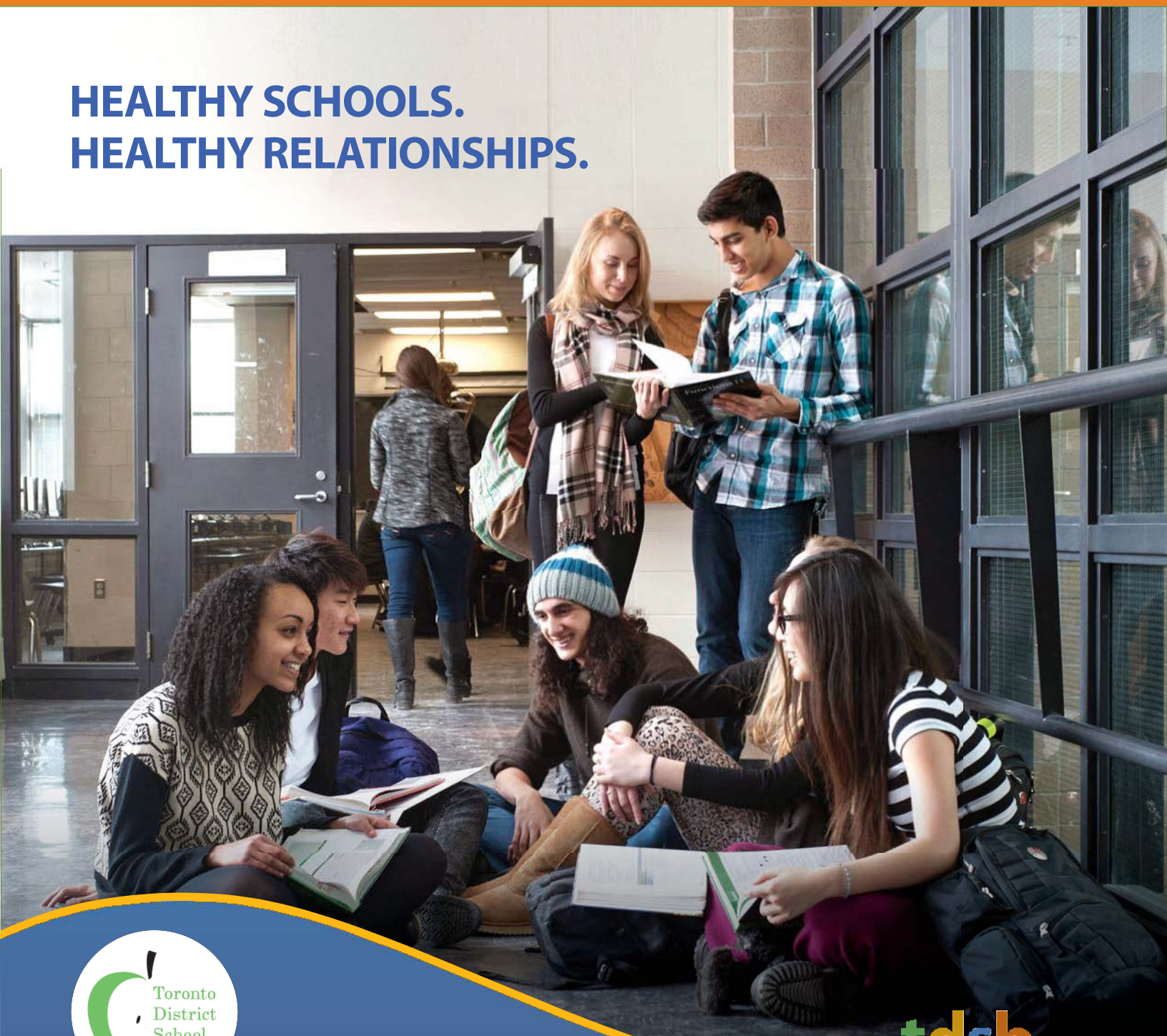


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We would like to thank and acknowledge Trustee Cathy Dandy (Ward 15), senior staff, and members of the Mental Health Leadership Team for their valuable contributions to building the Children and Youth Mental Health and Well-Being Strategy.

Introduction - Director's Letter

The Toronto District School Board is proud of the great things that happen in our classrooms each and every day and is committed to providing all of our students with the supports they need to achieve the highest levels of academic and personal success.

I recently launched the Years of Action 2013-2017 where I outlined how we will direct and align our resources to support student achievement and well-being. Mental health and well-being is essential to student success and achievement which is why I have made it a clear priority for our schools. Student mental health and well-being belongs to everyone and by focusing our actions this year on decreasing stigma, and increasing understanding and awareness, we are confident that students, parents, and TDSB staff will be better able to identify concerns and know what to do when they, or someone they know, needs help.

Expanding our anti-stigma programs, supporting schools in developing local mental health plans and providing administrators and educators with tools that promote student mental health are actions that we are taking to shine a spotlight on this area.

TDSB students are fortunate to benefit from a range of mental health and wellness supports that have existed for many years and I am confident that the four-year strategic plan for creating **Healthy Schools. Healthy Relationships.** will help to create a culture where mental health and well-being is integrated into every aspect of our students' school experience.

