




Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, June 24, 2014
2:00 p.m.

Board Meeting #16

- A. O Canada  - Victoria School Students
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Minutes
 - 1. DRAFT – Board Meeting #15 – June 17, 2014
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8021] is required by 4:30 p.m., Monday, June 23, 2014 to speak under this item.)
- H. Reports
 - 2. Report #11 of the Caucus Committee (From the Meeting Held June 17, 2014)
(Recommendation)
 - 3. Replacement School Selection
(Recommendation)
 - 4. Approval of the 2014-2015 Proposed Budget
(Recommendation)
 - 5. Borrowing Resolution
(Recommendation)
 - 6. Response to Staff Group Budget Presentations
(Information)
 - 7. Optimal Enrolment Limit (OEL)
(Information – Response to Request for Information #019)
 - 8. Alberta Schools Alternative Procurement (ASAP) and Public, Private Partnership (P3) Successes and Challenges
(Information – Response to Request for Information #023)
 - 9. Delegation of Authority – 2014 Summer Recess
(Recommendation)

**BOARD OF
TRUSTEES**

Sarah Hoffman
Board Chair

Michael Janz
Board Vice-Chair

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

- I. Other Committee, Board Representative and Trustee Reports**
- J. Trustee and Board Requests for Information**
- K. Notices of Motion**
- L. Meeting Dates**
- M. Adjournment**

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Board Meeting #15

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 Tuesday, June 17, 2014 at 2:00 p.m.

Present:

Trustees

Sherry Adams
Ken Gibson

Sarah Hoffman
Nathan Ip

Michael Janz
Cheryl Johner
Ray Martin

Officials

Diana Bolan
Jim Davies
David Fraser

Mark Liguori
Ron MacNeil
Kathy Muhlethaler

Darrel Robertson
Sandra Stoddard

Board Chair: Sarah Hoffman

Recording Secretary: Manon Fraser

A. O'Kanata

O'Kanata was performed by the amiskwaciy Drummers. The group is comprised of fifteen students from Grades 9 to 12 from amiskwaciy Academy under the direction of Elder Francis Whiskeyjack.

The group has performed at the:

- Edmonton Archery Club Association
- October 2013 Board Meeting - Welcome of the New Superintendent
- Mayor Iverson's Swearing-In Ceremony:
- Various schools throughout the district
- The Aboriginal Headstart Conference at the River Cree
- Canadian Forces Base Edmonton

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

The Superintendent advised that Trustees Chubb and Draper were absent. All other Trustees were present.

C. Approval of the Agenda

MOVED BY Trustee Janz:

“That the agenda for the June 17, 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 Mr. Erik Lundeen, a first-year teacher at Belmead School, has been named the ASBA Zone 23 winner of the Edwin Parr Teacher Award. Erik teaches Grades 4 to 6 in the Interactions program which supports students with autism spectrum disorder. Recognized for his interactive and visually stimulating lessons, leadership skills and dedication to both student and personal growth, he has a knack for identifying and celebrating the often small and incremental gains his students make. He inspires his students to believe in themselves and their ability to soar to new heights.

Mr. Lundeen was the District’s nominee for the Alberta School Boards Association Zone 23 Edwin Parr Award. He will receive his award at an awards ceremony to be held during the Alberta School Boards Association Fall General Meeting on November 17, 2014.

Each year, the Alberta School Boards Association honours six outstanding first-year teachers to represent five zones throughout the province. These new teachers demonstrate excellence in utilizing a variety of instructional strategies to accommodate different students in their classrooms: the District names one of these first-year teachers as the Edwin Parr Teacher Award nominee every year.

The Superintendent provided an update on the Excellence in Teaching Awards. He had mentioned at the May 6th board meeting, that thirty-seven district staff were selected by Alberta Education as 2014 Excellence in Teaching Awards semi-finalists. These teachers were among one hundred and thirteen Alberta-wide semi-finalists. Trustees honoured the District semi-finalists at a Board-hosted event on May 1, 2014. Alberta Education announced the twenty final award recipients May 21, 2014 – eight of the recipients were

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District teachers. Both the semi-finalists and award recipients will have access to reserve funds for professional development. He congratulated:

- Lloyd Bloomfield, Harry Ainlay High School
- Terry Colp, M. E. LaZerte School
- Janet Fast, L.Y. Cairns Junior-Senior High School
- Coreen Hudec, Lillian Osborne High School
- Arlene Lipkewich, A. Blair McPherson School
- Ginette Marcoux, McKernan School
- Joanne Olsen, Youngstown School
- Brenda Scaddan, Queen Elizabeth High School

The Superintendent made the following comments with respect to the request for information that was made at the April 10, 2014 board meeting (Send a staff member including a school principal to observe a presentation by the Pregnancy Care Centre and provide a report to the Board.): *As you will recall, concerns were expressed at a public board, regarding the Pregnancy Care Centre presenting to classes on the topic of sexual education as guest speakers. Claims were made that the Centre was shaming students, providing inaccurate scientific information and that the content of the presentations had a religious context.*

Subsequent to those concerns, I asked staff to look into this situation and, as a result, on April 22 and 23, 2014, Ms Norris, Manager Employee Health Services (who is also a Registered Nurse), and Victoria School Principal Tami Dowler-Coltman observed a Pregnancy Care Centre presentation at a CALM class at Victoria School. They reported that the Centre thoroughly covered CALM curriculum in a scientifically-sound presentation which was inclusive, respectful of individual differences and without religious context. In fact, both of the staff members were quite impressed and confident in the quality of the presentation. They highlighted that students were provided a safe and caring environment in which to explore feelings, ideas and issues surrounding personal choices and decisions.

Dr. Sandra Stoddard subsequently contacted the Pregnancy Care Centre to follow up with respect to ensuring consistency in the quality of presentations, across all presenters. She reiterated that scientific, inclusive, curriculum-based presentations that are free from religious bias was an expectation of the District. The Pregnancy Care Centre assured this was a requirement of the Centre as well. They informed us that they have common presentations with an accompanying script to ensure high-quality and consistency across all presenters associated with their organization.

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In addition, I want to highlight that, with respect to instructional resources for sexual education, the District encourages teachers to refer to the Canadian Guidelines for Sexual Health Education and the lesson plans, programs and comprehensive evidence-based information developed by Alberta educators and health professionals housed online at www.teachingsexualhealth.ca

The Guide to Education indicates that studying controversial topics that give rise to alternative points of view, such as human sexuality, assists in preparing students to participate responsibly in society as well as providing opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgments. The District believes that guest speakers can inject new ideas and opinions into the classes; however, there is a recognition that teachers must ensure those presenters adhere to the program of studies, policies and expectations of the District.

As well, the District provides parents the right to exempt their children, where courses of study include subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation. The District remains committed to keeping parents apprised of whom and when guest speakers will be presenting to further assist them in making decisions regarding exemption. We also remain committed to ensuring a comprehensive approach to teaching human sexuality by using a wide-range of teaching and learning resources that value diversity in the district so that all students see themselves and their lives positively reflected within the curriculum. I have personally also met with our principals and reiterated the expectation that parents be given an opportunity to know before presentations happen, the content of the presentations, who the presenters are and an expectation that this be communicated with the home so that parents can be proactive in terms of their decision making with respect to the teaching of human sexuality in our classrooms.

I will provide my comments to the recording secretary to be included in the meeting minutes.

F. Minutes

1. Board Meeting #14 – June 10, 2014

MOVED BY Trustee Adams:

“That the minutes of Board Meeting #14 held June 10, 2014 be approved as printed.” (UNANIMOUSLY CARRIED)

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G. Comments from the Public and Staff Group Representatives

The Board heard from registered speaker Ms Gaylene Borgstede regarding the replacement school.

H. Reports

2. Report #10 of the Caucus Committee (From the Meeting Held June 10, 2014)

MOVED BY Trustee Janz:

- “1. That Report #10 of the Caucus Committee from the meeting held June 10, 2014 be received and considered.” (UNANIMOUSLY CARRIED)**

MOVED BY Trustee Janz:

- “2. That, in preparation for the Organizational Board meeting to be held on September 2, 2014, the following be approved:**
 - a) The Policy Review Committee, the District Priorities and Governance Committee, and the Board and Superintendent of Schools Evaluations Committee remain as three standing committees.**
 - b) The Audit committee be converted to a committee of the whole.**
 - c) In advance of the late summer retreat, the Advocacy Committee and Community Relations Committee terminate.**
 - d) The purpose of each standing and ad hoc committee be reviewed on an annual basis to ensure value-added benefits and alignment to the Strategic Plan.**
 - e) The proposed wording changes to the Terms of Reference, as submitted by the Policy Review Committee, the District Priorities and Governance Committee, and the Board and Superintendent of Schools Evaluations Committee.**
 - f) Trustee representation on the Capital Region Services to Children Linkages Committee be terminated.**
 - g) Trustee representation on the Edmonton Public Schools Foundation Committee continue.**
 - h) An August Board retreat, in lieu of the Board’s fall retreat, be organized to prioritize possible initiatives in support of the District’s Strategic Plan. In advance of the retreat, Trustees will be provided with a package of pre-reading material to provide context for the work and clarify the terms of the retreat.”**

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The Board Chair called the question on Recommendation 2a).

The Motion was UNANIMOUSLY CARRIED.

The Board Chair called the question on Recommendation 2b).

The Motion was UNANIMOUSLY CARRIED.

The Board Chair called the question on Recommendation 2c).

IN FAVOUR: Trustees Adams, Gibson, Hoffman, Ip, Janz and Martin

OPPOSED: Trustee Johner

The Motion was CARRIED.

The Board Chair called the question on Recommendation 2d).

The Motion was UNANIMOUSLY CARRIED.

The Board Chair called the question on Recommendation 2e).

The Motion was UNANIMOUSLY CARRIED.

The Board Chair called the question on Recommendation 2f).

The Motion was UNANIMOUSLY CARRIED.

The Board Chair called the question on Recommendation 2g).

The Motion was UNANIMOUSLY CARRIED.

The Board Chair called the question on Recommendation 2h).

The Motion was UNANIMOUSLY CARRIED.

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3. Motion re Child Care

MOVED BY Trustee Ip:

- “1. That the Board join the Edmonton Catholic School Board in endorsing the following resolution: *The Provincial Government should fund child care space in new school buildings above and beyond projected infrastructure needs for classroom learning and develop a cohesive child care strategy.***
- 2. That the Board develop key actions to advocate this position to the Province.”**

MOVED BY Trustee Hoffman:

“That the motion be referred to the Board strategic planning retreat (2014) for consideration in the context of how it relates to both District priorities one and three which read:

- 1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.**
- 2. Enhance public education through communication, engagement and partnerships.**

The current Chair of the District Priorities and Governance Committee will report back to public board regarding recommended next steps by November 2014.”

The Board Chair called the question on the Referral Motion.

IN FAVOUR: Trustees Gibson, Hoffman, Janz and Johnner

OPPOSED: Trustees Adams, Ip and Martin

The Referral Motion was CARRIED.

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4. Board Policy AEBB.BP – Wellness of Students and Staff

The Board heard from the following registered speakers:

- Ms Cristina Stasia. Ms Stasia also provided written information to the Board.
- Ms Stephanie Laskoski. Ms Laskoski also provided written information to the Board.

MOVED BY Trustee Ip:

- “1. That the draft new Board Policy AEBB.BP - Wellness of Students and Staff be considered for the third time and approved.”**

Trustee Hoffman noted that there is currently a curriculum redesign taking place in Alberta and asked that information be provided regarding who individuals or organizations could provide feedback to regarding concerns or items they would recommend be included in curriculum such as teaching about sexual consent.

The Superintendent undertook to provide this information.

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

There was a brief break at this point.

MOVED BY Trustee Ip:

- “2. That, Board Policy AEBB.BP – Wellness of Students and Staff having been approved, the following board policies be rescinded:**
- a. FBE.BP – Health and Wellness of Staff and Students**
 - b. FBFA.BP – Occupational Health and Safety**
 - c. FIC.BP – Employee Assistance**
 - d. GIAA.BP – Health Instruction Materials**
 - e. GJ.BP – Comprehensive Guidance and Counselling Programs and Services”**

The Board Chair called the question.

The motion was UNANIMOUSLY CARRIED.

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5. Annual Report – Wellness of Students and Staff

The Board received information outlining the supports and services provided to support the wellness of students and staff during the 2013-2014 school year.

Trustee Janz suggested that, for future reports regarding the wellness of students and staff, mention be made of other health-related initiatives going on in the district such as *Winter Walk Day*, active transportation plans and partnerships with Safe, Healthy, Active People Everywhere (SHAPE).

6. Annual Report –Diversity and Equity

The Board received information outlining the supports and services provided to support diversity and equity during the 2013-2014 school year.

J. Other Committee, Board Representative and Trustee Reports

Trustee Gibson, Chair of the District Priorities and Governance Committee, noted that, on September 17, 2013, the following motion was referred to the 2013-2014 District Priorities and Governance Committee to review governance models that best align with the Education Act (which comes into effect in 2015) and existing legislation: *That the Edmonton Public School Board resolve to develop and implement practices that will support a transformation to a more representative, democratic and participatory model of governance.* He advised that the Committee reviewed the motion and believes that the recommendations approved at today's board meeting regarding the review of the Board's standing and ad hoc committees (contained in Report #10 of the Caucus Committee) address this motion.

Trustee Hoffman, the Board's representative on the Alberta School Boards Association (ASBA) Board of Directors, reported on the Board of Directors meeting that took place last week. Three advocacy messages are being recommended for school boards and Trustees to consider using locally and with NDP and Conservative leadership candidates over the summer:

- The need for long-term, predictable, sustainable funding for education.
- Infrastructure shortages – not just in growing areas but also deferred maintenance in mature areas
- School boards being governing bodies elected by their communities to represent them and the need for democratic decision making when it comes to public education

The full report will be posted on the Board Intranet Site (BIS) for Trustee information.

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Trustee Hoffman noted that, through the ASBA, she is a member of the Curriculum Redesign Advisory Committee as is Trustee Gibson who serves as an industry representative. She advised that an update to the Math curriculum was placed on Alberta Education's website Monday as a program guide to support teachers in delivering the curriculum. It is recommended as a resource to support teachers in the upcoming school year.

Trustee Gibson noted the Board will be meeting with the members of the Capital Region Caucus next week.

Trustee Hoffman noted that meetings were also scheduled with the Board and the education critics from the Wildrose, NDP and Liberal parties.

K. Trustee and Board Requests for Information – None

L. Notices of Motion – None

M. Next Board Meeting Date: Tuesday, June 24, 2014 at 2:00 p.m.

The meeting recessed at 4:25 p.m. and reconvened at 5:00 p.m.

Trustees Chubb and Draper were absent.

I. Comments from the Public and Staff Group Representatives – 5:00 p.m.

The Board heard from the following registered speakers:

- Ms Gina Shimoda regarding WiFi
- Ms Marcey Kliparchuk regarding WiFi. Ms Kliparchuk also provided written information to the Board.

The Board Chair noted the following motion was approved at the at the January 25, 2011 board meeting: *That Edmonton Public Schools continue the practice of relying on Health Canada and the World Health Organization safety standards to guide its decisions on the installation and use of WiFi in all its buildings with the understanding that the Administration will keep the Board informed should there be any changes to the standards.* The current board stands by the motion and will continue to rely on the standards. It is suggested, that if the individuals chose to continue to do advocacy to address their concerns, they consider approaching Health Canada and the World Health Organization.

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N. **Adjournment** (5:10 p.m.)

The Board Chair adjourned the meeting.

Sarah Hoffman, Board Chair

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

DATE: June 24, 2014

TO: Board of Trustees

FROM: Trustee Michael Janz, Caucus Committee Chair

SUBJECT: Report #11 of the Caucus Committee (From the Meeting Held June 17, 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 #11 of the Caucus Committee from the meeting held June 17, 2014 be received and considered.
2. That Kent Pharis and Jeff Waselenchuk be confirmed as co-spokespersons to negotiate a collective agreement for custodial staff with CUPE Local 474.
3. That authorization of the District's negotiating committee to sign a new custodial collective agreement following Board of Trustees ratification be confirmed.
4. That the following objectives for the collective bargaining agreement between the District and CUPE Local 474 (Custodial) be confirmed:
 - To achieve a revised collective agreement in collective bargaining that:
 - enables the District to recruit and retain the quality and nature of employees needed to operate the District;
 - reflects financial circumstances, both existing and projected;
 - enables efficient and effective operations consistent with the legislated mandate, the mission and the financial circumstances of the District;
 - has a length of term consistent with the above.
 - To achieve the revision of the collective agreement with no work stoppage.
5. That Jeff Waselenchuk and Kent Pharis be confirmed as co-spokespersons to negotiate a collective agreement for maintenance staff with CUPE Local 784.
6. That authorization of the District's negotiating committee to sign a new maintenance collective agreement following Board of Trustees ratification be confirmed.

7. That the following objectives for the collective bargaining agreement between the District and CUPE Local 784 (Maintenance) be confirmed:

- **To achieve a revised collective agreement in collective bargaining that:**
 - enables the District to recruit and retain the quality and nature of employees needed to operate the District;
 - reflects financial circumstances, both existing and projected;
 - enables efficient and effective operations consistent with the legislated mandate, the mission and the financial circumstances of the District;
 - has a length of term consistent with the above.
- **To achieve the revision of the collective agreement with no work stoppage.**

BACKGROUND

Trustees Nathan Ip and Ray Martin are the Board's representatives on the District's negotiating committee for custodial negotiations.

Trustees Orville Chubb and Michael Janz are the Board's representatives on the District's negotiating committee for maintenance negotiations.

:mmf

DATE: June 24, 2014

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Replacement School Selection

ORIGINATOR: Lorne Parker, Managing Director, Planning and Programs, Property Management, Student Transportation, and Archives and Museum

RESOURCE STAFF: Jon Paul Cooper, Josephine Duquette, Jenifer Elliott, Ken Erickson, Leanne Fedor, Kim Holowatuk, Constantine Kastrinos, Roland Labbe, Kyle McFarlane, Marco Melfi, John Nicoll, Jim Ray, Lil Rueck, Chris Wright

REFERENCE: Board Policies EA.BP - Infrastructure Planning Principles; AA.BP - Stakeholder Engagement

ISSUE

To present to the Board of Trustees the Superintendent's recommendation for consideration of school closure and the identified site for the replacement school.

In accordance with the *School Act: Closure of Schools Regulation*, the first step for the Board of Trustees (the Board) is to approve motions to consider the closure of each of the schools. Because of the need to identify a replacement school site as soon as possible, the Administration has identified a preferred site and recommends contingent approval of the Board for that site.

If the Board approves motions of closure then there would also be the potential for the Board to obtain Ministerial approval for exemption from sections 4 through 7 of the *Closure of Schools Regulation*. These sections include the requirement for consultation. Since an extensive consultation has already occurred (Attachment I), going through this process again would delay construction by up to a year, and is viewed as unnecessary given the overwhelming support for the project in all three of these school communities.

RECOMMENDATION

1. That the Board approve a motion to consider closure of R.J. Scott School.
2. That the Board approve a motion to consider closure of Rundle School.
3. That the Board approve a motion to consider closure of Lawton School.
4. That the Board approve a motion approving the site set out in Attachment II for a replacement school, subject to Board approval of the closure of R.J. Scott, Rundle and Lawton Schools.
5. That the Board approve a motion for the Board Chair to send a letter to the Minister of Education requesting exemption from sections 4 through 7 of the *Closure of Schools Regulation* in the *School Act*.

BACKGROUND

On January 21, 2014, the Province announced funding for a mature neighbourhood replacement school involving the consolidation of three or more schools. Three clusters consisting of two elementary schools and a junior high school were selected for consideration after reviewing school enrolments, attendance area residency numbers, the schools' utilization and each building's Facility Condition Index (FCI).

In mature neighbourhoods, the combination of multiple schools in close proximity, the age of these school buildings, their deferred maintenance and the limited modernization funding available from the Province, is a challenge for the District. 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 schools will be 50 years old or older, and the value of deferred maintenance is on track to exceed \$1 billion, if all buildings are retained.

Priorities for new school construction are understandably highest for areas with high student numbers without a school in close proximity. The provincial announcement of funding for a new replacement school in a mature and established area of the City is the first of its kind for Edmonton Public Schools. A new school construction provides an opportunity to serve the educational needs of students in an up-to-date learning environment.

The replacement school allows the District to serve students living in a mature area with a new school facility and to better manage the District's infrastructure. The replacement school also achieves the objectives of equitable and high quality learning environments as described in the Board Policy EA.BP - Infrastructure Planning Principles.

On April 16, 2014, Edmonton Public Schools (EPSB) launched its Space for Our Students - Replacement School project. The three clusters under consideration were: the Greater Highlands Area, the Greater Lawton Area and the Greater Westmount Area. A process was developed for communication and public consultation which included: information about the project and process introduced and updated on the EPSB website; two public feedback surveys; three rounds of public meetings in each cluster community; and two consultation meetings with central staff and principals (Attachment I). Planning staff have also met with City of Edmonton Administration, various partners and agencies that support students and families in these areas in order to gather input on their needs and how we can continue to collaborate.

Value Management Studies for each site within the three clusters were completed (Appendix I-III; full report available on epsb.ca). These studies provided information regarding the current conditions of the school buildings as well as possibilities for new construction and modernizations/additions for each site. Cost estimates were also prepared for each option. For new construction, the Major General Griesbach School building design was used to illustrate a possible replacement school on each site.

RELATED FACTS

N/A

OPTIONS

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

- 1) Approve recommendations 1-5.
- 2) Approve recommendations 1-5 with amendments.
- 3) Not approve recommendations.

CONSIDERATIONS & ANALYSIS**Rationale for the Superintendent's Recommendation Subject to Board Approval of Closure Motions**

The feedback from the public meetings, the surveys, the Value Management Studies, educational programming considerations and input from principals was analyzed to determine the recommended replacement school location. Following extensive consultation with the three cluster communities, the Superintendent has identified the Lawton cluster, consisting of R.J. Scott, Rundle and Lawton schools, as the preferred cluster. The public expressed strong support for a new building and the Administration is recommending the Rundle School site for the new replacement school (Attachment II).

Criteria and Infrastructure Planning Principles

A new school on the Rundle site will **address the educational needs of students for the long term** and **provide quality learning environments for all students**. It will provide a state-of-the-art facility with improved Career and Technology Studies (CTS) spaces, a larger gym and up-to-date classrooms. A new school at the Rundle site **considers the values and needs of the community** since there is strong support for a new building. The Rundle site's **physical layout will accommodate a new school** due to the site's size and the space available between the existing school and the proposed new school. The **level of disruption to students and families** will be minimal as the existing schools will remain operational until the opening of the replacement school. Based on information currently available, it is believed a new school can be built on the site with Rundle School operating nearby. A new school at the Rundle School site also meets **the objectives of the Infrastructure Planning Principles** (Appendix VII).

Feedback from the Public

Strong support for a new school in the Greater Lawton Area was demonstrated through the web based surveys and public meetings (Appendix II). The community sees the possible replacement school as an investment in the students of the three schools and the community as a whole. A new facility is more desirable than a modernization to serve Kindergarten to Grade 9 students. The new school will provide improved junior high educational spaces and can contribute to retaining junior high students who are currently choosing to attend schools outside of the neighbourhood. The consolidation of three schools will allow supports and services that benefit families to be combined and centralized. The community also expressed a belief that the success of such a project in this area could lead to similar projects elsewhere.

Clusters Not Chosen

Feedback from each cluster gathered from the public meetings and online surveys was used to determine the level of support in each community. Of the three clusters identified for consideration, the Greater Lawton community demonstrated strong support for the project as it was presented. The recommendation for the replacement school, to be located at the Rundle

site, means the Greater Highlands Area and Greater Westmount Area communities will not have a new or modernized school for 2016.

The Greater Highlands Area expressed some interest and support for a Kindergarten to Grade 9 replacement school, however, the feedback indicates that the community believes the process was too fast. More specifically, the community requires more time to consider program enhancements such as Arts Core and special needs programming as well as the option to modernize an existing school rather than a new build. Further consultation and more definitive design plans and programming considerations are desired in order to confirm support. Next steps include returning to the community to continue the conversation that has begun and, together with parents and the community, develop a plan that better meets the needs and values of the community, to be considered in future Three-Year Capital Plans.

The schools identified in the Greater Westmount Area were viewed by the public as the wrong combination and there was very little interest in the project as presented. Next steps include continued conversations with the Greater Westmount Area to determine the best way to address underutilization and deferred maintenance as part of the larger District Infrastructure Strategy.

Rationale for the Proposed Site Location for New Construction

Of the three options that proposed a new school for the Greater Lawton Area, the Rundle School site is recommended. The Rundle School site is centrally located between the Beverly Heights and Rundle Heights neighbourhoods, it shifts the school away from the 118 Avenue corridor, and it has good access to Edmonton Transit System (ETS) service. The R.J. Scott School site is not recommended for new construction because of its smaller size. The size of the R.J. Scott School site would mean loss of the current sports field and playground until demolition of the old building was complete and students would need to be relocated during construction.



Rundle School Site

The proposed replacement school would be located to the east of the current school in the northeast corner of the school site (Option 2 as presented to the public). The site, on which the existing Rundle School and proposed replacement school are located, is owned by Edmonton Public Schools and has an area of approximately 5.65 hectares. The site's size and limited constraints are also favourable considerations for the replacement school. The construction of a new building on the Rundle School site will impact some green space but the site is large enough to allow students access to sportsfields and the playground. (Planning will work with the City of Edmonton's Parks and Community Services departments to realign the sportsfields and mitigate any impacts following the recommendation's approval).

Based on information currently available, it is believed the replacement school can be built on the site with Rundle School operating nearby. The District has simultaneously built a new school and operated the old Major General Griesbach School with less space available than the Rundle School site. There was minimal impact on school operations and work was done safely. Victoria School was a major modernization that occurred with students attending classes during construction. Coordination of the construction was completed with proper planning and engagement with school staff. Possible relocation of students will be confirmed once detailed designs are finalized following the recommendation's approval.