Student mental health and well-being impacts everyone and belongs to each of us. The TDSB accepts fully our responsibility in this area as demonstrated by our bold and deliberate actions that will be felt in every school. The students, families and staff deserve nothing less, and our determination to make a difference has never been greater.

Donna Quan
Director of Education



*Director of Education,
Donna Quan*

“

Mental Health and well-being belongs to everyone and is key to student success and that is why I have made this a clear priority at the TDSB.

”

Children and Youth Mental Health and Well-Being

Mental Health and Well-Being is essential to student success. We will make student mental health a priority at the Toronto District School Board.

While we know that one in five Ontario students has a mental health problem, we also know that schools can promote positive mental health, identify and intervene early to prevent the onset of problems and respond to children and youth in distress www.mentalhealthcommission.ca (September 2013).

The TDSB is actively working to improve the mental health and well-being of our students.

What is Mental Health?

The World Health Organization defines mental health as a “state of well-being in which every individual realizes his or her potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.” (World Health Organization)

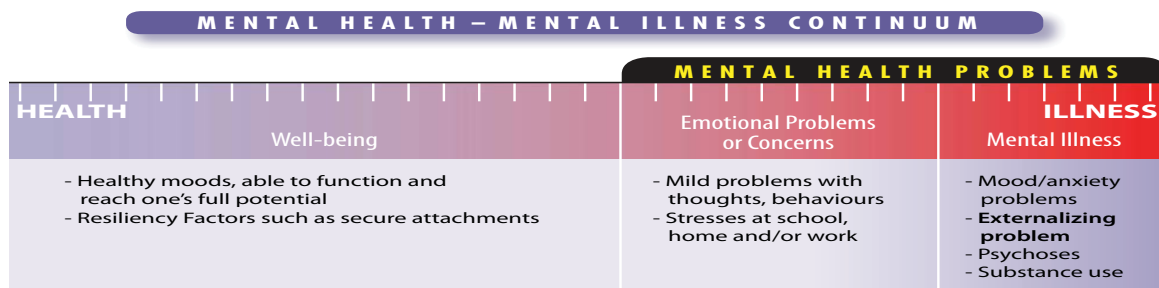
This is the ideal toward which we strive.

Why Focus on Student Mental Health?

Focusing on child and adolescent mental health and wellness promotion, literacy and education has countless documented benefits. “Early signs of mental disorders frequently appear in adolescence yet they are often undiagnosed and go untreated. Young people with mental health disorders are at great risk for dropping out of school, ending up in jail and of not being fully functional members of society in adulthood.”

(http://www.unicef.org/publications/files/pub_adolescence_en.pdf) p.35

It is helpful to think of mental health as occurring along a continuum.



Adapted from MHealthy - University of Michigan Health & Well-Being Services, “Understanding U: Managing the Ups and Downs of Life - What Is Mental Health?”, 2012. http://hr.umich.edu/mhealthy/programs/mental_emotional/understandingu/learn/mental_health.html and Leading Mentally Healthy Schools: A Vision for Student Mental Health and Well-Being in Ontario Schools. A resource for School Administrators, by SMH-ASSIST, 2013.

The World Health Organization defines mental health as

“

a state of well-being in which every individual realizes his or her potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.

”

Provincial Context

Provincially, considerable attention has been devoted to highlighting the mental health needs of Ontario children and youth. Our work is based on:

- A 2006 document entitled, “A Shared Responsibility – Ontario’s Policy Framework for Child and Youth Mental Health” from the Ministry of Children and Youth Services.
- “Open Minds, Healthy Minds, Ontario’s Comprehensive Mental Health and Addictions Strategy”, a recent document from the Ministry of Health which addresses the issue of mental health supports and service provision.
- Key Ministry of Education documents including “Equity and Inclusive Education in Ontario’s Schools” (2009), “Learning for All” Draft Version (2011) and “Foundations for a Healthy School” (2013).
- Ontario Centre of Excellence for Child and Youth Mental Health documents, “Taking Mental Health to School” and “Scanning the Practice Landscape in School Based Mental Health” which add invaluable data and an educational perspective on this issue.
- Targeted support to school boards continues to be informed by School Mental Health (SMH) ASSIST. This Ministry of Education initiative is designed to systematically support boards with the development and implementation of mental health resources and tools, along with the funding of a Mental Health Lead.

*The Mental Health
Commission of Canada
asserts that*

“

healthy emotional
and social
development lay
the foundation
for mental health
and resilience in
childhood and
throughout life.

”



The Toronto District School Board Context

Mission

We are committed to a board-wide culture that develops resilience in school communities, recognizes the profound understanding of the connection between mental health and student achievement, and the dynamic collaboration between schools and communities. With students as our key stakeholders, their voice shapes our understanding of how we ensure mental health is a priority in every school community.

Vision

- A new transformed culture where mental health and well-being is integrated into every aspect of each student's school experience.
- A shared understanding of the connection between mental health and well-being and student achievement which supports every student's academic and personal success.
- A shared responsibility for every student's mental health and well-being that guides our decision making and allocation of resources.
- A coordinated approach to providing a continuum of service that is aligned and responsive to the needs of students, parents and staff.

TDSB Commitments

- To support staff to be caring adults in the lives of students.
- To raise awareness and increase knowledge through professional learning and the implementation of evidence-based promotion, prevention and intervention programs.
- To identify students in need of enhanced support and to help them and their families to connect to appropriate care through effective referral systems and pathways.
- To collaborate with partners within a larger system of care.

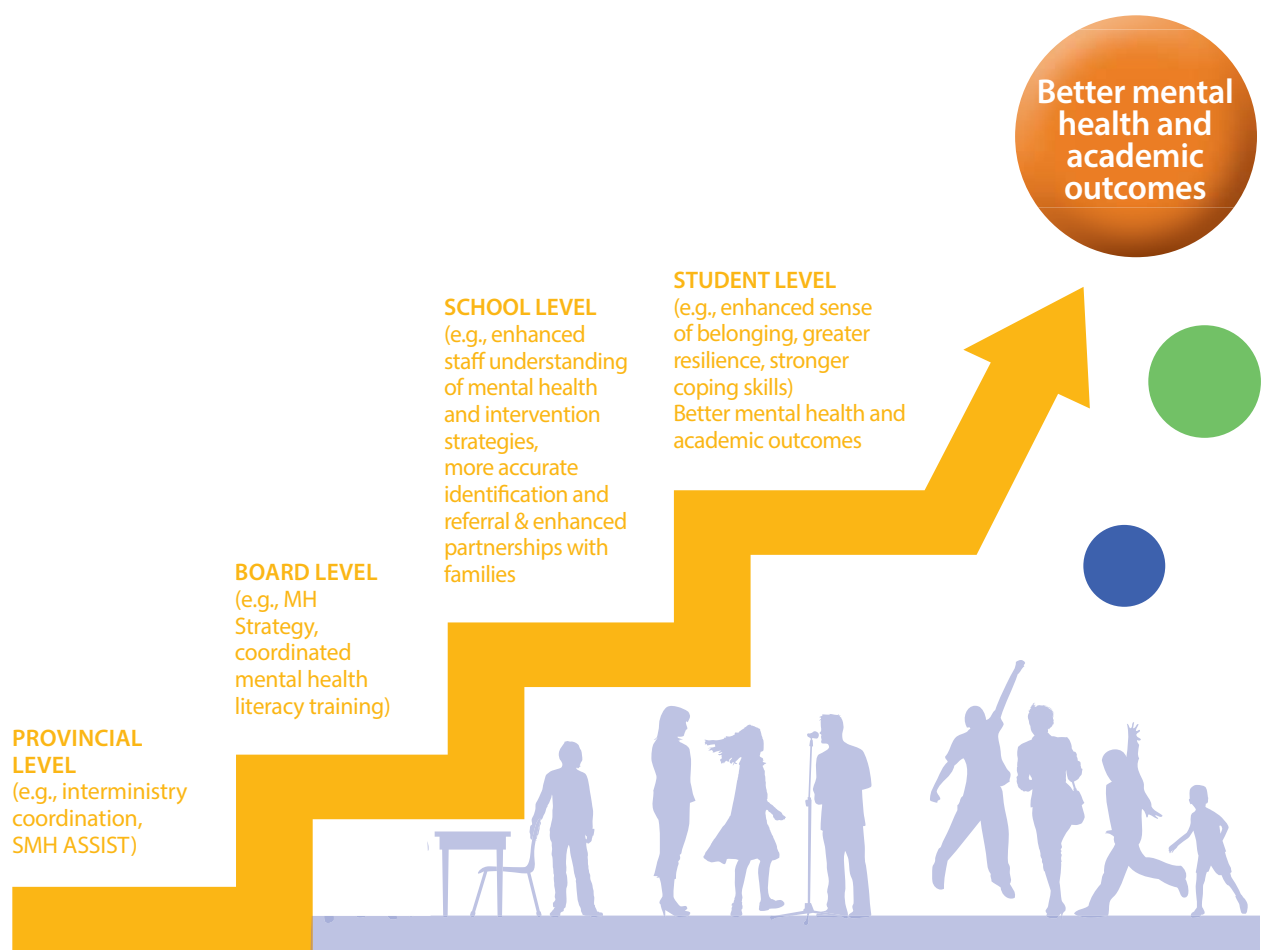
our vision

is a culture where mental health and well-being is integrated into every aspect of every student's school experience.



The Toronto District School Board Context

The goal of better mental health and academic outcomes requires the efforts of many key players at all levels. There are clear links between the School Mental Health ASSIST initiative, our system, schools and students in the achieving this goal.



Adapted SMH ASSIST

What the TDSB Research Tells Us

In 2011, the TDSB conducted a student and parent census that yielded vital information in the area of mental health. Through survey questions about students' emotional well-being that were included for the first time, it was confirmed that mental health is a top priority for our elementary and secondary students.

The 2011 - 2012 Student and Parent Census established that:

- 73% of students between Grades 9-12 worried about their future and 59% of students in Grades 7-8 reported worrying about their future.
- Over a third of Grade 9-12 students reported that they were under a lot of stress (38%) and also reported they were nervous or anxious (34%) 'often' or 'all of the time'.
- The majority of students reported that they worried about their school work 'all the time' or 'often' - Grades 9-12 students (71%) and Grades 7-8 students (64%).