As mentioned, during the public consultation process, the site concepts, prepared by the architects as part of the Value Management Studies, showed the probable location on the site and any implications on the existing school building, the sports fields and the park. Detailed design work regarding the replacement school's siting, utility right-of-way requirements, site services, soil investigation, a traffic impact assessment and the interior spaces will follow once the recommendation is approved.

Deferred Maintenance and Costs to Modernize

The District recognizes the critical need to reinvest in our existing buildings but it is difficult to justify modernizations to each building with current enrolment and attendance area trends (Appendix 1). Both Lawton and Rundle schools' utilization rates fall below 50 per cent and R.J. Scott School is at 52 per cent. The three buildings are all 40 years old and the FCI rating for each school indicates each building as 'Fair'. The consideration to combine the three schools into one new replacement school would provide a significant reduction of the District's excess learning spaces and assist in reducing the deferred maintenance. The incorporation of the elementary and junior high programs means increased enrolment that allows for more programming continuity through ten grades, programming flexibility, greater learning supports, extra-curricular activities and teacher collaboration.

A replacement school is usually recommended by the Province when a modernization exceeds 75 per cent of the estimated replacement costs. The cost of a replacement school at the Rundle School site is estimated at \$18.84 million, based on costing provided by Alberta Infrastructure and included as part of the Value Management Studies. The estimated modernization costs of R.J. Scott School (\$17.57 million) and Rundle School (\$14.23 million) exceeds the 75 per cent criterion, therefore supporting new construction. Demolition of the existing Rundle School building is not necessary to facilitate construction of the replacement school.

Community Campus

Once the replacement school is completed and operational, the existing Rundle School building could be retained and leased to partner organizations. The concept of a 'community campus' using the former school building to house before/after school care, day cares and other student or family services was supported in the feedback. Further work is required with partner organizations, the Municipal and Provincial governments to determine what could be achieved.

Attendance Area

The replacement school is intended to provide local accommodation to students residing in the area. The replacement school's attendance area may include or exclude neighbourhoods within the attendance areas that currently exist. Combining the current attendance areas or using the existing junior high attendance area as the new (elementary and junior high) attendance area may not be practical as the number of students currently residing could exceed the 650 student capacity of the new Kindergarten to Grade 9 school.

If the elementary and junior high attendance areas for the new school were to include different neighbourhoods (i.e. the junior high attendance area were to be larger), the sibling policy may have to be reviewed to ensure the new school's capacity is not exceeded and any effect on the elementary enrolment of Beacon Heights and Abbott schools could be managed.

The current attendance areas include the following neighbourhoods and number of students:

EPSB Neighbourhoods within Current Attendance Area (Lawton*, R.J. Scott**, Rundle): Number of Students by neighbourhood				
EPSB Neighbourhoods	K to 6	Gr 7 to 9	Elementary Designation	Junior High Designation
Abbott		100	Abbott	Lawton
Beacon Heights East		32	Beacon Heights	
Beverly Heights East	34	14	R.J. Scott	
Canon Ridge		33	Overlanders	
Homesteader		80	Homesteader	
Overlanders		56	Overlanders	
R.J. Scott	177	58	R. J. Scott	
Rundle	189	43	Rundle	
TOTAL	400	416		
TOTAL K-9	816			

* Includes Kennedale and Industrial Heights neighbourhoods, however, no students reside

** Includes Rural Industrial (RI) R.J. Scott neighbourhood, however, no students reside

N.B. EPSB Neighbourhoods boundaries differ from City of Edmonton defined neighbourhoods.

A possible attendance area for the new school could include the neighbourhoods of Abbott, Beacon Heights, Beverly Heights, R.J. Scott and Rundle (Attachment III and IV).

Possible neighbourhoods in a new elementary attendance area	
Neighbourhood	K to 6
Beverly Heights (East and West)	49
R.J. Scott	177
Rundle	189
Total K to 6	415

Possible neighbourhoods in a new Junior high attendance area	
Neighbourhood	Gr 7 to 9
Abbott	100
Beacon Heights (East and West)	42
Beverly Heights (East and West)	21
R.J. Scott	58
Rundle	43
Total Gr 7 to 9	264
TOTAL K-9	679

The current dual designation between Mount Royal and R.J. Scott schools could be removed and students could be designated to the new replacement school. There are only 49 students living in the dual designated portion. Currently, two students attend R.J. Scott School from the dual designated neighbourhood. Including this portion would make 50 Street the western boundary of the attendance area, keep the Beverly Heights neighbourhood together (currently it is split into east and west) and possibly allow elementary students residing here access to yellow bus service to the replacement school.

The neighbourhoods of Canon Ridge, Homesteader and Overlanders, currently designated to Lawton School for junior high, could also be re-designated. The enrolment data and discussions with the principal of Lawton School, indicate that students in these neighbourhoods are currently choosing John D. Bracco School over Lawton School. A re-designation to John D. Bracco School could be proposed as the school has extra capacity. Based on the 2013/14 ETS service, it is anticipated that transit service for these neighbourhoods would be better going north, rather than south (which requires crossing the Yellowhead).

Students living in Canon Ridge, Homesteader and Overlanders that attend Lawton and John D. Bracco			
Neighbourhood	Total number of students	Lawton School	John D. Bracco School
Canon Ridge	33	1	18
Homesteader	80	8	34
Overlanders	56	8	17

Recommendations on new attendance areas and re-designations will be reviewed and included as part of the next steps once the replacement school is approved.

Programming

The new replacement school, based on the Major General Griesbach School building design, would have 23 instructional classrooms available plus additional spaces such as Career and Technology Studies (CTS) Spaces, Food/Fashion, gym and library. While programming decisions will be reviewed and made closer to it's opening, the replacement school would satisfy the current and projected programming needs which include three classrooms (one at each division) for Behaviour and Learning Assistance (BLA) and the anticipated number of attendance area students. Based on the needs of the community, full-day Kindergarten could be provided. The number of planned classrooms would be as follows:

K (F.D)	1	2	3	4	5	6	7	8	9	BLA	TOTAL
2	2	2	2	2	2	2	2	2	2	3	23

Transportation

Based on the proposed attendance area (Attachment III and Attachment IV), yellow busing service could be provided to students residing east of 50 Street, south of 118 Avenue, west of 34 Street (to 111 Ave) and 36 Street and north of the river valley. The walk boundary would be based on the City's Rundle Heights' neighbourhood (see below). Yellow bus will be provided to the proposed attendance area.



For junior high students there is acceptable ETS service along 114 Avenue, 118 Avenue, 121 Avenue, 50 Street and 38 Street with multiple stops all along these corridors. ETS bus routes #141, #142 and #8 provide an acceptable range of options for transportation to and from the Rundle School site. There are three ETS stops currently located at or near the Rundle School site: on 34 Street (just north of 111 Avenue), on 111 Avenue (just east of 34 Street in front of the school) and on 32 Street (just north of 110 Avenue) (Attachment IV) (Note: ETS service has been reviewed based on current operational hours for Rundle School and existing bus routes). Student Transportation will continue to review ETS service in the area to ensure it meets acceptable standards for students.

Residential Trends

In recent years, the strong residential growth the City of Edmonton has experienced has been in the suburban growth areas in the city. Some residential growth has occurred in the mature neighbourhoods of the city through infill development. However, family oriented residential development is not occurring - nor available - at the scale or pace observed in the suburban growth areas. Possible increases in the student age population will be accommodated in the new school.

The replacement school will complement other initiatives and projects occurring in this area. *Evolving Infill* is an initiative by the City of Edmonton to advance residential infill in the mature areas of the city. The District has participated in the project as a stakeholder and will continue to provide input as required. In addition, the City is replacing the Abbottsfield Recreation Centre with a new facility anticipated to open in 2014; Borden Park received a significant investment into the park facilities including a new pavilion; and Highlands Public Library Branch was reconstructed and is scheduled to open in the summer of 2014.

Traffic

Both 111 Avenue and 34 Street are residential roads and removed from commercial activity generated vehicular traffic (e.g. proximity to 118 Avenue of Lawton and R.J. Scott schools). The houses along 111 Avenue, across from the replacement school's proposed situation, do not have front garages which minimizes traffic issues during pick-up and drop-off periods. The on-site drop-off, included in the design, will also improve pick-up and drop-off activity. A traffic impact assessment will be completed and Administration will work with City Transportation to ensure good traffic flow, parking and safety for all.

School Closure

As part of the requirement to consolidate three schools into one replacement and the potential school closures, every effort has been made to follow the intent of the process outlined in the *Closure of Schools Regulation*. The consultation process aligned and exceeded the provisions to inform and gather input from parents and the public. A detailed account of the communication, information and invitations provided to parents and the public to participate in the process is provided in Attachment I.

Information regarding the potential closure of Lawton, R.J. Scott and Rundle schools is provided in Attachments VI-VIII. Lawton and R.J. Scott schools will remain operational until the construction is completed and the replacement school is open. Rundle School would likely remain operational as relocation of students is not likely; however possible relocation of students will be confirmed once detailed designs are finalized following approval of the recommendation.

Closed Buildings

If the Board ultimately approves closure of the three schools, next steps will include identifying possible future uses of the closed school buildings. Current uses of Edmonton Public Schools inventory of 17 closed schools include: other district purposes, leasing to other school jurisdictions, and leasing to community service agencies (Appendix II). Administration will work with partner organizations, the municipal and provincial governments to determine what can be achieved. Leases with external organizations for closed schools are intended to cover operating and maintenance costs, as district staff and operational resources are limited and are

required to focus on delivering services to school operations. Understanding the age, condition and deferred maintenance of the three buildings, retention of all three will be assessed. In addition to consultation with the Board and stakeholders, the *Disposition of Property Regulation*, the *Joint Use Agreement* and *ELEVATE* will inform next steps.

School Name

If the Board ultimately approves closure of the three schools, consideration for a new name for the replacement school due to the consolidation of three schools into one will be reviewed and would follow Administrative Regulation EF.AR - Naming of Schools, which includes submissions from the public.

NEXT STEPS**Greater Lawton Area**

- The first step for the Board is to approve motions to consider the closure of each of the schools.
- Because of the need to identify a replacement school site as soon as possible, the Administration has identified a preferred site and recommends contingent approval of the Board for that site.
- At the public board meeting on June 24, 2014, the Superintendent will present five recommendations for the Board's consideration.
- If the Board approves motions to consider the closure of R.J. Scott, Rundle and Lawton schools then there would also be the potential for the Board to obtain Ministerial approval for exemption from sections 4 through 7 of the *Closure of Schools Regulation*. These sections impose the requirement of extensive consultation, which has already occurred. Going through this process again would delay construction by up to a year, and is viewed as unnecessary given the overwhelming support for the project in all three school communities. Therefore, it is recommended that the Board approve a motion for the Board Chair to send a letter requesting this exemption.
- If the Board ultimately approves closure of the three schools, Planning and Facilities Services will work with the Province to initiate more detailed design and site investigation.
- Planning will work with the City of Edmonton regarding park and field implications.
- A project plan will be prepared and forwarded to the Board as information.
- A review of attendance areas for the replacement school will be undertaken and discussions will begin to identify possible future uses of closed buildings.
- Further input and feedback with the school community, parents, staff, general public and relevant stakeholders will continue.

Greater Highlands Area

- Return to community to develop a plan for modernization of an existing school.
- The plan would consider appropriate spaces for the desired programming as expressed by the community.
- Once developed, the plan may be considered for future Three-Year Capital Plans.

Greater Westmount Area

- Continue conversations with the community to determine the best way to address underutilization and deferred maintenance as part of the District Infrastructure Strategy.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Process of Public Consultation for the Replacement School Project
ATTACHMENT II	Replacement School Recommended Location – Rundle School site
ATTACHMENT III	Possible New Elementary Attendance Area
ATTACHMENT IV	Possible New Junior High Attendance Area
ATTACHMENT V	ETS Service Options To and From the Proposed Replacement School at the Rundle School site
ATTACHMENT VI	Information Regarding the Potential Closure of Rundle School Closure Summary
ATTACHMENT VII	Information Regarding the Potential Closure of R.J. Scott School Closure Summary
ATTACHMENT VIII	Information Regarding the Potential Closure of Lawton School Closure Summary
APPENDIX I	Greater Lawton Area Fact Sheet
APPENDIX II	Feedback Summary
APPENDIX III	Value Management Study Executive Summary – Lawton School
APPENDIX IV	Value Management Study Executive Summary – R. J. Scott School
APPENDIX V	Value Management Study Executive Summary - Rundle School
APPENDIX VI	Edmonton Public Schools Closed Schools and Uses
APPENDIX VII	Replacement School Criteria and Infrastructure Planning Principles

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Process of Public Consultation for the Replacement School Project

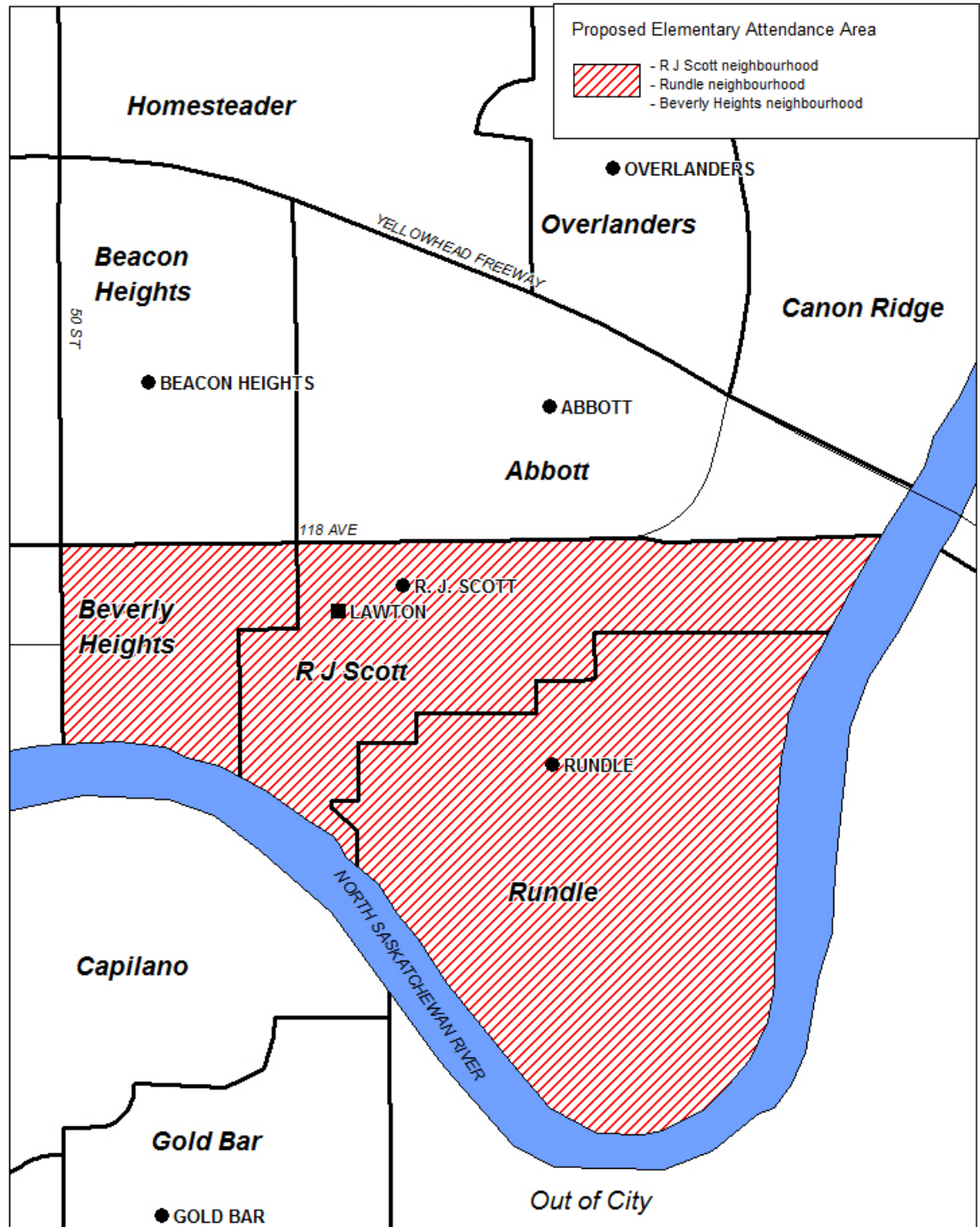
April 15	Letters provided to parents of students in the schools named in each cluster outlining the project and notifying them of the dates and times of the first and second public meetings
April 15	Editorial board meeting with The Edmonton Journal
April 16	Media release and Technical Briefing – all major media outlets Launch of “Space for Our Students” website Release of advertising posters to schools
April 16-23	Advertisements in the Edmonton Examiner – all zones
April 16-25	Roadside signage – 2 in Highlands cluster, 2 in Lawton cluster, 3 in Westmount cluster
April 17	Letters provided to parents of students in the schools surrounding each cluster that may be affected by the replacement school, outlining the project and notifying them of the dates and times of the first and second public meetings
April 17-25	Facebook advertising and ad graphics posted to EPSB Facebook platform
April 22	Letters sent to City of Edmonton Administration and Community Leagues
April 22-24	3 Public Meetings – Highlands, Lawton, Westmount Format: General presentation followed by small group discussion and feedback. Each breakout session consisted of a facilitator and a note taker. All notes were captured onscreen for participants to see. All comments were later collated and shared back on our website on May 5
April 22	Survey #1 launched to gather initial feedback on the project including concerns, questions, vision for a new K-9 facility and the use of closed buildings
May 5	Notes from April meetings available online for public viewing
May 6	Meeting with EPSB Community Partners
May 5-9	Posters received by schools advertising upcoming public meetings May 20-22. Digital posters sent to community partner agencies
May 11	Survey #1 closed, data collated
May 7-21	Advertisements in the Edmonton Examiner – all zones Note: all advertisements clearly articulate that school closures will result
May	Advertisements to run in the North Glenora Community League Newspaper – by request
May 7-22	Facebook advertising and ad graphics posted to EPSB Facebook platform
May 12	Digital posters sent to community leagues
May 12-16	Advertisements provided to schools for school newsletters and for posting on Schoolzone
May 13	Survey #2 launched to gather feedback on developed options for each site within the cluster. Each option clearly articulates which schools would be recommended for closure as a result

May 15	Letters provided to parents of all students in cluster schools and potentially affected surrounding area schools outlining the proposed options for each site and providing notification of the upcoming public meetings as well as directing them to the website and feedback survey. Provided for all students at Montrose, Highlands, Mount Royal, Virginia Park, R.J. Scott, Lawton, Rundle, Abbott, Beacon Heights, Overlanders, Homesteader, Westmount, Coronation, Inglewood, Westglen, Prince Charles and Dovercourt Schools.
May 16	Meeting with City of Edmonton Managers
May 20-22	3 public meetings – Highlands, Lawton, Westmount Format: General presentation followed by small group discussion and feedback on presented options. Each breakout session had a facilitator and a note taker. All notes were captured onscreen for participants to see. All comments later collated and shared on our website May 30.
May 30	Notes from May meetings available online for public viewing Survey #2 closed – data collated
June 17	Technical Briefing – all major media outlets
June 17	Letters provided to all parents of students in cluster schools notifying them of the site that will be recommended and the motions to consider closures that will be presented to the Board of Trustees on June 24. Media release and technical briefing Recommendation posted on district website
June 18	Final Public Meetings Format – Share the feedback received and the details of the recommendation that will be put forward to the Board of Trustees and allow the public one more opportunity to provide feedback
June 24	Public Board meeting

Replacement School Recommended Location – Rundle School Site

Possible New Elementary Attendance Area

PROPOSED ELEMENTARY ATTENDANCE AREA AS OF SEPTEMBER 2016

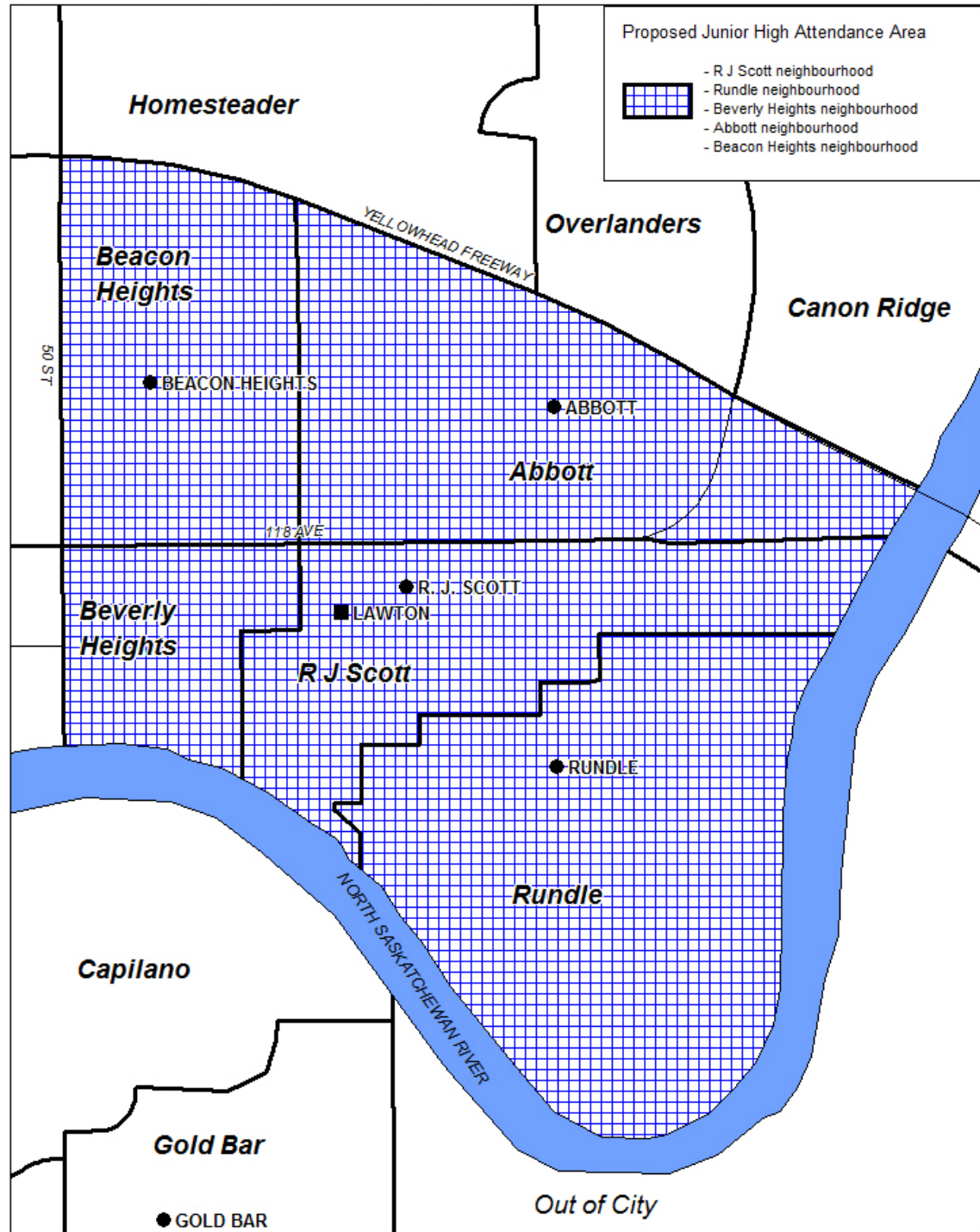


Prepared by Planning, Edmonton Public Schools

This map depicts neighbourhoods according to Edmonton Public Schools

Possible New Junior High Attendance Area

PROPOSED JUNIOR HIGH ATTENDANCE AREA AS OF SEPTEMBER 2016



Prepared by Planning, Edmonton Public Schools

This map depicts neighbourhoods according to Edmonton Public Schools

ETS Service Options to and from the proposed replacement school at the Rundle site

- Student Transportation has reviewed ETS service based 2013/2014 schedule and times to the Rundle School site.
- ETS service has been assessed based on current times for Rundle School (8:35am regular morning bell, 3:25pm regular dismissal, 2:15pm Thursday dismissal) from three locations within the proposed new junior high attendance area:
 - Assessment Location 1 (123 avenue/50 street NW)
 - Assessment Location 2 (114 avenue/50 street NW)
 - Assessment Location 3 (118 avenue/50 street NW)
- Student Transportation will continue to review ETS service in the area to ensure it meets acceptable standards for students.