For further information from the 2011-2012 Student and Parent Census, please refer to:

- "FACTS 2011-2012 Student and Parent Census", Issue 2, June 2013
TDSB Students (Grades 7-12): Emotional Well-being (Part 1 of 2).
- "FACTS 2011-2012 Student and Parent Census", Issue 3, June 2013
TDSB Students (Grades 7-12): Emotional Well-being (Part 2 of 2).

A 2012 TDSB Survey (Resource Mapping) of 210 elementary and secondary schools, involving a range of school staff numbering over 900 revealed that;

- 97% of respondents reported that student emotional well-being is very/ extremely important to academic achievement in their school.
- Respondents indicated that Anxiety (44%) and Depression (41%) were their primary concerns.
- Staff reported that a stronger, more coordinated approach to mental health is needed to better serve our students.
- Key staff groups reported that while there is support for student mental health they lack the skills and expertise to provide effective support. (94%)
- Parents and students are key partners and, like TDSB staff, require education and support.

97%

of respondents reported that student emotional well-being is very/ extremely important to academic achievement in their school.



Development of the Children and Youth Mental Health and Well-Being Strategy - Year 1: 2012/2013

Key Work to Date

It is important to recognize that mental health and wellness supports have existed in our Board for many years, prior to the development of the Mental Health Strategy. Professional Support Services staff have been at the forefront of mental health service provision and their contributions have been considerable. The Children and Youth Mental Health and Well-Being Strategy will continue to rely heavily on Professional Support Services in collaboration with administrators, educators and support staff to provide a comprehensive and systemic approach to mental health education and intervention across the Board.

Laying the Foundation - Year 1: 2012/2013

- Began work with School Mental Health Awareness Strategy Selection and Implementation Support Team (ASSIST) project.
- Established Committees – Core Planning Team, Leadership Team, Mental Health Strategy Work Group to inform the draft Mental Health Strategy.
- Developed the draft Mental Health Strategy.
- Incorporated extensive input to the draft Mental Health Strategy (met with 13 different groups representing school-based, central staff and external partners).
- Obtained information from the release of documents - “Foundations for a Healthy School” and “Supporting Minds” which helped to shape and give strength to the directions identified in the development of the strategy.
- Completed a Board Scan that provided a high level snapshot of the TDSB’s organizational conditions, resources and supports.
- Utilized TDSB data from Resource Mapping exercise (Appendix 1) to inform our Mental Health Strategy (more than 200 submissions reflecting the input of over 900 people).
- Used 2011-2012 Student & Parent Census results that confirmed the issues identified in schools and provided a springboard for action in areas such as Mental Health Literacy, Anti-Stigma and increased knowledge on specific issues such as anxiety and depression.

73%

of students between
grades 9-12 worry
about their future.



Implementation of the Children and Youth Mental Health and Well-Being Strategy - Year 2: 2013/2014

Implementation - Year 2: 2013/2014

- Introduce “Years of Action Framework 2013 - 2017”.
- Revise Mental Health Strategy and develop SMART goals to align with the Board Improvement Plan - Student Achievement and Foundations for a Healthy School incorporating the input from the groups consulted.
- Identify key priorities and measurable outcomes for 2013/2014.
- Plan a public launch of the Children and Youth Mental Health and Well-Being Strategy 2013-2017 in January 2014.
- Develop Communications Plan detailing the actions and activities for the school year focused on the goal of optimal exposure and education in the area of mental health and well-being.
- Focus professional and staff development on increasing mental health foundational knowledge among staff, students and parents.
- Develop professional learning modules on specific mental health topics, (i.e. anxiety, depression) for administrators, educators, students and parents.
- Establish a Suicide Prevention, Intervention and Postvention Working Group to develop system wide protocol.
- Develop training packages for staff by Professional Support Services staff, in the area of suicide awareness and clinical suicide intervention to deliver systematically across the Board.
- Create written material and mental health resource guides/lists for staff, students and parents.
- Position and utilize key staff in each Family of Schools and in every school as champions of mental health.
- Work to establish Mental Health Teams in every school that will develop a unique school plan for mental health promotion and education.
- Ensure ongoing dialogue with School-based Mental Health Workers and Priority Access Workers –(Ministry of Children and Youth Services) as well as Mental Health and Addictions Nurses (Ministry of Health and Long Term Care) to provide an improved and better coordinated system of care for our students.

Over a third of
**grade
9-12**
students reported
that they were under
a lot of stress and also
reported they were
nervous or anxious
'often' or 'all of the
time'.



Creating Mentally Healthy Schools

The Children and Youth Mental Health and Well-Being Strategy 2013-2017 will focus on the following:

- **Providing Professional Development** to increase awareness as well as build skills and knowledge.
- **Reducing the Stigma** associated with mental health.
- **Establishing Mental Health and Well-Being Teams** in schools to assist in the delivery of mental health supports and training.
- **Expanding and Strengthening Community Mental Health Partnerships** to better meet our system needs.
- **Engaging parents as key partners** in mental health initiatives.



Children and Youth Mental Health and Well-Being Strategy 2013-2017

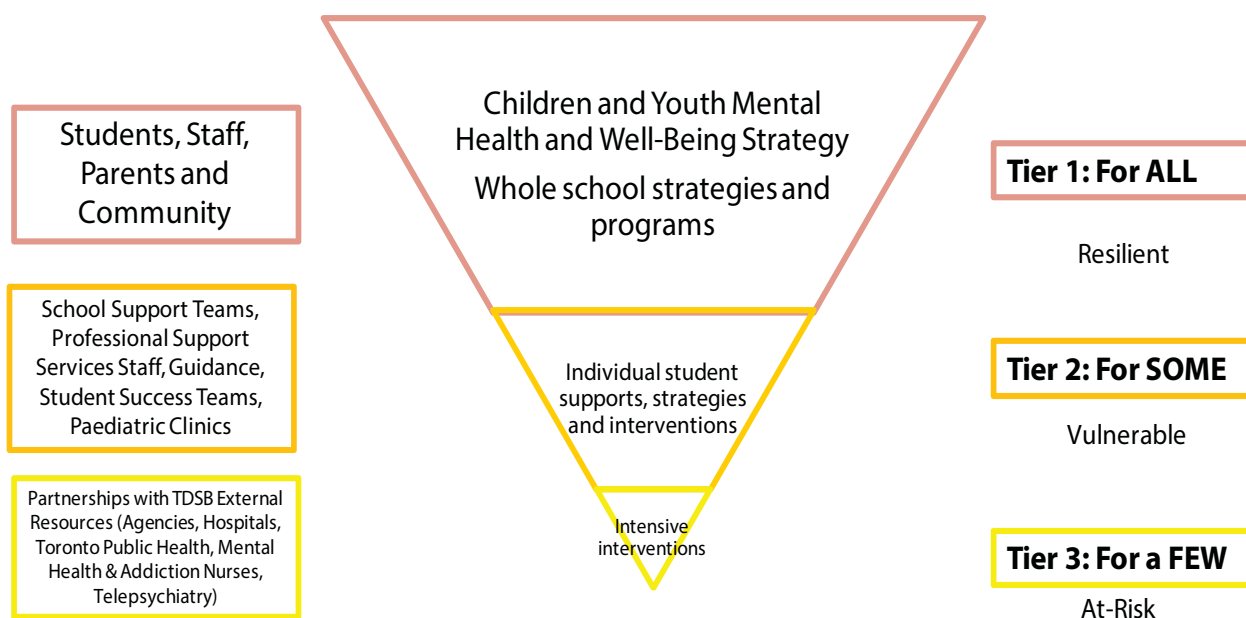
Components	High Quality Services and Programs	A Caring School Culture and Healthy Physical Environment	A Supportive Social Environment	Parent and Community Partnerships
Intentional Prevention and Intervention (Extracted from Foundations for a Healthy School Ministry of Education 2013)	<ul style="list-style-type: none"> Identifying areas of the curriculum where mental health can be taught throughout the year Providing staff in-service training on recognizing signs and symptoms and using appropriate intervention strategies when dealing with issues about mental health Providing programming that does not stigmatize mental disorders and that promotes positive healthy behaviours 	<ul style="list-style-type: none"> Establishing an area in the school for students to participate in physical activity and clubs, especially during the winter months Developing a resource section in the library for teachers/parents with a range of books and materials about mental health Establishing a school-based health/life style centre 	<ul style="list-style-type: none"> Providing students with information and training on mental health and with an opportunity to plan and organize a committee to address mental health issues in the school Sending out a student and/or parent survey to establish the areas of mental health that need to be focused on in the school Establishing a protocol to ensure that mental health resources used are consistent with the messages of the school and board 	<ul style="list-style-type: none"> Establishing a school council committee to discuss and coordinate mental health initiatives in the school and community Providing information from community partners in the school newsletter for parents Providing access to researchers to examine mental health issues and support available in the school
Data	<p><u>TDSB Student Census Data:</u></p> <ul style="list-style-type: none"> 38% of Gr. 9-12 students indicated they were "under a lot of stress" often or all the time 34% of Gr. 9-12 students indicated they were nervous/anxious often or all the time 17% of Gr. 9-12 students stated they were "down" often or all the time 18% of Gr.7-8 students indicated they were "under a lot of stress" often or all the time 26% of Gr. 7-8 students said they were nervous/anxious often or all the time 10% of Gr. 7-8 students stated they were "down" often or all the time <p><u>TDSB Resource Mapping Data:</u></p> <ul style="list-style-type: none"> 97% of staff indicated that student emotional well-being is very important/extremely important to academic achievement in school 44% of TDSB staff reported that "anxiety" was their top concern 41% of Board staff indicated that "depression" was their second most pressing concern 	<p><u>TDSB Student Census Data:</u></p> <ul style="list-style-type: none"> 70-76% of Gr. 7-12 students with high/middle emotional well-being enjoyed school and felt that they belonged in school all the time or often. Students with low emotional well-being were much less likely to feel that way (44%) 29% of Gr.7-12 students with low emotional well-being felt comfortable discussing a problem with their teachers Gr. 7-12 students with low emotional well-being were less physically active on a daily basis (35%), less likely to participate regularly in team sports activities outside school (24%) and less likely to eat breakfast on a regular basis (61%) 34% of Gr. 7-8 students and 46% of Gr. 9-12 students report they do not have an adult in the school that they feel comfortable going to for personal support, advice or help Having at least one significant, caring relationship with an adult is one of the positive, protective factors for child and youth mental health ("A Shared Responsibility" Ontario's Policy Framework for Child and Youth Mental Health – MCYS, 2006) Teachers and other school staff help make schools a positive space that contributes to good mental health ("Putting Youth in the Picture" -Provincial Advocate for Children and Youth, 2013) 	<ul style="list-style-type: none"> 70% of students and 51% of service providers feel stigma is a barrier to accessing mental health supports in school (Canadian Mental Health Association) The stigma associated with mental health continues to create barriers to social acceptance and access to services/supports (Ministry of Children and Youth Services) <p><u>TDSB Student Census Data:</u></p> <ul style="list-style-type: none"> Students' emotional well-being declined by grade. The proportion of students with high/middle emotional well-being dropped from 87% in Gr.7 to 69% by Gr.12, with greater declines over the secondary school years Male students were more likely than female students to be at the high/middle emotional well-being level Gr. 7-12 students with low emotional well-being had fewer close friends in school (63%), were less likely to get along well with other students (69%) and less likely to feel accepted by other students (55%) A quarter of Gr.9-12 students (24%) who identified themselves as heterosexual were at the low emotional level; the proportion was double for LGBTQ students (41%) 	<ul style="list-style-type: none"> Model Schools Pediatric Health Initiative – Six Pediatric Clinics in 5 elementary schools and 1 secondary school Six Telepsychiatry Sites – in 4 schools and 2 in the Education Offices (in partnership with Tele-Link for Health) "Beyond 3:30: A Multi-Purpose After-School Program for Inner-City Middle Schools" in 13 schools serving 380 students <p><u>Partnerships Between TDSB and External Resources:</u></p> <ul style="list-style-type: none"> Toronto Central-Community Care Access Centre, Mental Health and Addictions Nurses (Six assigned to TDSB) Toronto Public Health Over 40 Mental Health partnerships <p><u>TDSB Student Census Data:</u></p> <ul style="list-style-type: none"> Gr.7-12 students with low emotional well-being were more likely to feel their parents expected too much from them (50%), less likely to talk with their parents about school work (40%) and felt less comfortable discussing problems with their parents (36%) <p><u>TDSB Resource Mapping Data:</u></p> <ul style="list-style-type: none"> TDSB staff want increased formal partnerships with community mental health organizations; quick access to needed services; increased culturally relevant partnerships; increased direct links with community partnership and schools; access to community mental health programs across schools; and closer collaboration between the education and healthcare sector