Assessment Location 1 (123 avenue/50 street NW)

AM: Route 142:Depart 1177 @ 7:51am, Arrive 1522 @ 8:07am
Route 142:Depart 1177 @8:01am, Arrive 1522 @ 8:22am



PM: Route 141:Depart 1282 @ 3:40pm, Arrive 1340 @ 3:59pm
Route 141:Depart 1282 @ 3:55pm, Arrive 1340 @ 4:14pm



THURS: Route 141:Depart 1282 @ 2:29pm, Arrive 1340 @ 2:50pm
Route 141:Depart 1282 @ 3:55pm, Arrive 1340 @ 4:14pm



Assessment Location 2 (114 avenue/50 street NW)

AM: Route 141: Depart 1561 @ 8:04am, Arrive 1326 @ 8:12am

Route 142: Depart 1177 @ 8:19am, Arrive 1522 @ 8:27am



PM: Route 142: Depart 1459 @ 3:51pm, Arrive 1367 @ 4:02pm



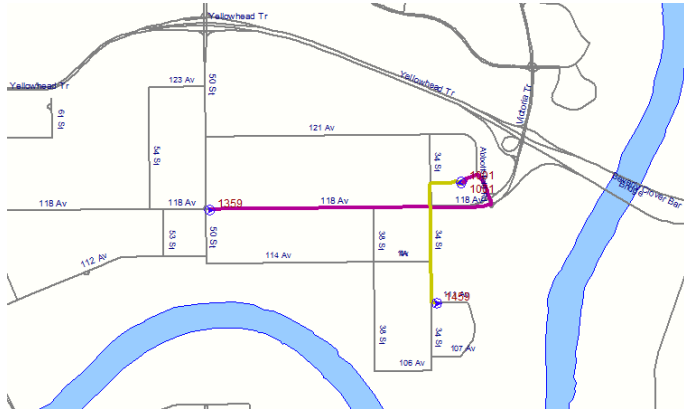
THURS: Route 142: Depart 1459 @ 2:55pm, Arrive 1367 @ 3:06pm

Route 142: Depart 1459 @ 2:25pm, Arrive 1367 @ 2:36pm



Assessment Location 3 (118 avenue/50 street NW)

AM: Route 8 to 141: Depart 1359 @ 8:03am, Arrive 1459 @ 8:21am
Route 8 to 141: Depart 1359 @ 7:48am, Arrive 1459 @ 8:06am



PM: Route 141 to 8: Depart 1326 @ 3:42pm, Arrive 1261 @ 4:02pm



THURS: Route 141 to 8: Depart 1326 @ 2:31pm, Arrive 1261 @ 2:47pm
Route 141 to 8: Depart 1326 @ 2:57pm, Arrive 1261 @ 3:17pm



INFORMATION REGARDING THE POTENTIAL CLOSURE OF RUNDLE SCHOOL

In January 2014, the Province announced Edmonton Public Schools would be receiving a new replacement or modernized school for a mature neighbourhood. In order to qualify for this investment, three schools must be consolidated into one. Depending on the decision to build new or to modernize one of the existing buildings, up to three schools will be closed.

Several mature communities were considered as potential sites for the new school. Three communities were identified to participate in the process.

Greater Highlands

- Highlands School
- Montrose School
- Mount Royal School

Greater Lawton

- Lawton School
- R.J. Scott School
- Rundle School

Greater Westmount

- Westmount School
- Coronation School
- Inglewood School

On April 22-24, the first series of public consultation meetings were held in each cluster community to share preliminary information and gather initial feedback. A meeting was held in May for each community cluster to continue the process of gathering input/feedback on the project and the resulting school closures.

The information provided in the next sections is in response to the Closure of Schools Regulation as set out in the School Act.

The schools recommended for closure will remain operational until the replacement opens for students.

1. How the school closure would affect the attendance area defined for Rundle School.

Rundle School, located at 11005- 34 Street NW, Edmonton, Alberta, offers a Kindergarten and Grades 1 to 6 regular program and Grades 1 to 6 Behaviour and Learning Assistance Program. The Board of Trustees is considering the closure of all programs accommodated at Rundle School within the context of the replacement school project.

The Rundle School attendance area consists of the Rundle Heights neighbourhood and a portion of the Beverly Heights city neighbourhood. **Students residing within the Rundle attendance area will be designated to the new replacement school proposed on the Rundle School site.**

A decision on the location of the replacement school will be made by the Board of Trustees at the June 24, 2014 public board meeting.

The Behaviour and Learning Assistance Program (BLA) is a Special Education District Centre program that accommodates students whose residences are broadly distributed throughout the northeast part of the City of Edmonton. Special Education District Centres do not have an attendance area. Should the replacement school be unable to accommodate the BLA program, the District will endeavour to place students at a school within the same transportation zone as they reside. Rundle School is located in Transportation Zone 6. A BLA program is being considered for the replacement school.

District Support Services will consult with parents and the principal to determine the best location for individual Special Education students in the event that the BLA program is not accommodated at the replacement school.

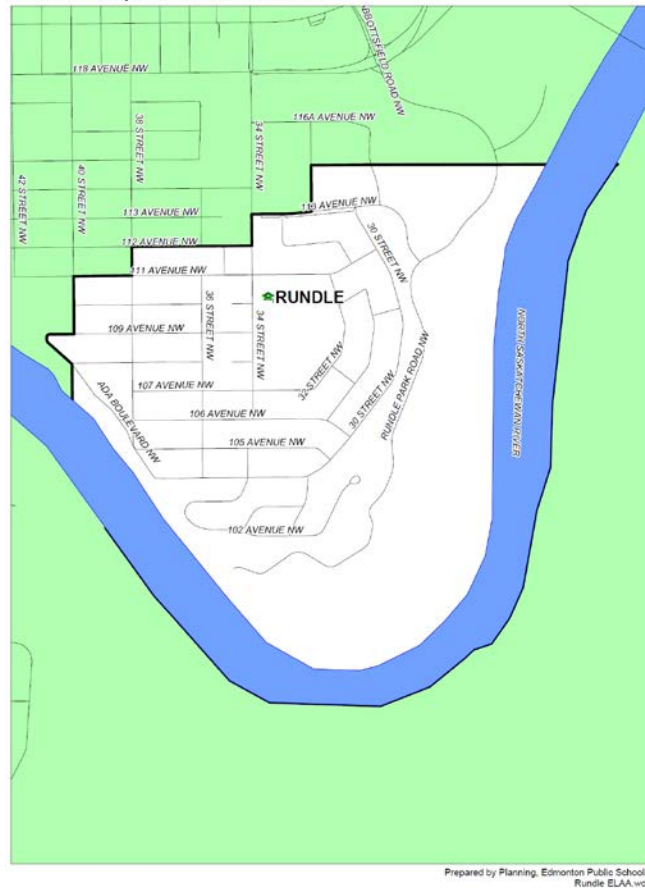
Current Enrolment and Programs at Rundle School (September 30, 2013)

Program	K	1	2	3	4	5	6	TOTAL
Regular	21	24	15	18	13	16	22	129
BLA	0	1	3	6	6	5	6	27
TOTAL	21	25	18	24	19	21	28	156

Current enrolment at Rundle School includes students who reside inside and outside the Rundle attendance area.

The following map illustrates Rundle School's attendance area for 2013-2014:

Rundle Elementary Attendance Area 2013-2014



2. *How the closure of Rundle School would affect the attendance at other schools.*

The replacement school is expected to have a capacity of 650 student spaces. The replacement school will be able to accommodate all current and future students enrolled in the regular program at Rundle School causing little or no impact on other schools.

As mentioned, District Support Services will consult with parents and the principal to determine the best district centre location for individual Special Education students.

3. *Information on the Board's long-range capital plan.*

Edmonton Public Schools has a plan to build new schools in growth areas, renew existing schools in areas where enrolments are sustainable and transform the way facilities are managed into a model of efficiency for the future.

The complete Edmonton Public Schools *Ten-Year Facilities Plan 2015-2024* and *Three-Year Capital Plan 2015-2018*, are available at:

- <http://www.e-psb.ca/ourdistrict/results/capitalplanning/>
- Rundle School general office

Rundle School is located in the North East Sector, which is made up of mature neighbourhoods.

The recommendation to close Rundle School, as part of the replacement school project, is part of a long term infrastructure strategy 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.

4. The number of students who would need to be relocated as a result of the closure of Rundle School.

If Rundle School closes, regular program students will be designated to the replacement school for elementary and junior high programming. There will be space available in the replacement school to accommodate all regular program Rundle School students. The remaining Behaviour and Learning Assistance (BLA) students attending Rundle School and requesting an elementary BLA Program will be accommodated at the replacement school, or provided access to an existing Special Education District Centre closer to their resident address. Establishment of a district centre BLA program is being considered for the new school.

Students have direct access to their designated attendance area school as determined by their address. If Rundle School closes, some students may choose other district schools. Should parents of Rundle School request to register in a different school other than the designated replacement school, students will be able to register in that school as long as the school has space and provides the appropriate program and the student meets any required entrance criteria.

5. The need for, and the extent of, busing.

A Transportation Service Area (TSA) will be established for the replacement school and yellow bus service will be available for eligible elementary students. The transportation fee will be subsidized at the rate set for students who attend their designated school. ETS remains the preferred means of transportation for all junior high students in the District. For more information on eligibility and fees, please visit <http://www.epsb.ca/schools/gettoschool/>

6. Program implications for other schools and for the students when they are attending other schools.

If Rundle School closes, the regular program students designated to the replacement school could have access to single grade class groupings. There would be increased funds to consider purchasing resources, curriculum-related resources, library materials, physical education equipment, technology upgrades and mathematics and science manipulative materials. Students could also have access to a wider range of options and opportunities to be involved in a wide variety of clubs, and leadership opportunities.

Information gathered through the public consultation process will be used to shape programming options, facilities, support services and extra-curricular offerings.

7. The educational and financial impact of closing Rundle School, including the effect on operational costs and capital implications.

Educational Impact

If Rundle School closes, students in the regular program will become part of a larger peer group at the new school.

At the new school, the students will be exposed to a greater number of students at the same grade level and/or ability level and experience increased opportunities for peer group interactions and age-appropriate activities.

Financial Impact – Operational and Capital

The current school budget for Rundle School is \$1, 642,534.

Number of Full-time Equivalents to Staff Rundle School (2013-2014)

Staff	Staff Full-time Equivalent
Custodial	1.750
Exempt	0
Support	4.200
Teacher	11.443
Total	17.393

Allocations and Grants Required to Staff and Operate Rundle School (2013-2014)

Description	Amount (\$)
Regular Kindergarten (Full Day)	106,890
Regular Elementary (1-6)	407,200
E.L.L. (Division I)	71,260
E.L.L. (Division II)	60,192
ELL Foreign Born Refugee Background	28,356
G & T Challenge Elem.	5,090
Deafness	18,833
Learning Disability	9,452
Mild Cognitive Disability	18,904
Severe Emotional/Behavioural Disability	376,660
Severe Physical or Medical Disability	37,666
Alberta Small Class Size Initiative	124,970
Base Allocation	249,525
Community Use of Schools	1,728
FNMI	26,131
High Social Vulnerability	72,516
Plant Operations & Maintenance	27,161
Total Budget	\$1,642,534

If Rundle School is closed, the budgeted funds will be available for use in the new replacement school and possibly other schools. According to the 2014 Value Management Study, the basic building structure of Rundle School is sound but considerable work is required architecturally,

mechanically and electrically to meet the target life expectancy of another 40 years. The total cost of essential upgrades has been estimated at \$7,039,980. If Rundle School closes, the \$7,039,980 needed to modernize the school will not be required.

8. *The educational and financial impact if Rundle School were to remain open.*

Educational Impacts

The school would continue to offer regular programming for students in multi-grade class groupings. As well, Rundle School would continue to offer the Behaviour and Learning Assistance Program. The school will need to continue to combine grades into multi-grade groupings and it will be limited in programming options available for its students.

In addition, resources for the purchase of instructional materials and equipment will continue to be limited or further reduced.

The challenges for teachers working in the regular program in multiple subject areas or combined grade groupings could include:

- Limited flexibility when organizing for instruction related to student learning groups;
- Challenges in managing multiple curricular levels of instruction and assessment in a single subject area;
- Challenges in daily, unit and long range planning across numerous subject areas;
- Increased responsibility to meet varying individual needs of students across combined grades in a single classroom;
- Decreased ability to select adequate resources to reflect range of student interests, abilities and needs in a classroom;
- Limited opportunities to share ideas, strategies and resources with other teachers of similar course offerings at the same grade level or in the same subject area;
- Limited opportunities to attend or engage in professional development opportunities in or out of district.

Financial Impact – Operational and Capital

Based on staffing and operating costs, the total annual cost to operate Rundle School would be consistent with this year's budget of \$1,642,534. The school would continue to require \$7,039,980 in deferred maintenance costs.

9. *The capital needs of the schools that may have increased enrolment as a result of the closure of Rundle School.*

As most students would be expected to enrol at the replacement school, there would be minimal impact on other schools.

10. *What is the proposed use of the school building if it is closed?*

Part of the public consultation process involves identifying the needs of the community and potential services that may occupy space in the closed school. Should Rundle School be closed, the school will first be considered by the District for other District or educational purposes. Alternatively, the closed school could be leased to nonprofit organizations or sold.

11. What are the impacts on Lease Agreements if the school were to be closed?

Tenants in the building will be provided with four options.

- a) The tenant (or tenants) may remain in the building for the remainder of the term of the lease;
- b) The tenant (or tenants) may express an interest to remain in the building for future lease renewal term;
- c) The tenant (or tenants) may terminate the lease at any time without penalty; or
- d) The tenant (or tenants) may express an interest to relocate to another district school.

INFORMATION REGARDING THE POTENTIAL CLOSURE OF R.J. SCOTT SCHOOL

In January 2014, the Province announced Edmonton Public Schools would be receiving a new replacement or modernized school for a mature neighbourhood. In order to qualify for this investment, three schools must be consolidated into one. Depending on the decision to build new or to modernize one of the existing buildings, up to three schools will be closed.

Several mature communities were considered as potential sites for the new school. Three communities were identified to participate in the process.

Greater Highlands

- Highlands School
- Montrose School
- Mount Royal School

Greater Lawton

- Lawton School
- R.J. Scott School
- Rundle School

Greater Westmount

- Westmount School
- Coronation School
- Inglewood School

On April 22-24, the first series of public consultation meetings were held in each cluster community to share preliminary information and gather initial feedback. A meeting was held in May for each community cluster to continue the process of gathering input/feedback on the project and the resulting school closures.

The information provided in the next sections is in response to the Closure of Schools Regulation as set out in the School Act.

The schools recommended for closure will remain operational until the replacement school opens for students.

1. How the school closure would affect the attendance area defined for R.J. Scott School.

R.J. Scott School, located at 11610- 38 Street NW, Edmonton, Alberta, offers a full day Kindergarten and Grades 1 to 6 regular program. The Board of Trustees is considering the closure of all programs accommodated at R.J Scott School within the context of the replacement school project.

The R.J Scott School attendance area consists of the majority of the Beverly Heights city neighbourhoods. A portion of the Beverly Heights neighbourhood has a dual designation to R.J. Scott and Mount Royal schools. In the event of the closure of Rundle School, the attendance

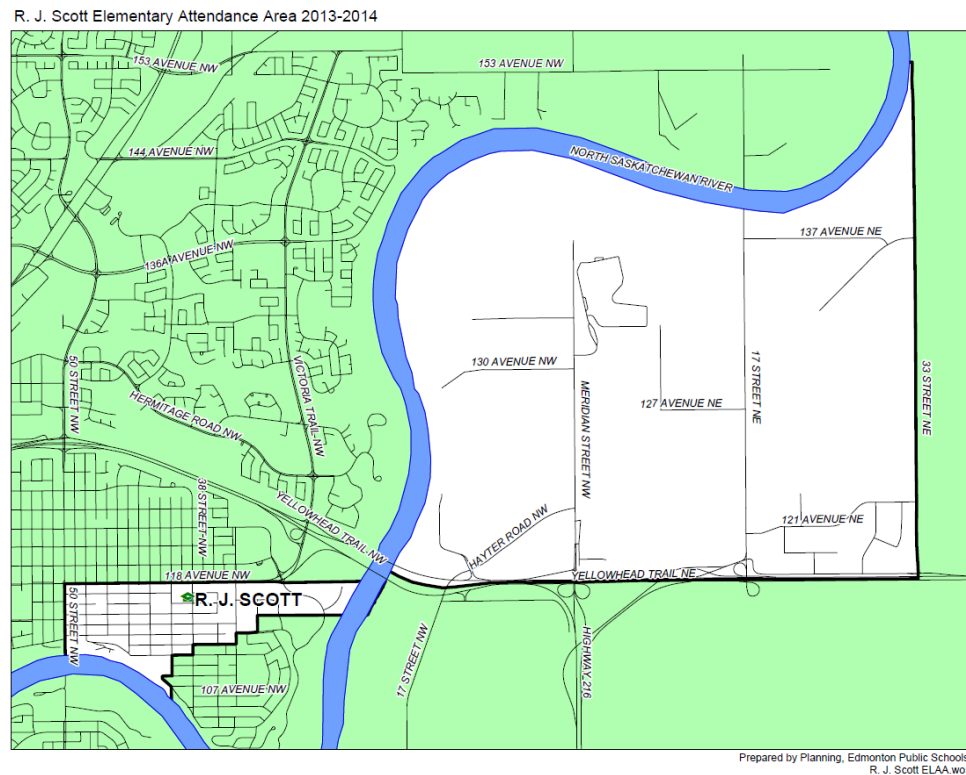
area for the new replacement school will be under review. **Students residing within the R.J. Scott attendance area will be designated to the new replacement school proposed on the Rundle School site.** Removal of the dual designation is under consideration which may mean students in the dual designated area will no longer be designated to Mount Royal School. A decision on the location of the replacement school will be made by the Board of Trustees at the June 24, 2014 public board meeting.

Current Enrolment and Programs at R.J. Scott School (September 30, 2013)

Program	K	1	2	3	4	5	6	TOTAL
Regular	19	16	22	12	13	17	15	114

Current enrolment at R.J. Scott School includes students who reside inside and outside the R.J. Scott attendance area.

The following map illustrates R.J. Scott School's attendance area for 2013-2014:



2. *How the closure of R.J. Scott School would affect the attendance at other schools.*

The replacement school is expected to have a capacity of 650 student spaces. The replacement school will be able to accommodate all current and future students enrolled in the regular program at R.J. Scott School causing little or no impact on other schools.

3. *Information on the Board's long-range capital plan.*

Edmonton Public Schools has a plan to build new schools in growth areas, renew existing schools in mature areas where enrolments are sustainable and transform the way facilities are managed into a model of efficiency for the future.

The complete Edmonton Public Schools *Ten-Year Facilities Plan 2015-2024* and *Three-Year Capital Plan 2015-2018*, are available at:

- <http://www.epsb.ca/ourdistrict/results/capitalplanning/>
- R.J. Scott School general office

R.J. Scott School is located in the North East Sector, which is made up of mature neighbourhoods. The recommendation to close R.J. Scott School, as part of the replacement school project, is part of a long term infrastructure strategy 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.

4. *The number of students who would need to be relocated as a result of the closure of R.J. Scott School.*

If R.J. Scott School closes, regular program students will be designated to the replacement school for regular elementary and junior high programming. There will be space available in the replacement school to accommodate all regular program R.J. Scott School students. Establishment of a district centre BLA program is being considered for the new school.

Students have direct access to their designated attendance area school as determined by their address. If R.J. Scott School closes, some students may choose other district schools. Should parents of R.J. Scott School request to register in a different school other than the designated replacement school, students will be able to register in that school as long as the school has space and provides the appropriate program and the student meets any required entrance criteria.

5. *The need for, and the extent of, busing.*

A Transportation Service Area (TSA) will be established for the replacement school and yellow bus service will be available for eligible elementary students. The transportation fee will be subsidized at the rate set for students who attend their designated school. ETS remains the preferred means of transportation for all junior high students in the District. For more information on eligibility and fees, please visit <http://www.epsb.ca/schools/gettoschool/>

6. *Program implications for other schools and for the students when they are attending other schools.*

If R.J. Scott School closes, the regular program students designated to the replacement school could have access to single grade class groupings. There would be increased funds to consider

purchasing resources, curriculum-related resources, library materials, physical education equipment, technology upgrades and mathematics and science manipulative materials. Students could also have access to a wider range of options and opportunities to be involved in a wide variety of clubs, and leadership opportunities.

Information gathered through the public consultation process will be used to shape programming options, facilities, support services and extra-curricular offerings.

7. *The educational and financial impact of closing R.J. Scott School, including the effect on operational costs and capital implications.*

Educational Impact

If R.J. Scott School closes, students in the regular program will become part of a larger peer group at the new school.

At the new school, the students will be exposed to a greater number of students at the same grade level and/or ability level and experience increased opportunities for peer group interactions and age-appropriate activities.

Financial Impact – Operational and Capital

The current school budget for R.J. Scott School is \$1,317,687.

Number of Full-time Equivalents to Staff R.J. Scott School (2013-2014)

Staff	Staff Full-time Equivalent
Custodial	1.000
Exempt	0.150
Support	4.000
Teacher	7.814
Total	12.964

Allocations and Grants Required to Staff and Operate R.J. Scott School (2013-2014)

Description	Amount (\$)
Regular Kindergarten (Full Day)	96,710
Regular Elementary (1-6)	305,400
E.L.L. (Division I)	55,990
E.L.L. (Division II)	21,888
ELL Foreign Born Refugee Background	37,808
Learning Disability	37,808
Mild Cognitive Disability	9,452
Moderate Emotional/Behavioural Disability	18,904
Severe Emotional/Behavioural Disability	112,998
Severe Physical or Medical Disability (7)	18,833
Severe Physical or Medical Disability (8)	52,936

Institutional Alternate Allocation	129,373
Alberta Small Class Size Initiative	97,988
Base Allocation	238,380
FNMI	23,057
High Social Vulnerability	41,855
Plant Operations & Maintenance	18,307
Total Budget	\$1,317,687

If R.J. Scott School is closed, the budgeted funds will be available for use in the new replacement school and possibly other schools. According to the 2014 Value Management Study, the basic building structure of R.J. Scott School is sound but considerable work is required architecturally, mechanically and electrically to meet the target life expectancy of another 40 years. The total cost of essential upgrades has been estimated at \$5,786,728. If R.J. Scott closes, the \$5,786,980 needed to modernize the school will not be required.

8. *The educational and financial impact if R.J. Scott School were to remain open.*

Educational Impacts

The school would continue to offer regular programming for students in multi-grade class groupings and would be limited in programming options available for its students.

In addition, resources for the purchase of instructional materials and equipment will continue to be limited or further reduced.

The challenges for teachers working in the regular program in multiple subject areas or combined grade groupings could include:

- Limited flexibility when organizing for instruction related to student learning groups;
- Challenges in managing multiple curricular levels of instruction and assessment in a single subject area;
- Challenges in daily, unit and long range planning across numerous subject areas;
- Increased responsibility to meet varying individual needs of students across combined grades in a single classroom;
- Decreased ability to select adequate resources to reflect range of student interests, abilities and needs in a classroom;
- Limited opportunities to share ideas, strategies and resources with other teachers of similar course offerings at the same grade level or in the same subject area;
- Limited opportunities to attend or engage in professional development opportunities in or out of district.

Financial Impact – Operational and Capital

Based on staffing and operating costs, the total annual cost to operate R.J. Scott School would be consistent with this year's budget of \$1,317,687. The school would continue to require \$5,786,980 in deferred maintenance costs.

9. The capital needs of the schools that may have increased enrolment as a result of the closure of R.J. Scott School.

As most students would be expected to enrol at the replacement school, there would be minimal impact on other schools.

10. What is the proposed use of the school building if it is closed?

Part of the public consultation process involves identifying the needs of the community and potential services that may occupy space in the closed school. Should Rundle School be closed, the school will first be considered by the District for other District or educational purposes. Alternatively, the closed school could be leased to non profit organizations or sold.

11. What are the impacts on Lease Agreements if the school were to be closed?

Tenants in the building will be provided with four options.

- a) The tenant (or tenants) may remain in the building for the remainder of the term of the lease;
- b) The tenant (or tenants) may express an interest to remain in the building for future lease renewal term;
- c) The tenant (or tenants) may terminate the lease at any time without penalty; or
- d) The tenant (or tenants) may express an interest to relocate to another district school.

INFORMATION REGARDING THE POTENTIAL CLOSURE OF LAWTON SCHOOL

In January 2014, the Province announced Edmonton Public Schools would be receiving a new replacement or modernized school for a mature neighbourhood. In order to qualify for this investment, three schools must be consolidated into one. Depending on the decision to build new or to modernize one of the existing buildings, up to three schools will be closed.

Several mature communities were considered as potential sites for the new school. Three communities were identified to participate in the process.

Greater Highlands

- Highlands School
- Montrose School
- Mount Royal School

Greater Lawton

- Lawton School
- R.J. Scott School
- Rundle School

Greater Westmount

- Westmount School
- Coronation School
- Inglewood School

On April 22-24, the first series of public consultation meetings were held in each cluster community to share preliminary information and gather initial feedback. A meeting was held in May for each community cluster to continue the process of gathering input/feedback on the project and the resulting school closures.

The information provided in the next sections is in response to the Closure of Schools Regulation as set out in the School Act.

The schools recommended for closure will remain operational until the replacement school opens for students.

1. How the school closure would affect the attendance area defined for Lawton School.

Lawton School, located at 11005- 34 Street NW, Edmonton, Alberta, offers a Grades 7 to 9 regular program, Grades 7 to 9 Literacy Program and Grades 7-9 Opportunity Program. The district centre Literacy program has been deactivated for the 2014-2015 school year. The Board of Trustees is considering the closure of all programs accommodated at Lawton School within the context of the replacement school project.

The Lawton School attendance area consists of the Beverly Heights, Rundle Heights, Beacon Heights, Abbottsfield, Bergman, Homesteader, Canon Ridge, and Overlanders city neighbourhoods. In the event of the closure of Lawton School, the attendance area for the new replacement school will be under review. **Students residing within the Beverly Heights and Rundle Heights neighbourhoods will be designated to the new replacement school proposed on the Rundle School site for Kindergarten through grade 9. Grades 7-9 students living in the Beacon Heights, Abbottsfield and Bergman city neighbourhoods will be designated to the replacement school.** Re-designation of the Homesteader, Overlanders and Canon Ridge city neighbourhoods for grades 7-9 is also being considered. A decision on the location of the replacement school and the resulting school closures will be made by the Board of Trustees at the June 24, 2014 public board meeting.

The Literacy and Opportunity programs are Special Education District Centre programs that accommodate students whose residences are broadly distributed throughout the northeast part of the City of Edmonton. Special Education District Centres do not have an attendance area. The district centre Literacy program will be deactivated for the 2014-2015 school year due to lack of demand. Should the replacement school be unable to accommodate the Opportunity program, the District will endeavour to place students at a school within the same transportation zone as they reside. Lawton School is located in Transportation Zone 6. A Behaviour and Learning Assistance (BLA) program is being considered for the replacement school.

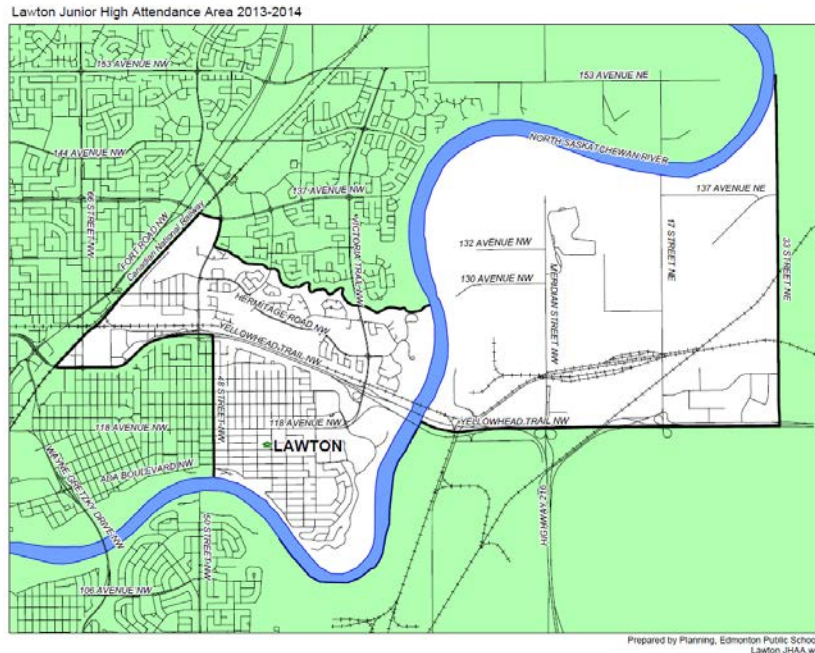
District Support Services will consult with parents and the principal to determine the best location for individual Special Education students in the event that the Opportunity program is not accommodated at the replacement school.

Current Enrolment and Programs at Lawton School (September 30, 2013)

Program	7	8	9	TOTAL
Regular	46	35	51	132
Literacy	3	5	6	14
Opportunity	5	4	3	12
TOTAL	54	44	60	158

Current enrolment at Lawton School includes students who reside inside and outside the Lawton attendance area.

The following map illustrates Lawton School's attendance area for 2013-2014:



2. *How the closure of Lawton School would affect the attendance at other schools.*

The replacement school is expected to have a capacity of 650 student spaces. The replacement school will be able to accommodate all students currently enrolled in the regular program at Lawton School causing little or no impact on other schools. The possible re-designation of the Homesteader, Overlanders and Canon Ridge city neighbourhoods will have minimal impact on another school as there are only 17 students from these neighbourhoods currently attending Lawton School

As mentioned, District Support Services will consult with parents and the principal to determine the best district centre location for individual Special Education students.

3. *Information on the Board's long-range capital plan.*

Edmonton Public Schools has a plan to build new schools in growth areas, renew existing schools in areas where enrolments are sustainable and transform the way facilities are managed into a model of efficiency for the future.

The complete Edmonton Public Schools *Ten-Year Facilities Plan 2015-2024* and *Three-Year Capital Plan 2015-2018*, are available at:

- <http://www.epsb.ca/ourdistrict/results/capitalplanning/>
- Rundle School general office

Lawton School is located in the North East Sector, which is made up of mature neighbourhoods. The recommendation to close Lawton School, as part of the replacement school project, is part of a long term infrastructure strategy 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.

4. *The number of students who would need to be relocated as a result of the closure of Lawton School.*

If Lawton School closes, regular program students will be designated to the replacement school for regular elementary and junior high programming. There will be space available in the replacement school to accommodate all regular program Lawton School students. The remaining Opportunity program students attending Lawton School and requesting junior high Opportunity Program will be provided access to an existing Special Education District Centre as close as possible to their resident address. Establishment of a district centre BLA program is being considered for the new school.

Students have direct access to their designated attendance area school as determined by their address. If Lawton School closes, some students may choose other district schools. Should parents of Lawton School request to register in a different school other than the designated replacement school, students will be able to register in that school as long as the school has space and provides the appropriate program and the student meets any required entrance criteria.

5. *The need for, and the extent of, busing.*

ETS remains the preferred means of transportation for all junior high students in the District. A Transportation Service Area (TSA) will be established for the replacement school and yellow bus service will be available for eligible elementary students. The transportation fee will be subsidized at the rate set for students who attend their designated school. For more information on eligibility and fees, please visit <http://www.epsb.ca/schools/gettoschool/>

6. *Program implications for other schools and for the students when they are attending other schools.*

If Lawton School closes, there would be increased funds to consider purchasing resources, curriculum-related resources, library materials, physical education equipment, technology upgrades and mathematics and science manipulative materials. Students could also have access to a wider range of options and opportunities to be involved in a wide variety of clubs, and leadership opportunities.

Information gathered through the public consultation process will be used to shape programming options, facilities, support services and extra-curricular offerings.

7. *The educational and financial impact of closing Lawton School, including the effect on operational costs and capital implications.*

Educational Impact

If Lawton School closes, students in the regular program will become part of a larger peer group at the new school.

At the new school, the students will be exposed to a greater number of students at the same grade level and/or ability level and experience increased opportunities for peer group interactions and age-appropriate activities.

Financial Impact – Operational and Capital

The current school budget for Lawton School is \$1,490,468.

Number of Full-time Equivalents to Staff Lawton School (2013-2014)

Staff	Staff Full-time Equivalent
Custodial	2.000
Exempt	0
Support	2.643
Teacher	10.000
Total	14.643

Allocations and Grants Required to Staff and Operate Lawton School (2013-2014)

Description	Amount
Regular Junior High	524,270
E.L.L. (Junior High)	60,192
ELL Foreign Born Refugee Background	94,520
Learning Disability	66,164
Literacy	56,712
Mild Cognitive Disability	85,068
Moderate Cognitive Disability	10,556
Moderate Emotional/Behavioural Disability	9,452
Non-Verbal Learning Disabled	9,452
1 Pervasive Developmental Disorder	10,556
Severe Emotional/Behavioural Disability	112,998
Severe Physical or Medical Disability	37,666
Base Allocation	177,349
Community Use of Schools	4,037
FNMI	43,040
Guaranteed Enrolment	9,452
High Social Vulnerability	66,189
Hold Harmless Max Variance 7%	70,808
Plant Operations & Maintenance	42,087
Total Budget	\$1,490,568

If Lawton School is closed, the budgeted funds will be available for use in the new replacement school and possibly other schools. According to the 2014 Value Management Study, the basic building structure of Lawton School is sound but considerable work is required architecturally, mechanically, and electrically to meet the target life expectancy of another 40 years. The total cost of essential upgrades has been estimated at \$12,095,542. If Lawton School closes, the \$12,095,542 needed to modernize the school will not be required.

8. *The educational and financial impact if Lawton School were to remain open.*

Educational Impacts

The school would continue to offer regular programming and the Opportunity Program. The school will continue to be limited in programming options available for its students.

In addition, resources for the purchase of instructional materials and equipment will continue to be limited or further reduced.

The challenges for teachers working in the regular program in multiple subject areas or combined grade groupings could include:

- Limited flexibility when organizing for instruction related to student learning groups;
- Challenges in managing multiple curricular levels of instruction and assessment in a single subject area;
- Challenges in daily, unit and long range planning across numerous subject areas;
- Increased responsibility to meet varying individual needs of students across combined grades in a single classroom;
- Decreased ability to select adequate resources to reflect range of student interests, abilities and needs in a classroom;
- Limited opportunities to share ideas, strategies and resources with other teachers of similar course offerings at the same grade level or in the same subject area;
- Limited opportunities to attend or engage in professional development opportunities in or out of district.

Financial Impact – Operational and Capital

Based on staffing and operating costs, the total annual cost to operate Lawton School would be consistent with this year's budget of \$1,490,568.

9. *The capital needs of the schools that may have increased enrolment as a result of the closure of Lawton School.*

As most students would be expected to enrol at the replacement school, there would be minimal impact on other schools.

10. *What is the proposed use of the school building if it is closed?*

Part of the public consultation process involves identifying the needs of the community and potential services that may occupy space in the closed school. Should Lawton School be closed, the school first be considered by the District for other District or educational purposes. Alternatively, the closed school could be leased to non profit organizations or sold.

11. What are the impacts on Lease Agreements if the school were to be closed?

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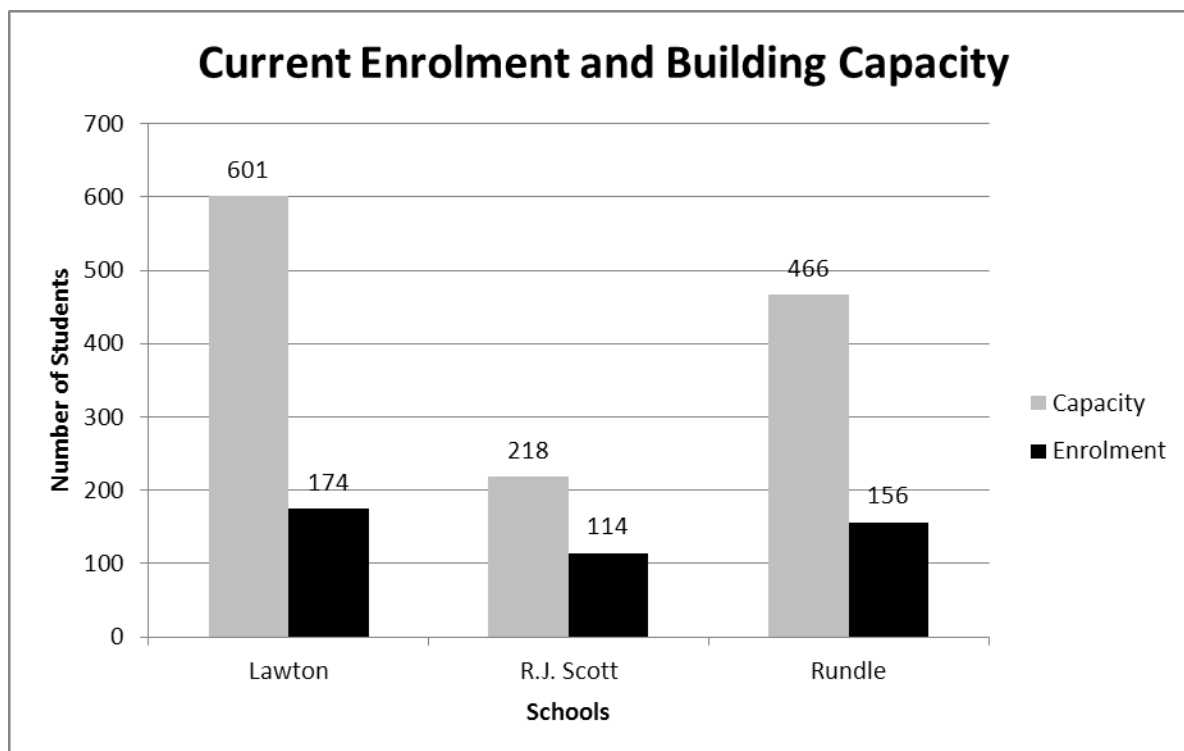
GREATER LAWTON FACT SHEET

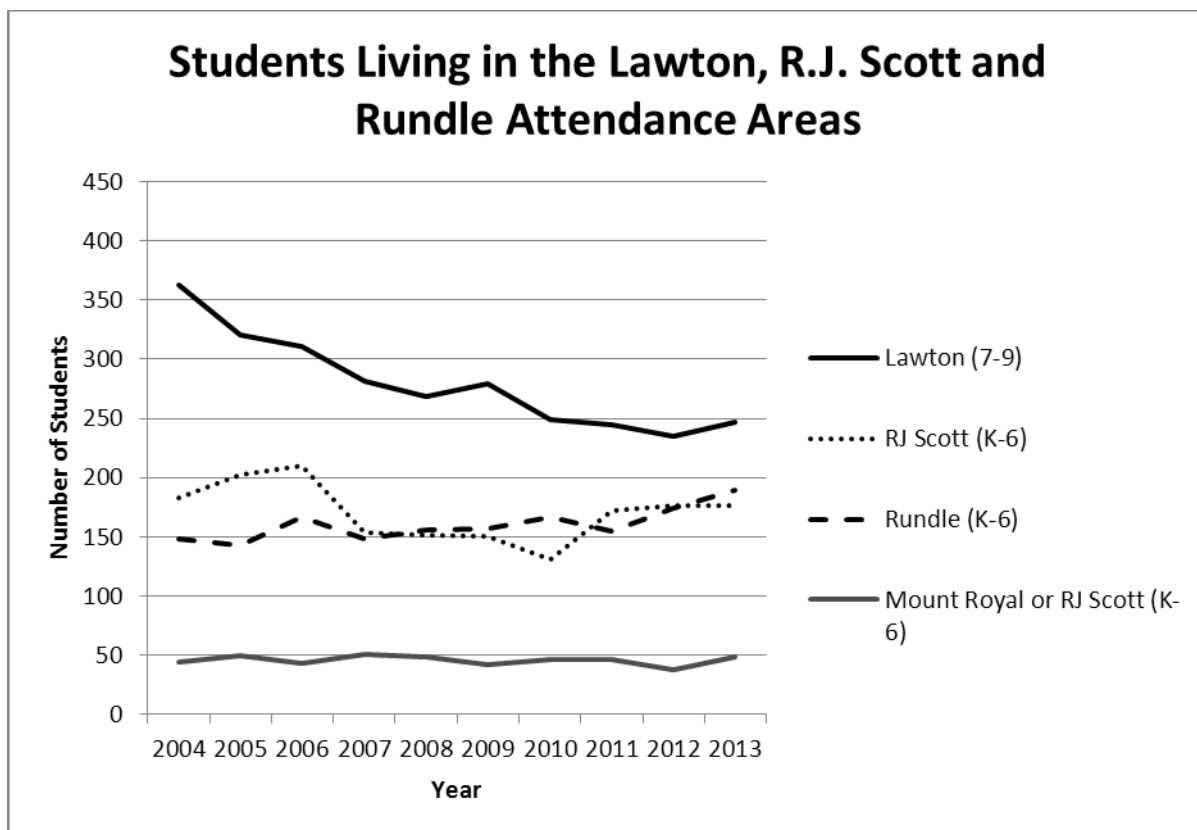
School Building Facts			
School Name	Year Built	Capacity *	Building Condition**
Lawton	1956	601	Fair (20.8%)
R. J. Scott	1958	218	Fair (35.71%)
Rundle	1966	466	Fair (20.27%)

*Based on new Provincial Instructional Area Model (IAM) for calculating capacity.

** 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.

Historical School Enrollments										
School Name	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Lawton	251	209	209	208	183	171	151	156	164	158
R. J. Scott	115	106	99	82	88	100	102	118	115	114
Rundle	207	213	224	206	187	210	206	173	170	156





Greater Lawton Area Residential Trends

With respect to the Lawton cluster, significant increases to the student population in the mature neighbourhoods of the Greater Lawton Area are not expected. A review of Major Development, House, and Rezoning Applications made to the City of Edmonton from February 24, 2010 to March 6, 2014 uncovered one notable application in the neighbourhoods identified in the Greater Lawton Area cluster - a rezoning application approved in Beverly Heights (possible apartment building up to four stories). A Habitat for Humanity project in Beacon Heights, called Anderson Gardens, created 47 family homes on land that previously occupied a single family lot. Construction started in 2010 and was completed in December 2012.

FEEDBACK SUMMARY

**Greater Lawton Area
Replacement School Project Public Meeting #1
April 23, 2014
Feedback Review**

Cluster: Greater Lawton

Completed by: K.H.

What concerns do you have about a new replacement school being built in your community?
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- | |
|--|
| <ul style="list-style-type: none"> • Maintaining a sense of community in a large school • Traffic congestion, parking, drop-off a concern • Design of a new school • Impacts on staff • Fear that a large school = institutionalization, larger class sizes, disconnect • Impact on enrolment in surrounding area schools • Maintaining green space • Effects on fundraising opportunities – casino revenue • Closed buildings – future uses, becoming derelict • Attendance area for new school • Impact on special needs programs provided in the cluster • If cluster not chosen, what next? • Capacity – future growth • New school culture – influence of older students on younger ones • Walkability • School access hours • Impact on taxes/real estate values • Incorporating/honouring the history of the Beverly community • Why not modernize all, retrofit vs. new • Continuation of E4C • Proximity to Tegler Centre • Naming of a new school • Playspace – both indoor and outdoor • Why consolidate elementary & junior high, why not junior & senior high • Including the community group voice • How to rally and show support for the project • Including feedback from students |
|--|

What additional Information do you need about the project that you currently do not have?

- Attendance area
- Cost of new vs. retrofit
- Consideration for heritage style schools
- Future of current district centre special needs programs – continued?
- Future growth in the communities
- Capacity of new building – how is capacity determined (formula) in all buildings
- Potential designs for new building and site (including parking, drop off areas)
- Transportation
- Benefits of a K-9 school – feedback from existing ASAP schools
- Criteria for decision
- Can other schools be included in the consolidation?
- Will community partnerships be maintained, will there be space within new building
- More awareness of upcoming meetings in May – encourage higher attendance

What would you like to see in a new Kindergarten to Grade 9 replacement school?

- Programming: many options, supports for special needs students, full day Kindergarten, BLA program, band, sports, leadership programs, extracurricular programming, ESL supports
- Building design: natural light, environmentally friendly, inner courtyard, rooftop garden, allows for the addition of modular, solar energy, LEED certification, parking/drop off areas, full accessibility for people with disabilities
- Green Space: soccer, baseball, garden, rubberized surface for playground, multiple play areas for the different divisions
- Facilities: large classrooms, 2 music rooms, 2 gyms, dance studio, drama room, art/science rooms, state of the art technology areas, separate spaces for elementary and junior high students, cafeteria/lunchroom, auditorium, appropriate storage, CTS spaces (construction, foods, drama, music, permaculture), wifi, EMF free zone, bus for field trips, computer labs, lockers for all students, speakers and FM systems in all classrooms, up-to-date library and study space, prayer room, fitness room, staff room, flex spaces, ergonomic desks and seats, Smartboards
- Family/Community Supports: breakfast, lunch and snack programs, permanent space for community partners, wrap around services, success coaches, out of school hours access
- Safety: security of building
- Reuse materials from closed schools (ex. playground equipment)
- Input into the naming of the school

What potential community supports would you like to see provided should your area be selected?

- Space for partner organizations within the school and in closed buildings
- Day care/afterschool care
- Access to gym
- Nurse/Counsellor on site full time
- Evening classes for adults -ESL
- Community gardens, multi-generational activities
- Health centre
- Big Brothers Big Sisters
- Roots and Wings
- Breakfast, lunch & snack programs
- Library
- Drop-in centre for students
- Healthy Living Coach
- Tegler Centre
- Family Centre (Outreach)
- Vineyard Christian Fellowship
- Wrap-around services
- ESL supports
- Homework club
- Library
- Addictions and Mental Health Centre
- Kids in Action
- Abbotsfield Youth project
- E4C
- Young Chefs program

**Greater Lawton Area
Replacement School Project Web Survey #1
Closed on: May 12, 2014
Feedback Review**

Cluster: Greater Lawton

Completed by: J.E.

What concerns do you have about a new replacement school being built in your community?

No concerns (20)

- Exciting possibility for the area
- An updated school is needed

Bullying (12)

- Concerns about K-9 model (mixing older and younger kids)

Transportation (10)

- School needs to be within walking distance
- Heavy reliance on public transportation or walking in this area

Location (7)

- Needs to be central because of walking distances, proximity to services such as the Tegler Youth Centre
- Rundle site is perfect because of green space, distance from 118 Ave

Class sizes/capacity (6)

- Too many kids in the school leading to larger class sizes

Future of the existing buildings (2)

- Need to retain as much green space as possible

Process is too rushed (2)

- project timelines are unrealistic

What additional Information do you need about the project that you currently do not have?

Location (11)

Class sizes/capacity (8)

- Will students residing in these neighbourhoods currently choosing to attend elsewhere come back?

Selection criteria (5)

- How the decision will be made
- What specifics the District is looking at prior to making a recommendation
- Project timeline
- How the community will be informed/involved in the process

Transportation and distance (2)

Current operating and maintenance **costs** for Lawton, R.J. Scott and Rundle (2)

Future of the existing buildings (1)

Services/supports available for parents and students at new school (1)

Staffing implications (1)

What would you like to see in a new Kindergarten to Grade 9 replacement school?

Two gyms (**physical activity spaces**) with up-to-date sports equipment (25)

- Fitness centre
- Separate spaces for elementary and junior high
- Swimming pool

State of the art **technology** (iPads, Smart Boards, etc.) (17)

Cafeteria/kitchen area/food garden (17)

- Continue breakfast/hot lunch programs

Improved learning spaces (15):

- Bigger, better library, Music, Art, Drama, Science Labs
- Spaces for music, art, drama (i.e. auditorium)
- Science labs
- Bigger classrooms

New **playground** (11)

- Equipment for all ages

Small class sizes (9)

- Better spaces for improved learning environments/opportunities

Sensory rooms (6)

Supports for students and families (6)

- Mental health
- ELL
- Reading

Daycare & Before and After school care (6)

Space for **community groups** (5)

Alternative programming (3)

- French Immersion?
- Arts Core?

Security measures (3)

- Cameras
- School Resource Officer

What potential community supports would you like to see provided should your area be selected?

1. Child services
2. Daycare
3. Recreation Centre
4. Health Centre
5. Adult Learning Centre
6. Multi-Cultural Centre
7. Senior Drop In

**Greater Lawton Area
Replacement School Project Public Meeting #2
May 21, 2014
Feedback Review**

Cluster: Greater Lawton

Completed by: J.E.

GREATER LAWTON AREA

OPTION 1

New School Construction at R.J. Scott School

- Create K-9 at R.J. Scott School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the new R.J. Scott K-9 School
- Close Lawton and Rundle schools
- Demolition of existing R.J. Scott School building

 EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?

Central location (5)

Minor transition for R.J. Scott and Lawton students (5)

Lawton could become a **hub for community services** (i.e. childcare) (5)

Proximity to **Tegler Youth Centre** (5)

- Mentoring program for students (learning opportunities)
- Centre won't be well utilized without students from Lawton, R.J. Scott

Access to **ETS** (4)

No disruption due to construction (4)

New building provides **curb appeal**, something to be proud of (3)

- Will attract families back to area

Site can accommodate traffic flow (2)

Better playground could be built (1)

More **economical** than mod/addition at R.J. Scott (1)

None (1)

What do you consider to be the challenges of this option?

Proximity to 118 Avenue (9)

- Safety concerns
- Close to bars, pawnshops, liquor stores
- Older students may take off and not return (close access to stores, fast food)
- Students walking in this area
- Reduces curb appeal

Loss of greenspace (8)

- Site is small even with existing building demolished
- No greenspace whatsoever until demolition is complete
- This option has the least amount of greenspace (not enough for 600 students)
- Minimal room to expand if necessary

Impact on existing playground (7)

- No access during construction
- Additional costs to replace it
- Health impacts on students and community by not having a playground

Location may not be able to accommodate **traffic/parking demand (5)**

Transportation from Rundle area (many parents do not drive)(3)

Uncertain future of Lawton building (2)

Current schools are in good condition(2)

Safety during construction (1)

New school will be **too large (1)**

New school is very **expensive (1)**

No challenges- a new school is desired no matter where it is located (1)

OPTION 2

- Create K-9 at Rundle School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the new Rundle K-9 School
- Close Lawton and R.J. Scott schools



What do you consider to be the challenges of this option?

Transportation from R.J. Scott area (10)

- Costs
- An increase in driving behaviour

Not central within cluster (8)

- Not visible/isolated
- Not accessible
- Far from community supports like the Tegler Youth Centre
- Not desirable because of distance away from communities north of 118

Further from playground (2)

Loss of some well-used sportsfields (2)

Difficulty in finding appropriate user group for existing school (1)

Close to refineries (1)

Drop-off area is too small (1)

None (1)

OPTION 3

New School Construction at Rundle School

- Create K-9 at Rundle School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the new Rundle K-9 School
- Close Lawton and R.J. Scott schools



What do you consider to be the strengths of this option?

Plenty of **green space** (11)

- Less disruption to green space than Option 2
- Fields are already in place
- Opportunity to separate the different age groups

Traffic (6)

- Safe (low traffic volumes)
- 32 St. is less busy than 111 Ave.
- Site is large enough to handle increased school traffic, parking

Closer to playground than Option 2 (4)

Proximity to amenities (Rundle Park, the River Valley and ACT) for learning opportunities, activities (4)

Existing Rundle School could become **a hub for community services** (3)

Minimal disruption to students compared to modernization (2)

Removed from 118 Avenue (negative influences) (2)

Directly on an **ETS route** (2)

Brand new building (2)

None (1)

What do you consider to be the challenges of this option?

Not central (10)

- Not visible/accessible
- Isolated
- Far from community supports (i.e. Tegler Youth Centre)
- Too far from communities north of 118 Ave (enrolment impacts)

Future of closed school buildings (7)

- No vacant buildings (must be proactive in finding groups to use these spaces)

Closer to St. Jerome (5)

- Tension between students
- Traffic congestion
- Playground is too small for students from both schools

Traffic congestion (4)

- Road is narrow for buses, parking
- Less street parking

Transportation from R.J. Scott area (3)

Close to refineries (2)

Close to Rundle Park (2)

- students could wander off

Loss of well-used sportsfields (2)

GREATER LAWTON AREA

OPTION 4

Modernization and addition at R.J. Scott School

- Create K-9 at R.J. Scott School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the modernized R.J. Scott K-9 School
- Close Lawton and Rundle schools



EDMONTON PUBLIC SCHOOLS

What do you consider to be the strengths of this option?