Children and Youth Mental Health and Well-Being Strategy 2013-2017

Components	High Quality Services and Programs	A Caring School Culture and Healthy Physical Environment	A Supportive Social Environment	Parent and Community Partnerships
SMART Goals	<ul style="list-style-type: none"> 100% of school staff including administrators, teachers, support staff and Professional Support Services staff will receive professional development and training on the Foundations of Mental Health including the topics of anxiety, depression, self-harm and suicide by June 2014 	<ul style="list-style-type: none"> All schools will establish "Mental Health Teams" that will be responsible for facilitating student mental well-being in the schools. Members of these teams may include teachers, support staff, students, parents, administrators and community partners 	<ul style="list-style-type: none"> Increase by 50% the number of secondary schools engaged in anti-stigma initiatives by June 2014 	<ul style="list-style-type: none"> Expand and strengthen mental health partnerships to better meet system needs Enhance parental engagement and on-going communication between home and school
Actions	<ul style="list-style-type: none"> Develop mental health awareness and literacy training modules in collaboration with Professional Learning, Training and Leadership Development department Training of school staff will be accessed through Key to Learn An evaluation survey will be developed to accompany the training modules 	<p>School-based Mental Health Teams will:</p> <ul style="list-style-type: none"> Develop a Mental Health Action Plan for their school that aligns to the School Improvement Plan and School Effectiveness Framework Coordinate professional learning sessions for staff and parents Coordinate school-based activities for students and parents Facilitate a healthy physical environment in every school. Develop a "caring adult" program in every school Facilitate and engage community supports, Mental Health and Addictions Nurses and other resources as needed 	<ul style="list-style-type: none"> Superintendents of Education to identify 2 secondary schools in their Family of Schools to participate in anti-stigma programs such as "Stop the Stigma" and "Talk to Youth Lately" The "Mental Health Training and Promotion Social Workers" and the Professional Support Services staff will work with secondary schools in the implementation of the anti-stigma programs The "Mental Health Training and Promotion Social Workers" and the Professional Support Services staff will work with elementary schools to promote students' mental well-being by fostering resiliency, self-regulation and positive self-esteem 	<ul style="list-style-type: none"> Collaborate with primary care providers and hospitals to explore potential expansion of Pediatric Clinics Train staff to access and utilize Telepsychiatry sites/services Facilitate space in schools to host "Beyond 3:30" programs <p>Track and monitor the impact of Mental Health supports in TDSB departments/programs:</p> <ul style="list-style-type: none"> Gender-Based Violence Prevention (Social Work) Aboriginal Education (Social Work, Child and Youth Services) Caring and Safe Schools (Social Work, Psychology) Special Education – Autism Spectrum Disorder Team, Behaviour Regional Services Team (Social Work, Psychology, Child and Youth Services) Track and monitor the impact of the Mental Health and Addictions Nurses Identify external Mental Health resources, agencies and services to further support students and staff Develop "parents as partners" in supporting students' mental health and well-being by increasing awareness, providing information and resources and collaborating with parents in creating mentally healthy schools
Measures of Impact Evidence	<ul style="list-style-type: none"> Number of staff trained through the implementation of awareness and literacy training modules Collection of evaluation survey information to assess effectiveness of the training 	<ul style="list-style-type: none"> All schools report the establishment of a Mental Health Team to their Superintendent Superintendents track and monitor the impact of school mental health action plans 	<ul style="list-style-type: none"> Number of anti-stigma programs in secondary schools to increase by 50% (40 schools) Effectiveness of programs measured through the data gathered in the "Stop the Stigma" and "Talk to Youth Lately" evaluations 	<ul style="list-style-type: none"> Evaluative research conducted on Model Schools Pediatric Health Initiative and Beyond 3:30 programs Number of programs offered by expanding existing agreements Number of formal partnerships established Effectiveness of programs measured by data collected by agencies as required by Partnership agreement