Existing R.J. Scott school remains operational (6)

- Sense of community, familiarity continued
- Recognizes historical value (first school in Beverly)

Central location (4)

- More practical for transportation
- Proximity to Tegler Youth Centre

Cost effective (3)

Addition allows for **separation of K-6, 7-9** (2)

Good drop-off area (quiet street) (2)

Allows for continued **green space** (1)

Larger parent group to draw **volunteers** from (1)

What do you consider to be the challenges of this option?

Demolition of playground (4)

- Would it be replaced or is fundraising necessary?

Traffic congestion (3)

- Not ideal for drop-off demands of a 600 capacity school
- Narrow roads

Transportation costs from Rundle area (3)

Proximity to 118 Avenue (3)

Reduction in green space (2)

Existing part of **R.J. Scott** is still aging (1)

Casino money will have to be combined (1)

GREATER LAWTON AREA

OPTION 5

Modernization and addition at Rundle School

- Create K-9 at Rundle School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the modernized Rundle K-9 School
- Close Lawton and R.J. Scott schools



What do you consider to be the strengths of this option?

Retains the greatest amount of **green space** (10)

- Room to expand in the future if needed

Most **cost effective** (5)

Least disruptive to the site, the community (3)

- Curb appeal
- Keeps traffic in same spot

Proximity to amenities (Rundle Park, the River Valley and ACT) for learning opportunities, activities (3)

Smaller addition required than Option 4 (3)

- Construction time may be shorter

Rundle is the **newest building** (2)

Existing Rundle School remains operational (2)

Removed from 118 Avenue (negative influences) (1)

No impact on playground (1)

What do you consider to be the challenges of this option?

Disruption to students during modernization (6)

- Safety issue

No ‘community campus’ concept (4)

- No extra space left for community supports

Traffic challenges (3)

- Small drop-off area

New building is preferred (3)

- Rundle School is aging

Transportation (2)

- Costs
- Distance

Less access to ETS (1)

Close to **refinery** (1)

Proximity to **St. Jerome** (1)

No basketball court (1)

Additional Comments

Proposed locations are good

If this is successful with Lawton, R.J. Scott and Rundle, similar projects may happen elsewhere

Support for consolidation- strengthens the supports in one location as opposed to spreading them out amongst several buildings

Supportive of the 'community campus' idea where the existing school stays to serve the community in other ways (*applicable in Option 1 between R.J. Scott and Lawton and in Options 2 & 3 between new Rundle and existing Rundle*)

A new school will draw families back (revitalization)/keep current students in the neighbourhood

Community desperately needs a new school

We want a new K-9 in our area

Needs to be large enough to accommodate future growth

Strong parent support for this project

Concerns re: bullying in a K-9 setting

- Could be an opportunity for a buddy/mentoring system; leadership opportunities for older students

Could lead to large class sizes

New school should continue current community programming (i.e. hot lunch programs)

Serious concerns that older students will leave the community

Questions:

Will a playground be replaced as part of the project (no fundraising needed)?

Attendance area?

Future of closed buildings?

- What upgrades will be required in these schools for them to operate as community hubs?

How will transportation work?

Will the old dump and coal mines effect project costs?

What supports will be in place for refugee children arriving at a later age?

If the Greater Lawton Area is not recommended at this time, what would you like us to consider in future replacement school consultations?

We need this school now!

REALLY REALLY want the NEW school!!!

WE WANT THE NEW BIG SCHOOL!

Increase maintenance funding and the number of modernization projects

Upgrade all three schools to a reasonable standard

Schools and community services need to work as a team when occupying space to save money (i.e. Clareview Rec Centre- school doesn't need to provide community amenities on their own)

Appreciation for consultation process

- Good timelines (not drawn out)
- Plenty of opportunity to share voices and be heard

Consider the Greater Lawton Cluster at the top of the list next round

- Go back to the Province and get us a new school ASAP
- Continued advocacy for this community

Greater consultation with community groups already active in the schools to create synergies

Future consultation should prioritize the needs of the students

Wider range of translation services in consultation process (surveys, meetings, website)

Earlier meeting times

Provide computer access at meetings for those who do not have one at home (for survey access)

If Lawton Cluster is not selected, how will it affect my kids?

If Highlands Cluster is selected, where does this leave us?

- Students may leave Lawton area for new school in Highlands
- Are school closures possible? Would a consolidation of just elementary schools in this area be possible?

K-9 is beneficial because it keeps students in the same school for a longer period of time (easier for families)

Bigger school will provide more programs, community resources

Easier for community support when consolidated in one building

A community liason is needed to communicate with parents

This process has been too rushed to make a decision by June (unfair)

A comprehensive plan is preferred to closing individual schools

**Greater Lawton Area
Replacement School Project Web Survey #2
Closed on: June 6, 2014
Feedback Review**

Cluster: Greater Lawton

Completed by: J.E.

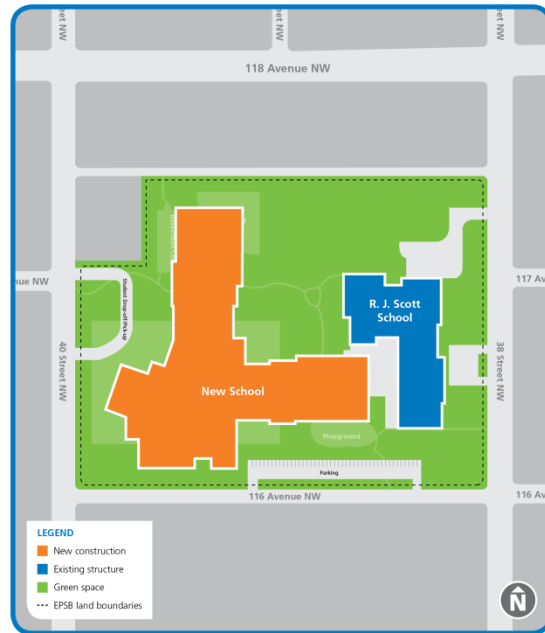
GREATER LAWTON AREA

OPTION 1

New School Construction at R.J. Scott School

- Create K-9 at R.J. Scott School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the new R.J. Scott K-9 School
- Close Lawton and Rundle schools
- Demolition of existing R.J. Scott School building

EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?

Central location (15)

- Minor transition for R.J. Scott and Lawton students

Accessible for pedestrians, ETS service (6)

Proximity to Tegler Youth Centre (5)

- Mentoring program for students (learning opportunities)
- Centre won't be well utilized without students from Lawton, R.J. Scott

New building supports revitalization efforts in the area (5)

- Will attract families back to area

No disruption due to construction (4)

Existing R.J. Scott will be demolished (4)

Site can accommodate traffic flow (2)

None (1)

What do you consider to be the challenges of this option?

Loss of greenspace (12)

- Site is small even with existing building demolished
- No greenspace whatsoever until demolition is complete
- Impacts on well used playground, basketball court

Proximity to 118 Avenue, The Drake (9)

- Safety concerns
- Close to bars, pawnshops, liquor stores
- Older students may take off and not return (close access to stores, fast food)
- Students walking in this area
- Reduces curb appeal

No challenges (6)

Location may not be able to accommodate **traffic/parking demand** (5)

New school will be **too large** (3)

Distance from Rundle area (1)

Uncertain **future of Lawton building** (1)

OPTION 2

- Create K-9 at Rundle School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the new Rundle K-9 School
- Close Lawton and R.J. Scott schools

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Electronic Package

What do you consider to be the challenges of this option?

Transportation from R.J. Scott area (10)

- Costs
- Not within walking distance
- Poor ETS access

Increased traffic will disrupt quiet neighbourhood (7)

Not central within cluster (6)

- Not visible/isolated
- Not accessible
- Far from community supports like the Tegler Youth Centre
- Not desirable because of distance away from communities north of 118

Loss of greenspace (well-used sportsfields) (4)

None (3)

Further from playground (2)

New school will be **too large** (2)

Difficulty in finding appropriate user group for existing school (1)

OPTION 3

New School Construction at Rundle School

- Create K-9 at Rundle School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the new Rundle K-9 School
- Close Lawton and R.J. Scott schools



What do you consider to be the strengths of this option?

Plenty of **green space** (12)

None (7)

Site is large enough to handle increased school **traffic, parking** (4)

Proximity to amenities (Rundle Park, the River Valley and ACT) for learning opportunities, activities (2)

Directly on an **ETS route** (2)

Brand new building (2)

Better **curb appeal** compared to Option 2 (2)

What do you consider to be the challenges of this option?

Closer to St. Jerome (7)

- Traffic congestion
- Playground is too small for students from both schools

Traffic congestion (6)

Loss of well-used sportsfields (6)

Poor ETS access (3)

Not central (4)

Distance from existing building & the community services (2)

New school will be **too large (2)**

Further from playground (2)

Close to refineries (1)

None (1)

GREATER LAWTON AREA

OPTION 4

Modernization and addition at R.J. Scott School

- Create K-9 at R.J. Scott School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the modernized R.J. Scott K-9 School
- Close Lawton and Rundle schools



EDMONTON PUBLIC SCHOOLS

What do you consider to be the strengths of this option?

Central location (8)

- More practical for transportation
- Close to existing community supports

Existing R.J. Scott school remains operational (7)

- Sense of community, familiarity continued

Allows for continued **green space** (6)

None (3)

Cost effective (2)

What do you consider to be the challenges of this option?

Existing **R.J. Scott is still aging** (12)

- Previous additions at other schools aren't appealing (piecemeal construction)
- May not be cost-effective
- Not a new school

Proximity to 118 Avenue (4)

None (4)

Construction will be disruptive for students (4)

Reduction in green space (3)

Demolition of playground (3)

Too many students (2)

GREATER LAWTON AREA

OPTION 5

Modernization and addition at Rundle School

- Create K-9 at Rundle School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the modernized Rundle K-9 School
- Close Lawton and R.J. Scott schools



What do you consider to be the strengths of this option?

- Maximizes **green space** (10)
 - Minimal disruption to the overall site
 - Fields are already in place
- Least disruptive** for students, the neighbourhood (5)
- None** (4)
- Existing Rundle school remains operational** (3)
- Accessible** for pedestrians, ETS service (1)
- Cost effective** (1)

What do you consider to be the challenges of this option?

- Existing **Rundle is still aging** (7)
 - Previous additions at other schools aren't appealing (piecemeal construction)
 - May not be cost-effective
 - Not a new school
- Not central** (6)
- None** (4)
- Reduction in green space** (3)
- Looks too small** (2)
- Construction will be disruptive** for students (2)
- Traffic disruption** in quiet neighbourhood (1)
- Poor ETS access** (1)

Additional Comments

- RJ Scott site is the best option because it is central and within walking distance
- Rename the school Beverly Heights School
- What is the process for dispersing the vacant buildings?
- New build creates more of a community feeling, positive vibes than a retrofit
- Central location and public transportation are important issues
- Best option is the addition onto RJ Scott because it is central (close to community resources), has green space left for students
- School would be best located at Rundle because of greenspace
- New school is preferred over dealing with ongoing maintenance issues at old schools
- Build school larger than planned capacity to allow for extra spaces for community, options (music, art, etc.)
- Hope this area is chosen because of strong community support
- Not all families are low-income... Need to see advanced programming available for all students
- A new addition onto an old building doesn't address the fact that the existing building is old and will require ongoing maintenance (not as cost effective as people would think... not a longterm solution)
- Going to be expensive no matter what, let's build this project properly
- Rundle site offers the least amount of disruption for all students
- Rundle site will allow for an emphasis on physical activity, health and the environment
- Amalgamating schools makes sense... Putting all the money into one building will improve programming
- This is a great opportunity
- Supports revitalization (curb appeal)

If the Greater Lawton Area is not recommended at this time, what would you like us to consider in future replacement school consultations?

- We actually want this school- It would be foolish to build the school in a community where it is unwanted
- New school is needed desperately to support revitalization
- Area needs to be considered in the future to provide equity (students deserve to have same opportunities as others)
- If not selected this time, then must be next time
- Early learning needs to be offered in every new building
- District needs to be upfront with the options, the future of surplus buildings and the future of underutilized schools
- It would be nice to modernize existing schools rather than build big new ones
- Are large schools the best way to help high-needs students?
- More consultation with City of Edmonton regarding potential partnerships prior to site selection
- A vote should be held (give the power of choice to tax payers)
- Get public input for how to utilize the old buildings... Must connect with community (partners are essential to smooth operation)

**Greater Highlands Area
Replacement School Project Public Meeting #1
April 22, 2014
Feedback Review**

Cluster: Greater Highlands

Completed by: K.H.

What concerns do you have about a new replacement school being built in your community?

- Maintaining a sense of community in a large school – losing benefits of a small school
- Traffic congestion, parking, drop-off a concern
- Community input into design of new school and the future of closed buildings, architecture to compliment that of the community
- Impacts on staff
- Fear that a large school = kids ‘falling through the cracks’, larger class sizes, split classes
- Retrofit – what happens to students while it is taking place?
- Maintaining Arts Core Programming
- Historical value of the Highlands School building
- Impact on enrolment in surrounding area schools (Virginia Park)
- Maintaining green space
- Questions around educational outcomes in large vs. small schools
- Accuracy and understanding of data used to determine building capacity and identify clusters
- Charter schools moving into closed buildings
- Effects on fundraising opportunities
- Closed buildings – usage agreements, ownership of land/buildings, what are other closed building used for?
- Attendance area for new school
- Impact on special needs programs provided in the cluster
- If cluster not chosen, what next?
- Capacity – concerns about overcrowding, future growth
- New school culture – defined areas for different Divisions, play spaces, bullying, leadership opportunities, influence of older students on younger ones
- What exactly is a retrofit?
- Walkability, safety crossing 118th Ave
- Cluster communities pitted against each other

What additional Information do you need about the project that you currently do not have?

- Green school – sustainability
- Attendance area
- Future growth in the communities
- Programming options
- Capacity of new building
- Potential designs for new building
- Will every cluster eventually be chosen
- Funding model for new school – P3?
- Transportation
- Will there be grandfathering of students who do not live in the current attendance areas?
- Feedback from other clusters
- Existing supports for “socially vulnerable” families in the community
- Culture of a K-9 school
- Data showing the number of students enrolled in each school from outside of the current attendance areas
- Criteria for decision

What would you like to see in a new Kindergarten to Grade 9 replacement school?

- Programming: Arts Core, Regular programming, Literacy Intervention support, Special Needs District Centre programs, French (or other language) Immersion, TRIBES, leadership programs and opportunities, Aboriginal liaison and studies
- Building design: reflects community character, retrofit of Highlands, parking and drop-off, LEEDS (Silver), Smart Technology
- Green Space: playground completed upon opening, garden
- Facilities: state of the art technology, art and dance rooms, theatre space, sinks in classrooms, 2 large gymnasiums, CTS (Construction, foods, fashion, photography), swimming pool, cafeteria, meeting room for parents, music room with recording space, common areas, climbing wall, accessibility and inclusion for people with disabilities, charging stations, culturally responsive areas, separate spaces for elementary and junior high students
- Family/Community Supports: day care/afterschool care within building or close by, wrap around services, pre-school, fitness room, community centre, community access after school hours
- Safety: crossing lights

What potential community supports would you like to see provided should your area be selected?

- Day care/afterschool care
- Access to gym
- Culinary arts program
- Artist in residence
- Aboriginal supports
- Mentoring programs
- Seniors housing/drop-in
- Evening classes for adults
- Community league
- Health centre
- Public arts centre
- Recreation centre
- Big Brothers Big Sisters
- Roots and Wings
- Breakfast and lunch programs
- Community resource officer
- Success coaches
- Edmonton Public Library
- Child support services
- Teen Centre for after school activities
- PFK
- Pet therapy

Greater Highlands Area
Replacement School Project Web Survey #1
Closed on: May 12, 2014
Feedback Review

Cluster: Greater Highlands

Completed by: L.F./M.M

What concerns do you have about a new replacement school being built in your community?

Themes mentioned more than once:

- Concerns about the “**large**” school model, impersonal, loss of small community feel (12)
- Losing **arts core** (9)
- Preservation of the **heritage and historic character** (e.g. Highlands building) (8)
- Walkability, traffic and safety (6)
- Location of new school, distance, **accessible** (wheelchair), safety (5)
- **Closed schools being left empty** too long “eye sore” (5)
- The “**K-9**” model (4)
- Environmental, sustainability, architectural, modernization vs new construction (4)
- Green space and playground (2)
- Impact on students (2)
- Impact of this consolidation on **Virginia Park School** (2)
- Wifi (2)

Other concerns:

- New construction doesn’t reflect community values; enrolment, school closure; **socioeconomic** mix; **disruptions** during construction; overcrowding; bullying; special needs programming; cafeteria/kitchen; permaculture considerations; more time for project

What additional information do you need about the project that you currently do not have?

Themes mentioned more than once:

- **Location** (12)
- **Design** to consideration - environmental, sustainability, architectural, interior, modernization vs new construction (9)
- **Size** – school, enrolment, class (7)
- What will happen to the **old buildings and land**? (7)
- Will new school have **arts core**? (5)
- Costs (4)
- **Separating** elementary and junior high students (3)
- Will current **staff** be assigned to the new school? (3)
- Maintaining **existing supports** for students, **daycares** (2)
- Green space and playground (2)

Other information:

- **Who** was consulted, modernizing Highlands, **K-9** benefits, **funds** to operate new school, displacing students, quality of education, selection of neighbourhoods, what happens to the cluster **not chosen** this round, how decisions will be made, special needs programming, neighbourhood demographics

What would you like to see in a new Kindergarten to Grade 9 replacement school?

Themes mentioned more than once:

- **Arts core** (14)
- Specialized **spaces** for arts, sports (e.g. up-to-date, technology, natural light, common area classrooms) (12)
- Modernize Highlands – use/incorporate existing building; keep in mind historical (10)
- **Separate** elementary and junior high students (8)
- Excellent teachers (5)
- **Services and supports** e.g. out of school care, before/after school care, hot lunch program (5)
- Small class sizes (5)
- **Design** to consideration: environmental, sustainability, energy efficiency, e.g. LEED (4)
- Outdoor play areas, playground (4)
- Walkability and safety; drop-off for parents (3)
- Special needs supports (e.g. sensory room, specialized aids) (2)
- Improved cafeteria, lunchroom (2)
- Community league partnership (2)
- Full day kindergarten (2)
- Accessibility (2)

Other desires:

- No/low fees; focus on academics; more programming options; school as physical learning tool, interactive building; adult/continuing education; location

What potential community supports would you like to see provided should your area be selected?

Themes mentioned more than once:

(listed by category mentioned most)

1. Daycare
2. Child services
3. Recreation Centre
4. Senior Drop In
5. Multi-Cultural Centre
6. Adult Learning Centre
7. Health Centre

Other supports:

- Artist spaces, art supports for broad community use; supports deemed appropriate by Board to serve school and Highlands community; before/after school care; full day kindergarten; community league hall space, meeting space etc; gathering space for community, police station; permaculture/urban agriculture

**Greater Highlands Area
Replacement School Project Public Meeting #2
May 20, 2014
Feedback Review**

Cluster: Greater Highlands

Completed by: L.F/M.M.

GREATER HIGHLANDS AREA
OPTION 1

New School Construction at
Montrose School

- Create K-9 at Montrose School site
- Combine students from Highlands, Montrose and Mount Royal schools at the new Montrose K-9 School
- Close Highlands and Mount Royal schools
- Demolition of existing Montrose School building

 EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?

Themes mentioned more than once:

- New/modern playground, spray/water park; spray park existing playground (5)
- New school (3)
- Quiet street, community (2)
- Students won't be displaced, little disruption (2)
- New development/rejuvenation in neighbourhood (2)
- Programming – special needs (2)
- Community centre availability, access to community facilities

Others strengths:

- Keeping community building; Aesthetic of new not a concern; new construction easier than retrofit, and to customize for arts programming; no strengths; K-9 remaining with cluster boundaries; daycare in community

What do you consider to be the challenges of this option?

Themes mentioned more than once:

- Traffic, flow, congestion, pick up/drop-off, walkability, safety (7)
- Impact/loss to community league facilities e.g. rink, spray park (5)
- Crossing 118 Ave (4)
- Not central (3)
- Concerns about neighbourhood e.g. transients, vandalism, rough, crime rates, socioeconomic, change in school population (3)
- Effective use/lack of green space? (3)
- Parents not wanting to wait for renewal; look at alternatives (2)

Others challenges:

- Back alley, home; more families in mount royal; permission forms to park; what happens to empty buildings?; parking beside playground; support for school in Montrose? Enrolment numbers?; Arts core – will students chose Victoria?; template building – no customization e.g. arts); possibility to expand?

GREATER HIGHLANDS AREA OPTION 2

New School Construction at Mount Royal School

- Create K-9 at Mount Royal School site
- Combine students from Highlands, Montrose and Mount Royal schools at the new Mount Royal K-9 School
- Close Highlands and Montrose schools
- Demolition of existing Mount Royal School building



What do you consider to be the strengths of this option?

Themes mentioned more than once:

- Lots of sportsfields, play area, existing playground (6)
- Parking, drop-off/pick up (5)
- ETS, bus route by school, proximity to LRT and streets cleared more (5)
- Construction won't affect students (3)
- Community success and momentum, stability, new homeownership/growth (3)
- lots of land, room for growth (3)
- Maintain arts core (2)
- Walkable, minimum impact on community (2)
- new school, brand new building (2)

Other strengths:

- New infrastructure transportation; location – e.g. away from commercial properties where kids hang out; no spray park near; K-9 positive; new building and space for arts

What do you consider to be the challenges of this option?

Themes mentioned more than once:

- Drop-off size, traffic, parking congestions (7)
- Alley – narrow, speed (4)
- Loss of green space (3)
- Not central (2)
- Balance of special needs versus arts core programming; ability to accommodate all different programming needs? (2)
- Aesthetic of new building; sentimental attachment to historical (2)
- Portables/modular – small, no sinks/plumbing, no/small/windows (2)

Other challenges:

- Getting (Montrose) students to come to new school; demolishing small gym and stage – replace for arts core? Inside artwork; ETS; what happens to empty buildings?; messaging being sent o kids (i.e.) template building – no customization e.g. arts);designated busing and drop-off; adjustment for community; elementary-junior high together – playground, lunch

GREATER HIGHLANDS AREA

OPTION 3

Modernization and addition at Mount Royal School

- Create K-9 at Mount Royal School site
- Combine students from Highlands, Montrose and Mount Royal schools at the modernized Mount Royal K-9 School
- Close Highlands and Montrose schools



What do you consider to be the strengths of this option?

Themes mentioned more than once:

- Character (building) – maintain, familiar, not intrusive, emotional attachment, addition fits older (6)
- Drop-off - on quieter street, better parking (5)
- Not demolishing building (3)
- Community success and momentum, stability, new homeownership, for growing population (3)
- Maintain arts core (2)
- Maintain inside décor/finishing e.g. mural, artwork (3)

Other strengths:

- Location, kids in school during construction, fiscally responsible option, ETS –great existing service; city and school work to provide more drop-off

What do you consider to be the challenges of this option?

Themes mentioned more than once:

- Schooling during modernization, temporary displacement, uprooting (6)
- Loss of green space (5)
- 55 Street - not wide enough, crowded, busy, expand? (4)
- Drop-off – site placement, busy (4)
- Keep existing; matching older building with new; upgrades needed to old? (3)
- 113 Avenue – problematic, 3-way stop people don't adhere to (2)

Other challenges:

- Forced playground space for K-9; limited bus access for junior high; lack of wheel chair accessibility, alley – safety, traffic; modernization money will draw away from funding other elements; distance; 53 Street – speed and safety; what happens to empty buildings?

GREATER HIGHLANDS AREA OPTION 4

Modernization and addition at Highlands School

- Create K-9 at Highlands School site
- Combine students from Highlands, Montrose and Mount Royal schools at the modernized Highlands K-9 School
- Close Mount Royal and Montrose schools
- Demolition of existing annex building

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What do you consider to be the strengths of this option?

Themes mentioned more than once:

- Location – central, proximity from other schools (5)
- Big enough, lots of space, no need to attach modular (5)
- More drop-off options, less congestion, lots of parking, quieter street (4)
- Highlands – historical, character, old beautiful, character (4)
- Green space – lots, preservation of existing (3)
- Strong community culture, connected, next to league (3)
- Major bus route, existing ETS, access to LRT (3)
- Attract students and families, neighbourhood change, lots of retrofitting in neighbourhood (3)
- Access to local businesses, amenities; site borders community league – garden, hall green space and playground (2)
- Arts core important for Junior high (2)

Other strengths:

- Less disruptive; existing CTS area; strong school leadership; removing annex students don't have to go outside; traffic best, good crosswalk; more extracurricular; harder to lease because of building age

What do you consider to be the challenges of this option?

Themes mentioned more than once:

- 118 Avenue – busy, crime, pollution, noise, exhaust, play area too close (6)
- No playground – fundraising required, funds available, relocate from one of other closed schools (4)
- Drop-off – confusion, close to 114 Ave, residents (3)
- Empty buildings - What happens to them? demolished in future due to lack of \$? What if new tenants not desirable ? (3)
- Matching older building with new; 100 years old; keep 1914(3)
- Project – Too expansive to modernize, renovation with budget, timeline (3)
- Accessibility e.g. stairs (2)
- If another cluster chosen, what happens to Highlands – closed, demoed? (2)

Other challenges

- FMNI concerns i.e. Highlands looks like residential schools; loss of annex; what if more kids move into neighbourhood; students during renovation

Additional Comments

Themes mentioned more than once:

- Consultation process (7) e.g.
 - Online survey and meeting similar; other opportunities (outside EPSB) to provide feedback?
 - a "yes" or "no" question re: community wanting a new school, or a K-9 school, with space to provide comments as to why?
 - not enough info, more info, to make informed decisions
 - should have provided parents/community members with opportunities to tour larger / K-9 schools early in the process
 - additional reach out to give – Montrose, ESL and other populations voice
 - answers/responses to previous questions would be great to have
- School size and education impacts (7) e.g.
 - misconception re: quality of existing small schools?
 - large school setting on staff satisfaction, student success and community?
 - benefit to k-9 vs k-6 schools?
 - no junior high specific site if schools amalgamated; size causes fear in parents
 - Expansion - which options allow for growth and expansion
 - use of modular classrooms or portables? Avoid these if possible.
- Enrolment/demographics (6) e.g.
 - how projected?
 - increase in birth rates historically & city planning (denser housing) - how will affect enrollment
 - more families moving into mature nbhds;
 - where was EPSB prior to families choosing to send their to schools outside of community, or moving, which resulted in today's issue
 - What if the population of the area outgrows the capacity?
 - Where are the students designated for the Highland?
- Arts Core – guarantee/new building needs to be, facilities to support, will help enrolment (4)
- Aesthetic (i.e. design) - Concern for new; new building or the retrofit needs to match that of neighborhood; concerns with what plans will actually look like; community input on interior plans (4)
- Special needs - loss of supports and programming for students; look at allocation of so families don't have to go elsewhere; what programs will be designated to the new site (3)
- Parking lot, Staff parking on streets take away from parents (2)
- Capacity and utilization – space calculations not reflective of arts school, and enrollment percentage on paper is not fair (2)

- Closed buildings - input community has for leasing or selling closed building; how long empty (2)
- Is this evitable; parents feeling forced into the decision; Virginia Park should not be forced to join the amalgamation (3)

Other comments:

- Loss of casino revenue
- On-going under funding (e.g. maintenance)
- FMNI concerns i.e. Highlands looks like residential schools
- Where did 3-1 ratio come from
- Concern about the 75% rule - does the 75% include the addition?
- Differential in costs, use extra funds for e.g to upgrade playground or facilities, Arts core facilities such as a dance studio
- Can playground equipment be moved from site to site? (ie: from Montrose to a new site)
- Land swap with community league
- Informal vote within community
- Programming important for cluster
- Neighbourhoods with school important
- Leaving all elementary campuses as is, and revitalizing Highlands as a junior high school only
- Yellow busing for junior high

If the Greater Highlands Area is not recommended at this time, what would you like us to consider in future replacement school consultations?

Themes mentioned more than once:

- Consultation Process (7) e.g.
 - another public consultation
 - too fast, timeline rushed
 - additional reach out to give – Montrose, ESL and other populations voice?
 - info on cost analysis figures of long term sustainability of schools in a status quo arrangement
 - does not seem like a conversation- no response to the original questions posed, no supporting evidence (e.g. cost effective measure, educational implications considered);
 - evidence we are heard through this process?
 - would like a commitment from EPSB to have consultations and public meetings to come up with alternative ideas to closures in mature nbhds - achieve the highest level of IAP2 consultation
- Board/Province work together (4) e.g.
 - to ensure all mature areas receive replacement school, revitalization;
 - Wants the board to push through as many revitalizations as possible within the current fiscal year and with the existing provincial government;
 - be next on the list
 - something being given back to the community through this process - not just a school closure(s)
- Arts Core – maintain, priority, focus on these needs (3)
- Fear - of not having the same budget later, closure of Highlands if cluster not chosen or nothing will be fixed (2)
- School size - Large school implications on achievement of our most vulnerable, bigger school provide a better education compared to small community schools (2)
- Closed sites (2) e.g.
 - long term considerations, changes to community assets uncertain (e.g. Rexall)- what becomes important to the community- backwards decision making- asked to commit to a replacement school without full understanding of the what ifs- there is no way to know that now
 - it's bigger than just schools- it's a broader discussion involving communities

Other considerations for future consultations:

- Support for special needs programming
- Doing best for students
- Do community members WANT a new school?
What happens to our community schools in this situation?
- Concern if public/private partnership
- Status of Highlands as an official historical site or not? Who takes responsibility for building?
- 40 years doesn't seem like a very long time for \$20 million
- how long will EPSB maintain a 50 year school prior to it needing to be closed / demolished?
- If Highlands Junior High is chosen to be renovated, and the province disagrees, what is the backup plan for the greater Highlands area?
- EPSB needs to take care of sites so that communities can keep schools longer
- Will students outside of Montrose/Mt Royal nbhds move to new school
- What happens to teachers? will they move to new schools?
- junior high in this area will still require revitalization even if it is not chosen as part of this replacement project

**Greater Highlands Area
Replacement School Project Web Survey #2
Closed on: June 6, 2014
Feedback Review**

Cluster: Greater Highlands

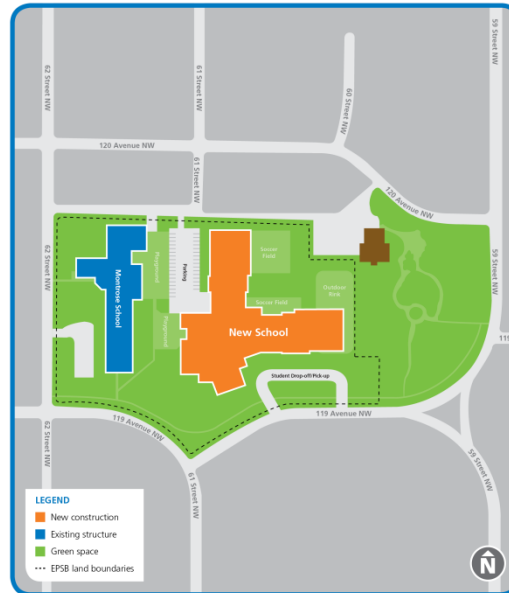
Completed by: J.R.

**GREATER HIGHLANDS AREA
OPTION 1**

**New School Construction at
Montrose School**

- Create K-9 at Montrose School site
- Combine students from Highlands, Montrose and Mount Royal schools at the new Montrose K-9 School
- Close Highlands and Mount Royal schools
- Demolition of existing Montrose School building

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What do you consider to be the strengths of this option?

Themes mentioned more than once:

- New/modern playground, retain spraypark, good use of green space (10)
- New school (6)
- Quiet street, community (5)
- New development/rejuvenation in Montrose neighbourhood (5)
- Good access for drop-off (4)
- Ability to keep school open during construction, little disruption (2)

Others strengths:

Keeping community building; new technology from onset; K-9 remaining with cluster boundaries; nearby space for daycare in community; option doesn't leave an empty school site

What do you consider to be the challenges of this option?

Themes mentioned more than once:

- Not central (13)
- Effects on the quiet neighbourhood (5)
- Traffic, flow, congestion, pick up/drop-off (4)
- Impact/loss to community league facilities e.g. rink, spray park (6)
- Crossing 118 Ave (10)
- Effective use/lack of green space (6)
- Location of the parking lot relative to playground (3)
- Concerns about neighbourhood e.g. transients, vandalism, rough, crime rates, socioeconomic, change in school population (2)
- Highlands closing/lack of support to preserve heritage buildings (2)

Others challenges:

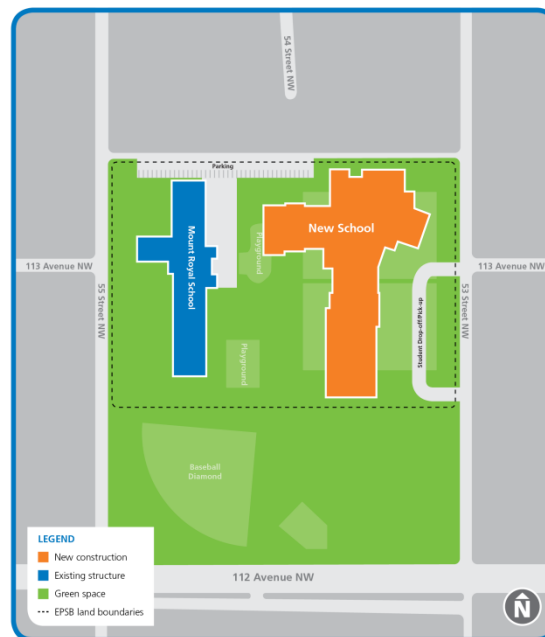
No room for extra modular if needed; what happens to empty buildings?; Montrose is not Arts core – what will happen?; demolition of existing Montrose building

GREATER HIGHLANDS AREA

OPTION 2

New School Construction at Mount Royal School

- Create K-9 at Mount Royal School site
- Combine students from Highlands, Montrose and Mount Royal schools at the new Mount Royal K-9 School
- Close Highlands and Montrose schools
- Demolition of existing Mount Royal School building



EDMONTON PUBLIC SCHOOLS

What do you consider to be the strengths of this option?

Themes mentioned more than once:

- Central Location/South of 118 ave (15)
- Lots of sports fields, play area, existing playground (8)
- Parking, drop-off/pick up (9)
- A lot of land, room for growth (6)
- New school, brand new building (5)
- ETS, bus route by school, proximity to LRT and streets cleared more (4)
- Construction won't affect students (4)
- Nothing (3)
- Community success and momentum, stability, new homeownership/growth (2)
- Walkable, minimum impact on community (2)

Other strengths:

Away from commercial properties; close to Highlands community hall and gardens, demolition of Mount Royal

What do you consider to be the challenges of this option?

Themes mentioned more than once:

- Drop-off size, traffic, narrow alley, parking congestions (18)
- Loss of green space, playground concerns (11)
- Not central (3)
- Aesthetic of new building; sentimental attachment to historical Highlands (3)
- Portables/modular – small, no sinks/plumbing, no/small/windows (11)
- Concerns about Arts programming – loss of and new to Montrose (2)
- Demolition of Mount Royal wasteful (3)

Other challenges:

- Loss of sense of community; effect on property values; lack of ETS, walkability; template building – no customization for arts

GREATER HIGHLANDS AREA

OPTION 3

Modernization and addition at Mount Royal School

- Create K-9 at Mount Royal School site
- Combine students from Highlands, Montrose and Mount Royal schools at the modernized Mount Royal K-9 School
- Close Highlands and Montrose schools

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What do you consider to be the strengths of this option?

Themes mentioned more than once:

- Character (building) – maintain, familiar, not intrusive, emotional attachment, addition fits older (9)
- Drop-off - on quieter street, better parking (4)
- Not demolishing building/less waste (10)
- Less expensive option (6)
- Location (2)
- Green space/sports fields/playgrounds (10)
- Access to ETS and for yellow bus (3)
- Classrooms with sinks (2)
- Additions allows for personalization for Arts (2)

Other strengths:

Kids in school during construction, maintains community success and momentum; Maintain arts core; none

What do you consider to be the challenges of this option?

Themes mentioned more than once:

- Drop-off, parking, site placement – busy (12)
- May be more expensive/hidden costs with modernization (7)
- Schooling during modernization, temporary displacement, uprooting (7)
- Loss of green space/concerns about playground (4)
- 55 Street - not wide enough, crowded, busy (3)
- Highlands closed/general school closure (3)
- Keep existing; matching older building with new (2)
- Building too small for population/growth (2)
- Location too far for some (2)
- Keeping existing old building (2)

Other challenges:

Difficulties for families to get to school, combining schools; concerns about families who don't want Arts Core; what will be done with closed schools?; big enough gym?

GREATER HIGHLANDS AREA OPTION 4

Modernization and addition at Highlands School

- Create K-9 at Highlands School site
- Combine students from Highlands, Montrose and Mount Royal schools at the modernized Highlands K-9 School
- Close Mount Royal and Montrose schools
- Demolition of existing annex building

 EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?

Themes mentioned more than once:

- Highlands – historical, character, old beautiful, character (29)
- Location – central, proximity from other schools (10)
- Lots of green space/room for playground - preservation of existing (7)
- More drop-off options, less congestion, lots of parking, quieter street (5)
- Major bus route, existing ETS, access to LRT, room for school buses (5)
- Big enough, lots of space, 2 gyms (4)
- Access to local businesses, amenities; site borders community league and garden (3)
- Arts core important (3)
- Attract students and families, neighbourhood change, lots of retrofitting in neighbourhood (2)
- Less disruptive to neighbourhood (2)
- No demolition (Highlands, Montrose, Mount Royal (2)
- None (2)

Other strengths:

Annex is removed; customization for Arts core possible; Arts Core junior high for Virginia Park

What do you consider to be the challenges of this option?

Themes mentioned more than once:

- 118 Avenue – busy, crime, pollution, noise, exhaust, play area too close (4)
- No playground – fundraising required, funds available, relocate from one of other closed schools (8)
- Drop-off, traffic, parking (9)
- Matching older building with new; 100 years old; keep 1914 (2)
- May be more expensive/hidden costs with modernization (12)
- Accessibility e.g. stairs (4)
- Impact on students during renovation (2)
- None (2)
- The building isn't large enough (2)
- Loss of green space (2)
- May have a negative impact on programming (2)

Other challenges

What happens to the empty buildings?; will there be specialized spaces for programming (Arts); K-9 configuration; Loss of artists currently using space at school; room for school busses?

Additional Comments

- All options are good except the Montrose option, due to its lack of central location.
- Highlands needs this school. There is positive change happening in the community and this new school will support and contribute to the community growth.
- Arts Core needs to be maintained at a new school.
- Concerns that a vocal group of parents who advocate for arts core programming are overrepresented in the comments and the other communities are not.
- Do we really have to close any schools?
- Concerns one big school will not enhance community cohesion.
- Lack of provision for after school care and concerns that there are few commercial areas that would work.
- Concerns that children should be able to walk to school.
- Concerns about the speed and delivery of the public consultation process – lack of communication
- Surveys were too guided and don't allow for real dialogue or discussion.
- Questions from the first round of meetings and surveys were not addressed.
- Questions about the EPSB plan for long term space management and maintenance.
- Virginia Park should have been included.
- Where does Beacon Heights fit into the scheme of things?
- A new school in the Highlands area will help revitalize the community.
- The perceived and real socioeconomic differences across these schools and communities will be the most difficult challenge in combining these schools.
- There are many young families with very small children in Highlands.
- Support for a new school in Montrose, especially if French immersion.
- Concerns about the future use of closed school buildings.
- We need parent involvement for our indigenous population because our heritage buildings strongly resemble a residential school house.
- Support for the K-9 configuration.
- Concern about the K-9 configuration.
- Concern about special needs programming.
- Land swap – New Highlands School could take over the current adjoining community league land to the south. The Community league could take over (and upgrade) the current Mount Royal building as a new community league building. This would give the new Highlands School more green space and would make certain the future use of one of the abandoned school sites in the area.
- Concern for the loss of choice to send children to a small school. Concern about anonymous nature of large schools.
- Concern the school won't be large enough to include rooms for arts programming.

If the Greater Highlands Area is not recommended at this time, what would you like us to consider in future replacement school consultations?

- Desire to be considered in the next round if not selected.
- Accessibility/partnering with in-place community sports and recreation centres to promote pairing and expansion in these areas. Similar to the Eastglen High School/Eastglen Pool partnership.
- Thoughtful location of a replacement school in the full context of other neighbourhood renewal and community development projects.
- Desire for more time for public consultation. Get the public involved from the beginning.
- Ensure to better engage the socially vulnerable populations who didn't participate.
- Desire for Arts Core K-9 school would be an amazing alternative for families who don't IB like at Victoria School.
- If a new school was built on the Mount Royal site ensure that the Highlands School can be used by community groups or non-profits.
- Lack of French immersion in northeast.
- Concerns that Highlands area schools may be closed without replacements leading to long distances for children.
- "What would you like use to consider in future replacement school consultations" doesn't make sense.

**Greater Westmount Area
Replacement School Project Public Meeting #1
April 24, 2014
Feedback Review**

Cluster: Greater Westmount

Completed by: K.H.

What concerns do you have about a new replacement school being built in your community?

- Location – concerns over crossing Groat Road or 111th st.
- Future of Norwood Chinese Education Assoc.
- Outcome has been pre-determined
- Having to wait for answers to questions
- Unable to express concerns without further information
- Traffic congestion and risks to student safety
- Information is vague and process is too short
- Loss of community field space
- Safety concerns due to the age range in K-9
- Coronation enrolment is high and increasing
- Will a new school be able to accommodate future growth?
- Not enough long term planning, coordination with City of Edmonton
- Inglewood numbers are increasing
- Walkability, safety of students on their way to school
- Westglen is full and has to turn students away
- Closing a school and maintaining it for other uses – logical?
- Coronation day care supports enrolment
- Fundraising opportunities (casinos) limited
- A small community school provides a better learning environment
- Closing schools is not investing in communities
- We are not one community, we are 3 separate communities
- Capacity of new school – need research supporting large schools, future growth
- Transportation
- Continuation of programming (IB) branded into current schools, concern about having 2 levels of teaching, wrong students may end up in IB,
- K-9: inappropriate influence of older students on younger ones, age difference, benefits (research), too big, quality of education, bullying, class sizes
- Parking and drop-off areas, traffic congestion
- Timeline of 2016 is unattainable, political year
- “School in a can” design does not meet community wants/needs/concerns
- Concern over attendance areas – too large, students being left out
- Schools chosen for cluster don’t make sense
- On-site day care and after school care?
- Closed buildings – what becomes of them?
- Modernization – where will kids go in the interim?
- Having community supports in the school may present safety concerns
- Historical value of Westmount School

- Attendance area
- Information from Sector review not available
- What does modernization mean?
- Will have a negative impact on community not built in (i.e. North Glenora)
- Impact on other schools in the area (Westglen)
- Concerned with maintaining community feeling within school
- Impact on staff
- What happens to current technology/resources?
- Impact of Blatchford development
- Favouritism based on the income levels of communities
- Supports for low income families
- Loss of community hub
- Suspicion around data presented
- Pitting communities against one another
- Why was Westglen not included?
- Favouritism to other communities receiving modernizations
- IB K-12 pattern (Coronation-Westminster-Ross Sheppard)

What additional Information do you need about the project that you currently do not have?

- Site selection
- Number of students affected
- Capacity of new school
- Greenspace
- Why Coronation included?
- Future of IB
- Historical status of Westmount School
- Cost: Modernization vs. new build
- Research supporting large schools
- Define “state of the art”
- Transportation
- Closed buildings – can they reopen? Why do they stay as EPSB assets?
- Can money be put toward something other than a replacement school?
- Schools as hubs (services?)
- Why Westglen left out?
- Potential design of new building
- Lobbying (for or against). How?
- Cost-benefit analysis
- What happens to clusters not chosen?
- Continuation of programming and supports
- Formula for determining capacity (inconsistency)
- Services (ex. Daycare)
- Funding model – P3?
- Playgrounds
- Impact on property taxes/property values
- Impact of staff
- Political implications of saying no, can we opt out?
- How to create a smaller community within a larger school – examples
- Can IB accreditation be moved?
- Will students be grandfathered?
- Modernization – where will students go?
- Data from Sector Review

What would you like to see in a new Kindergarten to Grade 9 replacement school?

- Programming: supports to ensure various age groups work well together, class sizes within provincial guidelines, IB programming, bully-proof programs, Strategies program, sports programs, CTS programs that align with Ross Sheppard, lighthouse programming, aboriginal studies, multicultural programming, French Immersion, counselling
- Building design: complete separation between elementary and junior high spaces, incorporation of community history, drop-off areas, full accessibility for people with disabilities, LEEDs standards, natural lighting, swimming pool, track
- Green Space: maintain adequate space for learning, playgrounds (separate for each division and ready when school opens), sports fields, gardens
- Facilities: flex spaces for differentiated instruction, theatre/drama room, dance, music, bathrooms, facilities that meet the needs of special needs students (ex. Sensory room), space for religious/cultural needs, cafeteria, assistive technology, 2 gyms, large library, atrium, school store, gathering space vs. cafeteria
- Family/Community Supports: breakfast and lunch programs, options for community service providers to support families, childcare
- Safety: controlled crosswalks, crossing guards
- Opposition to K-9 configuration
- Question assumes that a new school is desired and supported by the community
- No portables
- No more feedback on this until questions answered

What potential community supports would you like to see provided should your area be selected?

- Day care/after school care
- Leasing opportunities for community groups
- Space for kids only
- EPSB should not provide housing for other social services
- Community league space
- Partnerships with Universities
- Social workers
- Special needs
- NET
- Resource officer
- FNMI supports
- ESL supports
- High School relationships
- IB relationships
- YOUCAN
- Safe and Caring
- This is a leading question to use us to build a case
- Closed building – rec centre, food bank, collection sites, community options, joint use with community
- Aboriginal support
- Senior centre
- Until we get answers to the first two questions, not prepared to answer
- Space should be for our kids, not community groups
- If there were demand for community groups in schools now, they would already be there
- Community groups should use the surplus schools

**Greater Westmount Area
Replacement School Project Web Survey #1
Closed on: May 12, 2014
Feedback Review**

Cluster: Greater Westmount

Completed by: J.D.

What concerns do you have about a new replacement school being built in your community?

- Safety
 - Concerns relating to walking to schools that are located outside of the neighbourhood and across busy roads
- Historical significance
 - Concern regarding the historical significance of Westmount school and the future use of the historic building
- Large School
 - Bullying
 - Less interaction between students of varying ages/grades
 - Student performance
 - Loss of small learning cohort
- Inclusion
 - Concerns regarding the attendance boundary and who is able to attend the school
 - Concern regarding the ability of the new school to meet the variety of needs for all students
 - Ability to retain the IB PYP programming
- Future
 - Students
 - Growth
 - Of existing buildings
 - Fundraising opportunities
 - Playground redevelopment
 - Location of daycare
- Length of consultation too short
- That a sense of community bridge more than one community

What additional Information do you need about the project that you currently do not have?

- Data
 - Criteria for choosing these three schools and deciding on the replacement school cluster and location
 - Explanation as to why some schools are chosen for modernization and others for closure
 - Information that a larger school provides better educational outcomes
 - Benefits of a new school
 - The Sector Review data
 - Growth projections and development
 - Where the school would be placed
 - Operational costs and capital costs
 - Maximum capacity based on historic data
 - Impacts of new construction, off-gassing
 - How is the decision being made
 - Architectural details
- Future
 - Will things change
 - For the school and neighbourhood, if the school or community is not chosen
 - Enrollment trends / growth
 - Daycare program
 - Out of school care
 - Potential future replacement schools
- Transportation
 - Yellow bus transportation for students in adjoining neighbourhoods to the new school
 - Drop-off areas
- Programming
 - IB programming continuation
 - Early learning
 - Autism
 - Late entry French immersion
 - Arts
- Why consolidation
- Who is involved in the consultation participation
- Timeline for construction
- Name of the new school
- Pro's and Con's for the options made public
- The process and feedback

What would you like to see in a new Kindergarten to Grade 9 replacement school?

- I don't want a replacement School
- Programming
 - No split grades
 - Small classes
 - Anti-bullying prevention
 - Special needs programs
 - Better/modern technology
 - Well-resourced library
 - Music
 - French
 - IB PYP continue
 - Cree program
 - Leader In Me model continue
 - Spaces that foster creativity
 - Full day kindergarten
- Services
 - After school programming, music, homework, sports
 - Child care, preschool, and Before and after school care
 - Hot lunch program – better kitchen
 - Services for youth and seniors
 - Strong student community together
 - Safe, age appropriate spaces
 - Playground space for Div 1 & 2
 - Increased supervision
 - Community Options programming
 - Adult crossing guards on busy roads
 - Ability to walk/bike to school
 - Connections between school and community
 - Field trips
- Architectural
 - Everything needed to meet the programs and services
 - All that is in the ASAP schools
 - Large central gathering spaces
 - Aesthetically pleasing
 - Green building integrating alternative energy sources
 - Increased windows and natural light
 - Outdoor spaces for all grade levels
 - Large gymnasium
 - Nurse's office
 - Swimming pool

What potential community supports would you like to see provided should your area be selected?

- Sensory room
- Preschool, daycare and before & after school care
- Arts, music, theatre
- Access for local community
- 124 club
- Aboriginal Resource Centre
- FNMI supports
- Norwood Chinese School
- OSC Services
- Youth leadership
- Teen centre
- Commercial kitchen
- Multicultural supports
- Public health nurse
- Residential development

**Greater Westmount Area
Replacement School Project Public Meeting #2
May 22, 2014
Feedback Review**

Cluster: Greater Westmount

Completed by: K.H.

**GREATER WESTMOUNT AREA
OPTION 1**

**New School Construction at
Coronation School**

- Create K-9 at Coronation School site
- Combine students from Coronation, Inglewood and Westmount schools at the new Coronation K-9 School
- Close Inglewood and Westmount schools
- Demolition of existing Coronation School building

 EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?

- A strength does not imply agreement or support for the project
- Brand new building: accessibility, sustainability, little/no disruption to students during construction, low maintenance costs, efficiency and latest technology, infrastructure for growth,
- Location: stays in North Glenora, large site, community growing, enrolment increasing, green space maintained, low traffic area, access to public transit, drop off/pick-up zones
- Larger school: can have community feel, more options, friends, clubs
- K-9: diversity of grades, leadership opportunities, continuity of programming, I.B. go to Gr. 9
- Community benefits: revitalize area, draw new families to area, increase property values, no more worries about school closure

What do you consider to be the challenges of this option?

- Not in favour of K-9 or consolidation on any site
- Location: not centrally located in cluster, long distance for Inglewood students, loss of green space, area cannot handle increased traffic, Inglewood would have 2 more vacant buildings/sites (may affect revitalization), proximity to another junior high, students would need to cross busy streets
- Brand new building: most costly option, safety concerns during construction, architecture of current school lost if demolished, quality of construction under tight time frame, demolishing an old building is not environmental stewardship – re-use, playground(s)
- Larger school: effect on the quality of education, overcrowding, loss of community feel, larger class sizes, poor supervision, anonymity, increased violence,
- Programming: what happens to full day Kindergarten and I.B.?
- Combining students from different demographic backgrounds: bullying, absenteeism, food insecurity of Inglewood students
- Transportation: dependence on transportation, loss of walkability, subsidized bussing
- Loss of services: child care, after school care
- Community losses: other areas lose community hub, effect on property values, vacant buildings may affect revitalization efforts
- General Comments: stand up to the government that imposed this on us, timeline too short, antagonism, skepticism, pre-determined outcome, concern over responsible planning re: growth – school will be over capacity before it opens

GREATER WESTMOUNT AREA

OPTION 2

Modernization and addition at Coronation School

- Create K-9 at Coronation School site
- Combine students from Coronation, Inglewood and Westmount schools at the modernized Coronation K-9 School
- Close Inglewood and Westmount schools

 EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?