Our Approach

Children and Youth Mental Health and Well-Being



Healthy Schools. Healthy Relationships.

ALL students will gain support from whole school strategies and programming that enhances social/emotional learning and fosters resilience.

SOME students will show signs of mild to moderate distress and will need individual student supports and strategies, as well as some interventions.

FEW students will need intensive interventions to address more severe and lasting challenges that may be seen as mental health problems.

In Conclusion:

- Mental Health and well-being is essential to student achievement and a priority for the TDSB.
- Student mental health and well-being impacts everyone and belongs to each of us.
- The TDSB recognizes the critical role that relationships play in the mental health of our students.
- The TDSB is committed to developing resilience, increasing mental health and well-being awareness, literacy and expertise of students, staff and parents.
- The TDSB will ensure that staff understand and utilize the range of mental health and well-being supports within our system and in collaboration with our community partners.
- Parents and students are key partners whose participation are both essential and valued.

Appendix 1

Resource Mapping - Findings

The Resource Mapping Survey was completed in each school with a team facilitated by the Principal. The team included the Principal/Vice Principal, Professional Support Services Staff representative (e.g. social work, psychology, child and youth services), Student Success teacher, and Special Education staff. The surveys were completed by 210 schools, including 162 elementary schools and 48 secondary schools.

Areas of Strength

Areas of strength identified in the Resource Mapping findings to date reflect:

Commitment	<ul style="list-style-type: none">• 56.5% of respondents indicated that they are very/extremely concerned about student mental health in their school.• 97.1% of respondents indicated that student emotional well-being is very/extremely important to academic achievement in their school.• 48.3% of respondents indicated that student mental health is part of their School Improvement Plan (SIP).• Strong commitment across many services, departments, programs supporting student mental health and well-being.• The Mental Health Leadership Team supports system level planning to support the implementation of the Mental Health Strategy.
Professional Development	<ul style="list-style-type: none">• Anxiety and Depression were identified by schools as their top concern.• 44.3% of respondents indicated that Anxiety was their top concern.• 40.5% of respondents indicated that Depression was their second concern.• 14.28% of respondents indicated that Addictions were their third concern. The majority of these responses are likely attributed to the secondary school respondents.• TDSB currently has many effective professional development approaches.
Broad Collaboration	<ul style="list-style-type: none">• TDSB has internal and external collaborations which support student mental health.• Departments i.e. Professional Support Services, Guidance, Caring and Safe Schools, Student Success, Special Education, Equity, Gender Based Violence Prevention, Model Schools for Inner City provide expertise, services and programs which support student mental health and well-being.• Community and health partnerships provide pathways, services and programs to support student mental health and well-being.

Appendix 1

Resource Mapping - Findings

Areas of Need

Areas of Need Identified in the Resource Mapping findings to date reflect:

Commitment	<ul style="list-style-type: none"> Elementary and secondary schools indicate that they are very/extremely concerned about mental health and student emotional well-being. Simultaneously, 68.4% of respondents indicate a need to improve the services we have in place to meet the needs of students with mental health/addiction challenges. In addition, 55.3% of respondents indicate that the need to improve the services of our community mental health partners to meet the mental health/addiction challenges of our students. 51.7% indicated that student mental health is not part of their School Improvement Plan.
Shared Language	<ul style="list-style-type: none"> While there are many effective services, programs and support services at TDSB to support student mental health, a framework with a clear and focused vision is needed to assist in the development of shared language. The following areas were identified as requiring shared understanding/language: tiered approach, mental health continuum, wellness, resilience, early intervention, prevention, social determinants of health.
Professional Development	<ul style="list-style-type: none"> TDSB has many effective professional development approaches across the system; however, there is a need to build an aligned, systematic, coordinated approach. The top concerns identified were Anxiety and Depression, as well as Addictions in secondary schools. While there is strong support for student mental health (94.3%), Principals indicated that they did not have the skills and expertise to provide effective support.
Broad Collaboration	<ul style="list-style-type: none"> The TDSB has many internal and external collaborations that provide services and programs to support student mental health, however, respondents indicate they want more services across many departments. 69% of respondents indicated that family stress contributes to student mental health challenges. It was identified that families need to be included as one of the key stakeholders.