- A strength does not imply agreement
- Any community would like a new school but not at the expense of another community
- Modernization: preserves the architecture of original building, building is old, feels like less of a change, keeps existing school open, no need to tear down and rebuild green space, removal of asbestos, larger gym, will accommodate future growth, design options available in the addition, designated drop off /pick up, allow for separate spaces for elem. and jr. high
- Location: maintains green space, closer to high school (partnering opportunities), community is growing, low traffic area
- Larger school: can have community feel, more options, friends, clubs, less bullying
- K-9: meets trend of increasing school aged children in neighbourhood, diversity of grades, leadership opportunities
- Programming: already has I.B., continuity K-9
- Community benefits: revitalize area, draw for new residents, increase property values
- Services: day care and afterschool care may be available

What do you consider to be the challenges of this option?

- This option supports a cluster that does not make sense
- A criticism does not imply agreement with another option
- Not in favour of K-9 or consolidation on any site
- Not as sustainable as option 1
- Modernization: disruption to students during renovation, cost almost the same as new, parking, capacity – not big enough (need for portables), asbestos, loss of play space during construction, safety of students during construction
- Location: not centrally located in cluster, long distance for Inglewood students, loss of green space, traffic concerns, proximity to another junior high, students would need to cross busy streets
- Larger school: effect on elementary students, the quality of education, playground issues, bullying, larger class sizes, poor supervision, increased violence,
- K-9: impact on Westminster, age gap
- Programming: what happens to I.B.?
- Transportation: dependence on transportation, loss of walkability, subsidized bussing, need assurances of availability
- Loss of services: child care, after school care
- Community losses: closure of schools in other neighbourhoods, Inglewood parents raised money for a new playground, effect on property taxes, plan for vacant buildings
- General Comments: need more financial information on modernization costs, Province should have asked us if we want bigger schools – small school reason for living there (deviant of our values), policy disconnect between EPSB and City of Edmonton, concern over responsible planning re: growth – school will be over capacity before it opens

GREATER WESTMOUNT AREA

OPTION 3

Modernization and addition at Westmount School

- Create K-9 at Westmount School site
- Combine students from Coronation, Inglewood and Westmount schools at the modernized Westmount K-9 School
- Close Coronation and Inglewood schools

 EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?

- A strength does not imply agreement
- Modernization: least expensive option, building has unique architectural value, building already in good condition and has already received some upgrades, already has capacity for the projected enrolment, less disruption for students, will become accessible for people of all abilities, green option – no demolition = less in landfill
- Location: most centrally located, maintains all green space, closer to high school, ETS accessible (on a major transit route)
- Larger school: more options, friends, less bullying
- K-9: families stay together longer, leadership opportunities
- Community benefits: will attract people to the community

What do you consider to be the challenges of this option?

- The clusters model may not be suited for the chosen schools – maybe other schools should be considered
- A criticism does not imply agreement with another option
- Not as sustainable as option 1
- This option means closing 2 schools that have increasing enrolment
- Modernization: term modernization instead of restoration, can it really be modernized given its age?, benefits of a renovated school do not outweigh the loss of a community school, no playgrounds on site, less opportunity to separate elementary and junior high, disruption to students during renovation, safety of students during construction, noise and congestion during construction
- Location: Parking and access to drop-off, currently decreasing enrolment at Westmount, long distance for students outside of Inglewood, walking or biking to school may not be safe due to busy roads, traffic congestion and safety, students would need to cross busy streets, closure of schools in North Glenora, Coronation students will no longer be able to choose Westminster, college consumes most of the available street parking during the day, no room for future expansion
- Larger school: loss of small school community, effect on elementary students, the quality of education, too many students, bullying, increased violence, parents who drive their children may simply drive them to another small school instead of attending a large one
- K-9: age gap
- Programming: what happens to I.B.?, destroys relationship with Westminster, social impact on school system if students go to other I.B. sites
- Transportation: central location will make students too close to access bussing but will need to cross very busy streets, dependence on transportation may be an additional barrier to children who already have barriers, Loss of services: what happens to YouCan? Multicultural and aboriginal supports in Inglewood, Coronation dependent on day care and after school care
- Community losses: closure of schools in other neighbourhoods – lose central hub, effect on property values and property taxes, developers in North Glenora may change plans for new housing if there is no school, plan for vacant buildings, loss of social capital
- General Comments: concern over responsible planning re: growth – school will be over capacity before it opens, repetition of mistakes of the past in planning new schools,

Do you have any other comments to share about these options for the Greater Westmount Area?

- I.B. programming is very important
- A better cluster of schools could have been chosen
- EPSB, City of Edmonton and the Province should communicate better
- Would rather see money invested in all 3 schools – no consolidation
- More information needed about transportation
- Westglen should have been included
- Process is difficult and challenging because it pits neighbourhoods against each other
- Status quo should remain
- Process too quick/short
- EPSB should pursue a historical designation for Westmount School
- Research needed on the benefits of K-9 schools
- Maintenance cost for closed buildings
- Provide parents with information on how they can protect and grow their schools
- Schools over 400 students have increases in vandalism, behavior challenges, and school shootings
- \$20 million poorly spent is better not spent
- Current unused space could support the communities by adding service groups, seniors and support services
- Larger K-9 schools have worked in the past and are feasible
- People here and the City want to keep the schools open, only the Trustees and the Province want a new school
- Small schools (under 300) foster a cohesive sense of community, higher academic achievement, character development, safer, better environment for teachers
- Leave Coronation out – combine the other 2
- This plan is building centered, not people centered
- EPSB planners need to consider the development projects currently proposed for these neighbourhoods, instead of rejecting them
- None of these options talk about the learning environment of kids
- Big school does not equal revitalization
- Casino revenue generated by 3 schools will be limited to 1, with the same number of students

If the Greater Westmount Area is not recommended at this time, what would you like us to consider in future replacement school consultations?

- Invest money into all 3 schools
- Collaboration with other groups in the community to preserve schools
- Longer time frame for consultation, more engagement opportunities
- More investigation into selecting clusters
- More accurate data used and presented
- Less generic criteria for selection
- Consult with individual school communities before clusters
- EPSB to pursue historical designation and protection for Westmount School
- Future processes need to focus more on students than on buildings
- Assurance in the process of programming continuity and staff continuity
- Decisions on clusters should involve consultation
- A better forum to address questions – questions recognized but not answered
- Choose to build small schools, recognize small schools as a legitimate choice – as part of a District of Choice
- Include non-selected clusters in future discussions
- We are fine with change but need more time, more thought, more flexibility
- Use Town Hall format, not breakout sessions
- More open to the process if the schools in the cluster were different – would like to be considered again
- Appreciate the forward thinking in the process and the focus on the definition of what a community is
- Conversation has been dominated by one community – will there be further consultations with communities woefully underrepresented here?
- Consider K-4, 5-9
- Process provided positive discussions – process will change as we learn from this
- The answer is clear, the cluster in the east wants this and we don't
- Don't close schools
- Look at Westmount, Inglewood and Westglen

**Greater Westmount Area
Replacement School Project Web Survey #2
Closed on: June 6, 2014
Feedback Review**

Cluster: Greater Westmount

Completed by: J.D.

GREATER WESTMOUNT AREA
OPTION 1

New School Construction at
Coronation School

- Create K-9 at Coronation School site
- Combine students from Coronation, Inglewood and Westmount schools at the new Coronation K-9 School
- Close Inglewood and Westmount schools
- Demolition of existing Coronation School building

 EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?

- Brand new building: accessibility, sustainability, little/no disruption to students during construction, low maintenance costs, efficiency and latest technology, infrastructure for growth,
- Location: stays in North Glenora, large site, community growing, enrolment increasing, green space maintained, low traffic area, access to public transit, drop off/pick-up zones, close to residence
- Larger school: can have community feel, more options, friends, clubs
- K-9: diversity of grades, leadership opportunities, continuity of programming, I.B. go to Gr. 9
- Community benefits: revitalize area, draw new families to area, increase property values
- No Strengths

What do you consider to be the challenges of this option?

- Not in favour of K-9 or consolidation on any site
- Location: not centrally located in cluster, long distance for Inglewood students, loss of green space, area cannot handle increased traffic, proximity to another junior high, students would need to cross busy streets
- Brand new building: most costly option, architecture of current school lost if demolished, demolishing an old building is not environmental stewardship – re-use, playground(s), architectural design
- Larger school: effect on the quality of education, overcrowding, loss of community feel, poor supervision, anonymity
- Programming: what happens to I.B.?
- Combining students from different demographic backgrounds: bullying, food insecurity of Inglewood students
- Transportation: dependence on transportation, loss of walkability, bussing fees
- Loss of services: lunch fees/access
- Community losses: other areas lose community hub
- General Comments: concern over responsible planning re: growth – school will be over capacity before it opens
- No challenges

GREATER WESTMOUNT AREA

OPTION 2

Modernization and addition at Coronation School

- Create K-9 at Coronation School site
- Combine students from Coronation, Inglewood and Westmount schools at the modernized Coronation K-9 School
- Close Inglewood and Westmount schools



What do you consider to be the strengths of this option?

- Modernization: preserves the architecture of original building, feels like less of a change, keeps existing school open, no need to tear down and rebuild green space, cost effective
- Location: maintains green space, community is growing, low traffic area, easy access
- Larger school: more options, clubs,
- Programming: already has I.B.,
- Community benefits: revitalize area, draw for new residents,
- No Strengths

What do you consider to be the challenges of this option?

- The clusters model may not be suited for the chosen schools – maybe other schools should be considered
- Not in favour of K-9 or consolidation on any site
- Not as sustainable as option 1
- Modernization: disruption to students during renovation, parking, capacity – not big enough (need for portables), loss of play space during construction, safety of students during construction
- Location: not centrally located in cluster, long distance for Inglewood students, loss of green space, traffic concerns, proximity to another junior high, students would need to cross busy streets
- Larger school: too many children in one school, poor supervision, increased student anonymity
- Programming: what happens to I.B.?
- Transportation: dependence on transportation, loss of walkability, bussing fees
- Community losses: plan for vacant buildings, lunch fees/access, food insecurity of Inglewood students
- No challenges

GREATER WESTMOUNT AREA OPTION 3

Modernization and addition at Westmount School

- Create K-9 at Westmount School site
- Combine students from Coronation, Inglewood and Westmount schools at the modernized Westmount K-9 School
- Close Coronation and Inglewood schools

 EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?

- Modernization: least expensive option, building has unique architectural value, building already in good condition and has already received some upgrades, already has capacity for the projected enrolment, less disruption for students, green option – no demolition
- Location: most centrally located, walking distance, maintains all green space, close to high school, ETS accessible (on a major transit route), not safe for young children
- Community benefits: will attract people to the community
- No Strengths

What do you consider to be the challenges of this option?

- The clusters model may not be suited for the chosen schools – maybe other schools should be considered
- This option means closing 2 schools
- Modernization: term modernization instead of restoration, can it really be modernized given its age?, costly, no playgrounds on site, disruption to students during renovation
- Location: Parking and access to drop-off, long distance for students outside of Inglewood, walking or biking to school may not be safe due to busy roads, traffic congestion and safety, students would need to cross busy streets, closure of schools in North Glenora,
- Larger school: loss of small school community, too many students, parents who drive their children may simply drive them to another small school instead of attending a large one
- K-9: age gap
- Programming: what happens to I.B.?,
- Transportation: not easily accessed
- Community losses: closure of schools in other neighbourhoods – lose central hub, negative impact on families moving to North Glenora, school closure will effect 3 major developments happening in the very near future, plan for vacant buildings, loss of community cohesion,
- General Comments: concern over responsible planning re: growth – school will be over capacity before it opens,
- No challenges

Do you have any other comments to share about these options for the Greater Westmount Area?

- I.B. programming is very important
- A better cluster of schools could have been chosen
- Traffic concerns and ensure safe routes to school
- Would rather see money invested in all 3 schools – no consolidation
- More information needed about transportation
- Westglen should have been included
- Westmount is becoming a popular area of the City attracting young families with children
- Process is difficult and challenging because it pits neighbourhoods against each other
- Status quo should remain
- Loss of a critical community hub
- Support for a new or modernized school
- Process too quick/short
- Research needed on the benefits of K-9 schools
- Support the communities by maintaining daycares
- Larger K-9 schools have worked in the past and are feasible
- People here and the City want to keep the schools open
- Leave Coronation out
- EPSB planners need to consider the development projects currently proposed for these neighbourhoods, instead of rejecting them
- Big school does not equal revitalization

If the Greater Westmount Area is not recommended at this time, what would you like us to consider in future replacement school consultations?

- No stipulation from province relating to funding
- Importance of building community
- Consider new developments and growth in the community
- New school in North Glenora
- A better cluster of schools could have been chosen, perhaps not Coronation School
- Greater Westmount the best option
- Better communication between school community and EPSB
- Concerns about I. B. programming
- Invest money into all 3 schools
- Support schools and the community
- Longer time frame for consultation, more engagement opportunities, information provided earlier
- Consult with individual school communities before clusters
- Future processes need to focus more on students than on buildings
- A better forum to address questions – questions recognized but not answered
- Choose to build small schools, recognize small schools as a legitimate choice – as part of a District of Choice
- Conversation has been dominated by one community – will there be further consultations with communities woefully underrepresented here?
- Don't close schools
- Look at Westmount, Inglewood and Westglen

Value Management Study Executive Summary – Lawton School

Executive Summary

1. BUILDING ASSESSMENT AND UPGRADES

The evaluation teams were requested to identify the upgrades required to bring the school to “as new or modern condition” with an expected life of 40 years. Lawton Junior High School in it’s present state is made up of an original building constructed in 1957 and additions in 1960 and 1967. Although the basic structure is sound, considerable work is required Architecturally, Mechanically and Electrically to meet the target life expectancy.

The total cost of essential upgrades has been estimated at \$12,095,542.00*

2. RIGHT FIT TO K-9 (600)

Although there are area shortfalls within individual program components when compared with the ACU Design Standards for a K-9 School, overall there is an area surplus at Lawton Junior High School (5648.6m² Lawton vs. 5221 m² ACU)

The Right Fit to K-9 costs associated with Lawton Junior High School have been estimated at \$14,635,729.00.*

2. SITE SELECTION

The evaluation team was requested to investigate and assess the Lawton Junior High School site as a candidate for a new K-9 facility – to be constructed on the site while the existing school remains open. With an existing building occupying almost half the site, combined with a relatively narrow site, a new K-9 facility could not be built without significant demolition of sections of the existing school. As there is another site within the area that can accommodate construction of a new K-9 school, Lawton Junior High School site does not seem to be a suitable candidate for a new school.

* Note: this is not a Total Project Cost

Value Management Study Executive Summary –R.J. Scott School

Executive Summary

1. BUILDING ASSESSMENT AND UPGRADES

The evaluation teams were requested to identify the upgrades required to bring the school to “as new or modern condition” with an expected life of 40 years. R.J. Scott Elementary School in its present state is made up of an original building constructed in 1958 and an addition in 1974. Although the basic structure is sound, considerable work is required Architecturally, Mechanically and Electrically to meet the target life expectancy.

The total cost of essential upgrades has been estimated at \$5,786,728.00

2. RIGHT FIT TO K-9 (600)

There are significant area shortfalls in almost every program category when R.J. Scott Elementary is compared with current ACU Design Standards. The analysis of existing program areas by function suggests that the size of the addition required is in the order of magnitude of 3111m².

The Right Fit to K-9 costs associated with R.J. Scott Elementary School have been estimated at \$19,242,015.00*

2. SITE SELECTION

The evaluation team was requested to investigate and assess the R.J. Scott Elementary School site as a candidate for a new K-9 facility – to be constructed on the site while the existing school remains open. Two options were developed – one with the main school entrance off 40th Street and the other with the main school entrance off 111th Avenue. Construction of a new K-9 School would have considerable impact on existing school operations and if/when the existing school was demolished playing field/playground area is restricted. R.J. Scott is not the best fit site in the area for a new facility.

* Note this is not a Total Project Cost – includes building construction, site development, and an allowance for some equipment

Value Management Study Executive Summary –Rundle School

Executive Summary

1. BUILDING ASSESSMENT AND UPGRADES

The evaluation teams were requested to identify the upgrades required to bring the school to “as new or modern condition” with an expected life of 40 years. Rundle Elementary School in it’s present state is made up of an original building constructed in 1966 and an addition in 1972. Although the basic structure is sound, considerable work is required Architecturally, Mechanically and Electrically to meet the target life expectancy.

The total cost of essential upgrades has been estimated at \$7,039,980.00

2. RIGHT FIT TO K-9 (600)

There are area shortfalls in almost every program category when Rundle Elementary is compared with current ACU Design Standards. The most significant area shortfalls are however, those associated with the Gymnasium , Science Classrooms and Administration and Staff Areas. The analysis of existing program areas by function suggests that the size of the addition required is in the order of magnitude of 2000m². The addition would contain a new Gymnasium and classroom space.

The Right Fit to K-9 costs associated with Rundle Elementary School has been estimated at \$15,363,308.00*

2. SITE SELECTION

The evaluation team was requested to investigate and assess the Rundle Elementary School site as a candidate for a new K-9 facility – to be constructed on the site while the existing school remains open. Two options were developed – one with the main school entrance off 111 Avenue and the other with the main school entrance off 32nd Street. Given the size of the Rundle school site it appears as if a new K-9 facility could be constructed with minimal impact on existing school operations.

* Note this is not a Total Project Cost – includes building construction, site development, and an allowance for some equipment

Edmonton Public School Closed Schools and Uses

Edmonton Public Schools - Closed Schools and Uses

Edmonton Public Schools has an inventory of 17 closed schools. Current uses of closed schools include: other district purposes, and leasing to other school jurisdictions, community service agencies and other agencies as tenants. The list below provides a list of closed schools, the year it was closed in brackets and a brief description of past and current uses.

Closed Schools Sold by EPSB **(Year Closed) [Year Sold]**

Central School (1973)

- Sold to Grant MacEwan College for Jasper Place Campus development.

Canora School (1973)

- Sold to Turkish Canadian Cultural Society [1999]; used as a cultural centre and child care (Playground dedicated to the City of Edmonton).

Cromdale School (1980)

- Sold to Capital Health Authority [2005]; Incorporated into the Eastwood Health Centre.

McQueen School (1984)

- Sold to Edmonton Christian Schools [1999]; Continues to be used to accommodate students.

H. A. Gray School (1984)

- Partially acquired by the City of Edmonton as parkland (playground dedicated); building and some land sold to Vanguard College [2005] for use as a bible college, college residence, child care centre and the development of a Shepherd's Care senior's aging-in-place care building.

Westview Village School (2000)

- Sold to Millwoods Christian School Society [2001]; Continues to be used to accommodate students at Millwoods Christian School.

Strathearn (Junior High) School (2005)

- Sold to the Greater North Central Francophone School District [2006]; Houses École Gabrielle Roy (Grades K-12).

Bellevue School (2003)

- Sold to the Distinctive Employment Counseling Services of Alberta (DECSA), a community based nonprofit organization that operates a centre that supports people with barriers to employment, by successfully training and placing them in workplace [2013].

North Edmonton School (2005)

- Partially acquired by the City of Edmonton as parkland, and the building and some land sold to Excel Society, who renovated and expanded the building into Balwin Village, an enhanced Designated Living site designed specifically for clients with early onset dementia, mental illness or brain injury.

Closed School Acquired by the City of Edmonton
(Year Closed) [Year Sold]**Beverly Heights School (1981)**

- Acquired by the City of Edmonton [1999]; Building demolished for open space.

Argyll School (1983)

- Acquired by the City of Edmonton [2007]; Building demolished for open space.

Strathearn Elementary School (1983)

- Acquired by the City of Edmonton [1999]; Building demolished for open space.

Prince Rupert School (1995)

- Acquired by the City of Edmonton [2012]; Building scheduled for demolition to facilitate development of a new community league facility.

Closed Schools Retained by EPSB
(Year Closed)**Donald Ross School (1974)**

- Since 2009, the facility is used by an Aboriginal artists group. The building previously served as the 1978 Commonwealth Games planning committee offices, the 2001 World Track and Field Games planning committee, and the City of Edmonton - River Valley Outdoor Centre.

Alex Taylor School (2001)

- Has served as the centre for Edmonton City Centre Church Corporation (E4C) since September 2001. The E4C delivers multiple programs including adult literacy, hot lunch programs, family counseling services, and services to schools in mature areas of the city.

Sherbrooke School (2003)

- Leased to Aurora Charter School Society since 2007; previously housed Metro Continuing Education as well as multiple tenants, including the Shumka Dancers.

Wellington School (2005)

- Leased to the City of Edmonton, who lease it to the Council of African Canadians for the delivery of a wide range of services to Edmonton families who are originally from Africa, and to the Winnifred Stewart Association to provide services to adults with developmental disabilities.

Ritchie School (2008)

- Leased to Greater North-Central Francophone School District (Ecole Joseph-Moreau for Grades 7 to 9).

Capilano School (2010)

- Leased to Suzuki Charter School Society since September 2010.

Eastwood School (2010)

- The building has been used by Alberta Justice and Solicitor General as a training centre.

Fulton Place School (2010)

- Serves as a community services hub with a variety of tenants that include the Victorian Order of Nurses, The Alberta Caregivers, The Learning Disabilities Association of Alberta - Edmonton Chapter, South Side Dance Experience, and L'Arche Association of Edmonton.

Fulton Place Annex (unknown)

- Leased to the Fulton Child Care Association/Fulton Out - of - School Association.

McCauley School (2010)

- Used as the Multicultural Health Brokers and The Intercultural Daycare, serving immigrant and refugee families.

Parkdale School (2010)

- Leased to Bent Arrow Traditional Healing Society providing support to Aboriginal children, youth, and their families.

Closed Schools Retained for Other EPSB Uses**(Year Closed)****Bennett School (1973)**

- Serves since 1981 as the Bennett Centre, an educational field trip destination for Alberta schools offering day programs, overnight school programs, environmental lessons, and outdoor activities.

McKay Avenue School (1983)

- Serves as the District's Archives and Museum, providing archival records services, and interactive educational programming for students on early Edmonton history and early Canadian and provincial government history, in an authentically restored historical setting.

Queen Mary Park School (2001)

- Houses several different central services groups, including Human Resources and ancillary space for Bennett Centre.

Idylwyld School (2002)

- Serves as a Metro Continuing Education site used predominantly for adult English Language Learning programming.

Terrace Heights School (2005)

- Serves as the Argyll Home Education Centre, providing support and services to families and students enrolled in distance learning and home educated programs.

Newton School (2007)

- Since September 2008, houses School Service Teams providing support to District schools and schools in the Edmonton region, in relation extra supports and services for students with individualized needs.

Woodcroft School (2008)

- Houses the Institute for Innovation in Second Languages Education, a language centre housing teacher resources and supports for the numerous languages taught in the District.

Replacement School Criteria and Infrastructure Planning Principles

Replacement School Criteria

In addition to the provincial requirement of consolidating three schools into one, the following criteria were developed to review and evaluate the possible options for each site in a given cluster:

- Will the option address the educational needs of students for the long term?
- Will the option provide quality learning environments for all students?
- Does the option consider the values and needs of the community?
- Will the school site's physical layout accommodate a new school or modernization/addition?
- What level of disruption for students and families will result?
- Does the option meet the objectives of the Infrastructure Planning Principles:
 - Accountability
 - Centres for Educational Excellence
 - Environmental Stewardship
 - Equitable Access
 - Fiscal Responsibility
 - Service to Community
 - Supports for the Whole Child

EA.BP - Infrastructure Planning Principles

- **Accountability:** Infrastructure decisions shall be transparent, evidence based and reflect meaningful engagement with stakeholders.
- **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.
- **Environmental Stewardship:** All decisions relating to infrastructure management shall demonstrate a commitment to environmental conservation and conform to best practices in minimizing environmental impacts.
- **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.
- **Fiscal Responsibility:** Decisions on infrastructure shall consider long-term needs and current realities, and reflect effective management of district resources.
- **Service to Community:** District infrastructure assets are public buildings intended to serve district students, families, and staff as well as the broader community where appropriate. Capital investment shall consider the demographics, long-term plans, and needs of the community.
- **Supports for the Whole Child:** Space shall be available to enable partnerships with shared responsibilities to provide integrated services that support district students.

DATE: June 24, 2014
TO: Board of Trustees
FROM: Darrel Robertson, Superintendent of School
SUBJECT: Approval of the 2014-2015 Proposed Budget
ORIGINATOR: David Fraser, Executive Director, Corporate Services
RESOURCE STAFF: Todd Burnstad, Candace Cole, Cheryl Hagen
REFERENCE: N/A

ISSUE

At the June 10, 2014 Board meeting, the 2014-2015 proposed budget was presented to the Board of Trustees for information and discussion.

RECOMMENDATION

1. That the 2014-2015 proposed budget of \$1,009,142,600 be approved
2. That the budget report for the year ending August 31, 2015 be approved.

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, therefore, the net funding impact, including projected increases in student enrolment of 2.6 per cent, means the District will provide education services to over 2,200 additional students with status quo funding dollars per student.

RELATED FACTS

The 2014-2015 proposed budget supports 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.

OPTIONS

The Board of Trustees approve the 2014-2015 proposed budget of \$1,009,142,600 and the budget report for the year ending August 31, 2015.