Areas of Priority for the Strategy

- Education and Understanding: Implementation of Mental Health Awareness, Literacy and Expertise with key stakeholders
- Strengthening Pathways: With Internal departments, services, programs as well as external community and health partners
- Evidence Based Mental Health Promotion and Prevention Programming

Appendix 2

Supporting Documents

Open Minds, Healthy Minds

Ontario's Comprehensive Mental Health and Addictions Strategy

www.health.gov.on.ca

Supporting Minds

An Educator's Guide to Promoting Students' Mental Health and Well-Being

www.edu.gov.on.ca

Leading Mentally Healthy Schools

A Vision for Student Mental Health and Well-Being in Ontario Schools

<http://www.smh-assist.ca>

Foundations for a Healthy School, Ministry of Education, 2012

<http://www.edu.gov.on.ca/eng/healthyschools/foundations.pdf>

A Shared Responsibility—Ontario's Policy Framework for Child and Youth Mental Health

http://www.gov.on.ca/children/english/resources/needs/STEL02_179873.html

Taking Mental Health to School

A policy-oriented paper on school-based mental health for Ontario

www.excellenceforchildandyouth.ca/download/53/356/position_sbmh.pdf

Understanding Teachers/ Perspectives on Student Mental Health, 2012

www.ctf-fce.ca

Scanning the Practice Landscape in School-based Mental Health

www.excellenceforchildandyouth.ca/.../position_sbmh_practice_scan.pdf

The Mental Health and Well-Being of Ontario Students 1991–2011

<http://www.camh.ca>

Every Door is the Right Door

Towards a 10-Year Mental Health and addictions Strategy

A discussion Paper—July 2009

www.health.gov.on.ca

Ministry of Education/K-12 Resource Guide for Educators

Special Education, Policy and Programs Branch, Ministry of Education

<http://www.edu.gov.on.ca>

Putting Youth in the Picture

A Mental Health Community Snapshot

Provincial Advocate for Children and Youth

www.provincialadvocate.on.ca

Mental Health Resource Links

ABC's of Mental Health

www.hincksdellcrest.org/abc/welcome

This website provides two free web based resources, one for teachers, one for parents, to promote mental health in children and adolescents.

Anxiety Disorders Association of Canada (ADAC)

www.anxietycanada.ca

This website provides information on anxiety disorders, links to provincial societies and other useful organizations and pharmaceutical companies.

Canadian Teachers Federation

<http://www.ctf-fce.ca/>

This website provides resources for teachers to support mental health and well-being for students.

Centre for Addiction and Mental Health

<http://www.camh.ca>

This website provides information that promotes environments that supports positive mental health.

Children's Mental Health Ontario

<http://www.kidsmentalhealth.ca/>

This website provides information that promotes environments that supports the positive mental health in children.

Coalition for Children and Youth Mental Health

http://www.opsba.org/index.php?q=advocacy_and_action/coalition_for_children_youth_mental_health

The Coalition for Children and Youth Mental Health unites education, mental health, community and health sectors in a movement to promote the priority of social and emotional well-being as a part of healthy child development in Ontario and to make it a priority that drives integrated public policy in the province.

Council of Directors of Education (CODE)

www.ontariodirectors.ca

This website provides information and resources to school boards to promote healthy schools.

Kids Help Phone

www.KidsHelpPhone.ca

A pioneering and world-leading child and youth counselling service, Kids Help Phone changes and saves lives daily. Canada's go-to mental health counselling resource for youth aged 5 to 20. Available via internet and phone 24/7 when guidance offices are closed, when family is not around and when social service agencies don't operate. One-on-one all professional, confidential and anonymous counselling. Providing information and referrals into local communities right across Canada. 100% free of charge—operating in English or in French.

Mental Health Resource Links (cont'd)

Mental Health Commission of Canada

www.mentalhealthcommission.ca

The Mental Health Commission of Canada is a non-profit organization created to focus national attention on mental health issues and to work to improve the health and social outcomes of people living with mental illness.

Mindyourmind.ca

www.mindyourmind.ca

Mindyourmind.ca is an award-winning, innovative Internet resource for youth who are looking for relevant information on mental health and creative stress management.

Mood Disorders Society of Canada

www.mooddorderscanada.ca

The Mood Disorders Society of Canada (MDSC) is a national, not-for-profit, volunteer-driven organization that is committed to improving quality of life for people affected by depression, bipolar disorder and other related disorders.

Parents for Children's Mental Health

www.pmch.ca

Parents for Children's Mental Health is a provincial non-profit organization that represents the voice of families raising children and youth with mental illness. The organization aims to support, educate and empower families.

Resiliency Canada

www.resiliencycanada.ca

This website provides a youth framework for mental health and well-being.

School Mental Health ASSIST

www.smh-assist.ca

School Mental Health ASSIST is an initiative of the Ontario Ministry of Education designed to support school boards with student mental health and well-being. This support is provided via resources, tools, and implementation support.

Teen Mental Health

<http://teenmentalhealth.org/>

This website provides resources, curriculum support and information that promote mental health and well-being for teens.

World Health Organization

www.who.int/topics/mental_disorders/en

This section of the World Health Organization has international information on mental health and mental disorders.

**Raise awareness about mental health and wellness issues.
Your mental health and well-being matters to us.**

**The Toronto District School Board
Children and Youth
Mental Health and Well-Being
Strategy 2013-2017**

For more information on our Professional Support Services
and our mental health strategy please visit www.tdsb.on.ca/mentalhealth