CONSIDERATIONS & ANALYSIS**Highlights of the Provincial Budget that impact EPSB include:**

- Provincial grants remain the same as they did in 2013-2014 with the exception of increases of 2.0 per cent for class size and the inclusive education per student grant amounts (Attachment I).
- A new funding and educational delivery model was implemented for Regional Collaborative Service Delivery (RCSD), combining services and consolidating funding previously received for student health services, children and youth with complex needs and regional educational consulting services.
- The funding calculation for Infrastructure Maintenance and Renewal (IMR) has been updated to replace full-time equivalent (FTE) weighted enrolment (adjusted for students with special needs) 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, thereby maintaining the 10.0 per cent roll back of funds applied in 2013-2014, where the spending cap on board administration was reduced from 4.0 per cent to 3.6 per cent of budget expenses.
- For the Metro Urban Transportation Grant, the funding calculation has been changed by the Province resulting in a reduction in transportation funding.

EPSB Budget Highlights

- Student enrolment assumptions are based on a total of 88,793 students, an increase of 2,239 or 2.6 per cent over the September 30, 2013 enrolment count (Attachment II).
- The 2014-2015 Proposed Budget (Attachment III) allows maximum flexibility to schools as well as maintains essential central services required for district operations.
- Increased allocations for schools are mainly attributed to the projected enrolment growth of 2.6 per cent. School per student allocation amounts for all levels have been maintained at the same rates as in 2013-2014.
- The proposed budget includes a change to the First Nations, Metis and Inuit (FNMI) allocation. 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) was directed toward hiring four specialized, certificated FNMI consultants (internal secondments) at an estimated cost of \$450,000. The balance of \$675,652 was returned to the total amount of FNMI funds available to be allocated directly to schools based on the number of self-identified FNMI students (Attachment IV^A).
- New for 2014-2015, allocation line items have been established to support the new District Strategic Plan. These include an Enhanced Support for District Plan/Project Fund, and additional allocations that have been set aside in newly created leadership groups including

an Equity Fund to support student success, and an Enhanced Support for Schools allocation (Attachments IV and V).

- The budget includes increases to staffing levels of approximately 339 FTE, out of which 119 FTE are certificated staff and 220 FTE are non-certificated (Attachment VI).
- Funds have also been set aside to support the initiative 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.
- There are no staff unit cost increases for 2014-2015.
- Student Transportation funding has been directed to support the delivery of transportation services within the District. The transportation operating budget exceeds the grant funding by \$14.7 million. This shortfall has been covered by charging transportation fees of \$11.9 million and by using \$2.8 million of surplus carry forward funds.
- 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 2014-2015 Proposed Budget does not include any use of surplus funds for spending within individual school or decision units however, at a consolidated high level, it is anticipated that the District will utilize approximately \$13.8 million of surplus funds. (Attachment VII)
- The 2014-2015 budgeted System Administration and Board Governance block spending is 3.34 per cent of total budget spending, which is under the 3.6 per cent spending cap set by the Province.

KEY POINTS

- 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 have been maintained at the same levels as in 2013-2014. The only variable was 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) were used to enhance support for schools and will support initiatives linked to the new District Strategic Plan.
- A draft budget report was prepared for 2014-2015 in the format required by Alberta Education and submitted to the Province on May 30, 2014 based on the current proposed budget (Attachment VIII). Following the Board of Trustees' approval of the 2014-2015 proposed budget on June 24, 2014 a final budget report will be submitted to the Province.

NEXT STEPS

Once approved, the 2014-2015 proposed budget will be posted to the district's website, and the budget report will be submitted to Alberta Education.

ATTACHMENTS & APPENDICES

ATTACHMENT I	2014-2015 Proposed Revenue Budget
ATTACHMENT II	Student Enrolment 2014-15 to 2013-14 Year to Year Comparison
ATTACHMENT III	2014-2015 Proposed Budget – Total Allocations
ATTACHMENT IV	2014-2015 Proposed Budget – Direct School Allocations
ATTACHMENT IV ^A	2014-2015 Proposed Budget – Direct School Allocations Detailed Breakdown
ATTACHMENT V	2014-2015 Proposed Budget – Other Allocations
ATTACHMENT VI	2014-2015 Proposed Budget – Staffing FTE Comparison
ATTACHMENT VII	2014-2015 Proposed Budget – Revenue & Expense Analysis
ATTACHMENT VIII	2014-2015 Budget Report

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**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	\$ 25,915,400	\$ 25,613,500	\$ 301,900	1.2%	
Base Instruction (Grades 1 to 9)	380,298,700	363,653,400	16,645,300	4.6%	
Base Instruction (Grades 10 to 12)	121,728,400	124,491,600	(2,763,200)	(2.2%)	
Base Instruction Special Ed Block (Grades 10 to 12)	16,614,200	16,870,100	(255,900)	(1.5%)	
Base Instruction Metro (Grades 10 to 12)	773,300	768,700	4,600	0.6%	
Base Instruction Metro Summer (Grades 10 to 12)	5,272,900	5,272,900	-	-	
Outreach Site Funding	377,800	377,800	-	-	
ECS Class Size	5,892,000	5,709,200	182,800	3.2%	
Class Size (Grades 1 to 3)	31,281,500	28,725,400	2,556,100	8.9%	
Tier 2 Class size (Grades 10 to 12)	176,100	176,600	(500)	(0.3%)	
Tier 3 Class size (Grades 10 to 12)	1,891,400	1,896,500	(5,100)	(0.3%)	
Tier 4 (Work Exp. & Sp. Proj)	1,949,500	1,993,800	(44,300)	(2.2%)	
Home Education	686,100	653,200	32,900	5.0%	
SUBTOTAL BASE INSTRUCTION FUNDING	592,857,300	576,202,700	16,654,600	2.9%	1
DIFFERENTIAL COST FUNDING					
ECS Program Unit Funding (PUF)	33,455,200	31,106,300	2,348,900	7.6%	
Inclusive Education	58,227,400	56,749,200	1,478,200	2.6%	
English as a Second Language (ESL)	19,024,000	14,330,400	4,693,600	32.8%	2
First Nations, Metis and Inuit Education (FNMI)	8,866,400	8,628,400	238,000	2.8%	
Socio Economic Status	10,004,400	9,855,300	149,100	1.5%	
Plant Operations and Maintenance (PO&M)	62,810,900	61,971,100	839,800	1.4%	
Metro Urban Transportation	20,613,500	22,209,600	(1,596,100)	(7.2%)	3
ECS Special Transportation	1,800,000	2,273,000	(473,000)	(20.8%)	3
Equity of Opportunity	8,375,900	8,251,000	124,900	1.5%	
Federal French Funding	500,000	500,000	-	-	
Narrowing Teachers' Salary Gap	245,000	-	245,000	100.0%	4
SUBTOTAL DIFFERENTIAL COST FUNDING	223,922,700	215,874,300	8,048,400	3.7%	
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	9,469,000	9,624,200	(155,200)	(1.6%)	
Regional Collaborative Service Delivery (RCSD) / Regional Education Consulting Services (RECS)	3,069,200	5,063,100	(1,993,900)	(39.4%)	5
Reduction in System Admin & School Bd Gov'n	(3,805,000)	(3,691,000)	(114,000)	3.1%	
SUBTOTAL OTHER PROVINCIAL SUPPORT	8,733,200	10,996,300	(2,263,100)	(20.6%)	
TOTAL PROVINCIAL OPERATIONAL FUNDING	827,692,400	805,252,500	22,439,900	2.8%	

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

	2014-2015 Proposed Budget	2013-2014 Revised Budget	Variance \$	Variance %	Notes
CAPITAL					
Infrastructure Maintenance Renewal (IMR)	7,350,500	5,677,700	1,672,800	29.5%	6
Amortization of Capital Allocations and Expended Deferred Capital Revenue	31,796,400	31,881,400	(85,000)	(0.3%)	
SUBTOTAL CAPITAL	39,146,900	37,559,100	1,587,800	4.2%	
OTHER PROVINCIAL REVENUES					
Tuition Agreements	1,095,200	1,137,100	(41,900)	(3.7%)	7
Secondments - Provincial	3,582,200	3,789,800	(207,600)	(5.5%)	8
Alberta Education Conditional Grants	586,100	2,526,800	(1,940,700)	(76.8%)	9
Alberta Teachers' Retirement Fund (ATRF)	54,075,000	52,905,900	1,169,100	2.2%	10
SUBTOTAL OTHER PROVINCIAL REVENUES	59,338,500	60,359,600	(1,021,100)	(1.7%)	
TOTAL GOVERNMENT OF ALBERTA (AB ED)	926,177,800	903,171,200	22,641,900	2.5%	
OTHER PROVINCIAL GRANTS	2,947,000	3,311,700	(364,700)	(11.0%)	9
FEDERAL GOVERNMENT AND FIRST NATIONS	2,267,600	2,339,200	(71,600)	(3.1%)	
OTHER ALBERTA SCHOOL AUTHORITIES	616,200	1,063,000	(446,800)	(42.0%)	11
FEES					
School Fees - School Generated Funds	13,182,500	12,514,400	668,100	5.3%	12
Transportation Fees	11,913,700	9,838,700	2,075,000	21.1%	13
International Student Fees	5,625,000	4,297,500	1,327,500	30.9%	14
Metro Continuing Education Fees	908,500	938,300	(29,800)	(3.2%)	
Textbook Rental Fees	1,413,800	1,447,700	(33,900)	(2.3%)	
Music Instrument & Other Material Fees	229,000	239,500	(10,500)	(4.4%)	
SUBTOTAL FEES	33,272,500	29,276,100	3,996,400	13.7%	
OTHER SALES AND SERVICES					
Sales and Services - Schools & Central DU's	4,841,100	5,065,800	(224,700)	(4.4%)	
Other Sales and Services - School Generated Funds	5,617,700	5,778,400	(160,700)	(2.8%)	
Secondments - Other Entities	1,429,700	2,212,300	(782,600)	(35.4%)	8
Lunch Program Fees	4,136,100	4,077,800	58,300	1.4%	
Adult Education	1,979,600	1,960,400	19,200	1.0%	
SUBTOTAL SALES AND SERVICES	18,004,200	19,094,700	(1,090,500)	(5.7%)	
INVESTMENT INCOME	500,000	-	500,000	100.0%	
GIFTS AND DONATIONS					
School Gifts and Donations	5,360,400	6,524,000	(1,163,600)	(17.8%)	15
EPSB Foundation Support	461,300	406,100	55,200	13.6%	16
SUBTOTAL GIFTS AND DONATIONS	5,821,700	6,930,100	(1,108,400)	(16.0%)	
FUNDRAISING - School Generated Funds	2,044,700	1,713,300	331,400	19.3%	17
RENTAL OF FACILITIES	3,729,200	3,393,700	335,500	9.9%	18
TOTAL OPERATING REVENUE	\$ 995,380,900	\$ 970,293,000	\$ 25,087,900	2.6%	

**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 2.6% (see Attachment II for additional details). The largest increase in enrolment growth, is in grades 1 to 3 (6.8%). 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 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 underestimation of the 2013-2014 Revised Budget due to a change in the funding from 7 to 5 years for ESL.

3 Metro Urban Transportation / ECS Special Transportation

The funding calculation for the block grant has been changed by the Province resulting in an estimated overall reduction even after factoring in enrolment growth. The reduction in ECS Special Transportation reflects a timing difference where a portion of the students are not included in the September 30th enrolment.

4 Narrowing Teachers' Salary Gap

New funding introduced to address salary grid changes as outlined in the Framework Agreement between the Government of Alberta, the Alberta Teachers' Association and the Alberta School Boards Association.

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

A new funding model has been rolled out for RCSD for 2014-2015. 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.

6 Infrastructure Maintenance Renewal (IMR)

The IMR calculation has been changed for 2014-2015 replacing 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 a total of \$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 increase (\$1.67 Million) is recorded under operating revenue.

7 Tuition Agreements

Includes a contract between the Alberta School for the Deaf (ASD) and Health Services (paid directly by Alberta Education) which has been updated based on the projected September 30th enrolment.

8 Secondments - Provincial & Other

For 2014-2015, secondments are still continuing with Alberta Education, other government organizations and the University of Alberta. In the spring, there is always uncertainty as to the number of secondments that would be approved for 2014-2015. The current figure is based on confirmed agreements, this is expected to increase between now and the fall and is estimated to be at similar levels compared to 2013-2014.

9 Alberta Education Conditional Grants/Other Provincial Grants

The decrease reflects the removal of other non-recurring grants related to specific 2013-2014 school projects. Grants are only included in the spring proposed budget if they are confirmed. It is anticipated these will increase between the spring and the fall as additional grant applications are completed and approved.

10 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.

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

11 Other Alberta School Authorities

As a result of the changes under the new RCSD funding model (as per Note 5), \$0.5 Million of external revenue related to RECS will no longer be received by the District.

12 School Fees - School Generated Funds

School Generated Funds are funds raised in the community for student activities under the control and responsibility of school management. The funds are collected and retained for expenses at the school level. For budget reporting purposes these funds have been consolidated into the District budget. The increase from prior year budget is consistent with current year actual fee amounts that are being received for such things as drama, field trips, ski club, physical education and school teams.

13 Transportation Fees

For 2014-2015, the funding received by the Province for Transportation decreased by \$2 Million (compared to the 2013-2014 Budget), in addition, operating expenses increased by \$2.8 Million. As a result, surplus carryforward of \$2.8 Million will be used in conjunction with a proposed fee increase of \$2.1 Million in order to balance the overall Student Transportation budget.

14 International Student Fees

International students pay tuition and an application fee totalling \$11,250. The number of international students continues to increase, in the fall of 2013 there were 382 students and for the fall of 2014, this figure is anticipated to increase to 500.

15 School Gifts and Donations

This revenue line is an estimate of school generated donation activities. These funds are restricted to support the activities and programs at the schools and are directly offset by related expenditures. Schools typically don't budget for this in the spring as there is uncertainty around these initiatives.

16 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 anticipated fundraising required to support all six sites.

17 Fundraising - School Generated Funds

This amount has been increased compared to the fall budget figure based on year to date actual results being recognized.

18 Rental of Facilities

There has been no change in lease rates for 2014-2015 from 2013-2014. The 2013-2014 budgeted lease revenue from both the capital renewal portion of open sites and closed site rents were underestimated. The 2014-2015 budgeted amount closer reflects the actual expected lease revenue, should year over year similar tenancy remain in place.

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	7,899	7,807	92	1.2%
Grade 1 to 3	20,968	19,640	1,328	6.8%
Grade 4 to 6	18,699	18,028	671	3.7%
Junior High	18,290	17,753	537	3.0%
Senior High	21,891	22,369	(478)	(2.1%)
Home Education	418	398	20	5.0%
Subtotal Funded Students	88,166	85,995	2,171	2.5%
Other :				
International Students	500	382	118	30.9%
Early Ed. - Headstart/community children	32	88	(56)	(63.6%)
Other/Non Resident/ Blended/Sponsorships	95	89	6	7.3%
Subtotal Other Students	627	559	68	12.3%
Total Student Enrolment	88,793	86,554	2,239	2.6%

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

	2014-2015 Proposed Budget	2013-2014 Revised Budget	Variance \$	Variance %	Notes
Projected Revenue					
Operating Revenue	\$ 995,380,900	\$ 970,293,000	\$ 25,087,900	2.6%	
Operating Reserve Funds *	13,761,700	-	13,761,700	100.0%	*
Operating Revenue	<u>\$ 1,009,142,600</u>	<u>\$ 970,293,000</u>	<u>\$ 38,849,600</u>	<u>4.0%</u>	
School Allocations (Attachment IV)					
School Allocations Levels 1 to 8	\$ 543,948,356	\$ 525,067,318	\$ 18,881,038	3.6%	1
Other Supplemental School Allocations	151,952,393	145,497,069	6,455,324	4.4%	2
	<u>695,900,749</u>	<u>670,564,387</u>	<u>25,336,362</u>	<u>3.8%</u>	
School Generated Funds/External Revenues	35,737,645	41,016,122	(5,278,477)	(12.9%)	3
Subtotal School Allocations	<u>731,638,394</u>	<u>711,580,509</u>	<u>20,057,885</u>	<u>2.8%</u>	
Other Allocations (Attachment V)					
Metro Continuing Education	11,310,228	11,416,725	(106,497)	(0.9%)	
External Revenue Allocations - Central	11,502,025	11,912,706	(410,681)	(3.4%)	
District Level Fixed Costs	68,610,136	67,424,760	1,185,376	1.8%	4
District Level Committed Costs	68,375,727	66,678,292	1,697,435	2.5%	4
	<u>159,798,116</u>	<u>157,432,483</u>	<u>2,365,633</u>	<u>1.5%</u>	
Central Decision Units	49,869,390	48,374,157	1,495,233	3.1%	
Subtotal Other Allocations	<u>209,667,506</u>	<u>205,806,640</u>	<u>3,860,866</u>	<u>1.9%</u>	
Alberta Teachers' Retirement Fund (ATRF)	<u>54,075,000</u>	<u>52,905,851</u>	<u>1,169,149</u>	<u>2.2%</u>	5
Total Allocations	<u>995,380,900</u>	<u>970,293,000</u>	<u>25,087,900</u>	<u>2.6%</u>	
Planned Use of Reserves *	13,761,700	-	13,761,700	100.0%	*
Total Budget	<u>\$ 1,009,142,600</u>	<u>\$ 970,293,000</u>	<u>\$ 38,849,600</u>	<u>4.0%</u>	

* The 2014-2015 Budget anticipates the use of \$13.8 Million of surplus funds (budgeted at a consolidated District level).

**Notes to the
2014-2015 Spring Proposed Budget
Total 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 School Allocations Levels 1 to 8

School Allocations for the spring proposed budget are based on enrolment projections which 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 rates. These allocations are further detailed on attachment IV.

2 Other Supplemental School Allocations

Included in this category of school allocations are new allocations for 2014-2015 including the Equity Fund, Enhanced Support for Schools, amiskwaciy Academy base rent, and Security Upgrades for Elementary Schools. These allocations are further detailed on attachment IV.

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. Schools typically budget conservatively in the spring.

A new funding model for Regional Collaborative Service Delivery (RCSD) has been rolled out for the current year. Current funding for RCSD comes from allocations previously provided for student health services, children and youth with complex needs and RECS. This change in funding has resulted in a net decrease of \$2 Million however, these funds were related 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. In addition, under the new RCSD funding model, \$0.5 Million of external revenue related to RECS will also no longer be received by the District.

4 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 V.

5 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
Direct School Allocations**

	2014-2015 Proposed Budget	2013-2014 Revised Budget	Variance \$	Variance %	Notes
School Allocations					
Kindergarten	\$ 19,342,615	\$ 19,484,115	\$ (141,500)	(0.7%)	
Elementary	189,450,306	177,368,355	12,081,951	6.8%	
Junior High	81,358,787	78,337,274	3,021,513	3.9%	
Senior High	99,114,089	100,887,045	(1,772,956)	(1.8%)	
Senior High Credit Adjustment	2,000,000	2,000,000	-	-	
International Students	3,701,500	2,506,657	1,194,843	47.7%	1
Special Needs Levels 4 - 8	109,487,447	105,851,512	3,635,935	3.4%	
Institutions, ASD & Early Education (PUF) Allocations	39,493,612	38,632,360	861,252	2.2%	
Subtotal School Allocations	543,948,356	525,067,318	18,881,038	3.6%	2
Other Supplemental School Allocations					
Base Allocation	49,018,265	48,852,907	165,358	0.3%	
Class Size Funding	35,473,998	33,215,397	2,258,601	6.8%	3
Plant Operation & Maintenance - Schools	17,361,108	16,583,625	777,483	4.7%	
Inclusive Learning - Early Education	15,374,836	13,494,146	1,880,690	13.9%	4
* First Nations, Metis and Inuit Education (FNMI)	7,107,050	7,319,058	(212,008)	(2.9%)	5
* Program Enhancement Allocations	7,584,410	8,161,198	(576,788)	(7.1%)	6
* Other Miscellaneous Allocations	1,384,606	1,392,463	(7,857)	(0.6%)	
Equity Fund	4,800,000	-	4,800,000	100.0%	7
High Social Vulnerability	4,000,000	4,000,000	-	-	
Regional Collaborative Service Delivery RCSD) / Regional Educational Consulting Services (RECS)	3,069,154	3,212,448	(143,294)	(4.5%)	8
Enhanced Support for Schools	1,818,680	-	1,818,680	100.0%	9
Facility Use Payments - Christian Schools	1,346,792	1,345,840	952	0.1%	
amiskwaciy Base Rent	1,125,652	-	1,125,652	100.0%	5
Security Cameras for Elementary	750,000	-	750,000	100.0%	10
Argyll Reach Out Support	400,000	400,000	-	-	
Foundation Full Day Kindergarten Funding	461,300	406,145	55,155	13.6%	11
Community Use of Schools	498,704	498,704	-	-	
Outreach Program	377,838	377,838	-	-	
Transitional Funding	-	4,755,712	(4,755,712)	(100.0%)	12
Hold Harmless Allocation	-	1,481,588	(1,481,588)	(100.0%)	13
Subtotal Other Supplemental School Allocations	151,952,393	145,497,069	6,455,324	4.4%	
Subtotal School and Other Supplemental Allocations	695,900,749	670,564,387	25,336,362	3.8%	
School Generated Funds/External Revenues	35,737,645	41,016,122	(5,278,477)	(12.9%)	14
Total Direct School Allocations	\$ 731,638,394	\$ 711,580,509	\$ 20,057,885	2.8%	

* See Attachment IV^A - for a detailed breakdown of this line item

**Edmonton Public Schools
2014-2015 Spring Proposed Budget
Direct School Allocations
Detailed Breakdown - Other Supplemental School Allocations**

	2014-2015 Proposed Budget	2013-2014 Revised Budget	Variance \$	Variance %	Notes
First Nations, Metis and Inuit Education (FNMI)					
FNMI Per Student	\$ 6,716,050	\$ 5,839,815	\$ 876,235	15.0%	
amiskwaciy Base Rent	-	1,114,243	(1,114,243)	(100.0%)	
Transportation to Awasis Program	391,000	365,000	26,000	7.1%	
	\$ 7,107,050	\$ 7,319,058	\$ (212,008)	(2.9%)	5

FNMI Funding is based on the number of self identified students projected at September 30th. Out of the total amount received (\$8.9 Million), \$7.1 Million is allocated directed to schools and \$1.8 Million is allocated to a Central Decision Unit to support FNMI education.

	2014-2015 Proposed Budget	2013-2014 Revised Budget	Variance \$	Variance %	Notes
Program Enhancement Allocations					
New to District	\$ 3,500,000	\$ 3,500,000	\$ -	-	
Guaranteed Enrolment	2,421,281	2,421,281	-	-	
Outreach Directed Placement	801,667	1,151,388	(349,721)	(30.4%)	
Transfers from Institutions	350,000	350,000	-	-	
Establishment Facility Grant	396,462	497,255	(100,793)	(20.3%)	
Establishment Program Grant	115,000	140,227	(25,227)	(18.0%)	
Mental Health Teacher	-	101,047	(101,047)	(100.0%)	
	\$ 7,584,410	\$ 8,161,198	\$ (576,788)	(7.1%)	6
Other Miscellaneous Allocations					
Addition to Basic	\$ 1,091,110	\$ 1,098,967	\$ (7,857)	(0.7%)	
Facility Allocations	293,496	293,496	-	-	
	\$ 1,384,606	\$ 1,392,463	\$ (7,857)	(0.6%)	

**Notes to the
2014-2015 Spring Proposed Budget
Direct School Allocations**

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

1 International Students

The number of international students continues to increase, in the fall of 2013 there were 382 students and for the fall of 2014, this figure is anticipated to increase to 500.

2 School Allocations

School Allocations for the Spring Proposed Budget are based on enrolment projections which predict the number of students at each grade level and the number of students with special needs. The Fall Revised Budget is based on an actual headcount at September 30th. It is expected that there will be differences in the composition of students between the spring proposed and the fall revised Budgets. In total, the School Allocation variance of 3.6% is reasonable and consistent with the overall enrolment increase of 2.6%.

3 Class Size Funding

This allocation is provided to schools for the purpose of lowering class sizes and student to teacher ratios. The allocation is targeted to Kindergarten to grade 3. The increase in the allocation is driven by the increase in enrolment for this category of students.

4 Inclusive Learning - Early Education

The increase in the Early Education allocation is offset by an increase in anticipated PUF funding required to provide additional supports to the sites and students.

5 First Nations, Metis and Inuit Education (FNMI)

Effective for 2014-2015 the amiskwaciy base rent is being treated as a district allocation, resulting in an increase in the amount of FNMI funds available to be directly allocated out to schools on a per student basis.

6 Program Enhancement Allocations

Outreach Directed Placement

This allocation is provided to the Outreach and New Directions sites to cover fixed and committed costs in order to support high risk students that have been directed by the District. The projected enrolment has increased over the prior year resulting in additional per student allocated amounts, therefore, the amount required to be supplemented by the District has decreased.

Establishment Facility Grant

This allocation provides financial support to physically accommodate students in schools identified for new alternative and special education programs. The annual amount of the allocation is \$150,000. The decrease from the Revised Budget is due to prior approved projects being completed during the 2013-14 school year.

Establishment Program Grant

This allocation provides financial support in terms of start up costs associated with the implementation of new programs. The annual amount of the allocation is \$100,000. The decrease from the Revised Budget is due to prior approved projects being completed during the 2013-14 school year. .

Mental Health Teacher

This allocation was initially approved in 2008-2009 to be a "one time" allocation to provide support to a mental health class at one specific school. Based on the recommendations from the School Allocation Committee in 2012, this allocation was grandfathered for the 2013-2014 school year and was to be discontinued for future years.

**Notes to the
2014-2015 Spring Proposed Budget
Direct School Allocations - continued**

7 Equity Fund

Out of the total allocation of \$4.8 Million, \$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. The \$4.8 Million represents the allocation amount for 2014-2015. The actual balance in the Equity Fund is anticipated to be higher based on transferring the surplus carryforward balances in excess of 5 per cent at schools and central DU's, as well as unused funds from the Transitional Funding allocation from 2013-2014, however, these amounts will not be known until the 2013-2014 year end is completed.

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

A new funding model has been rolled out for RCSD for 2014-2015. Funding for RCSD comes from allocations previously provided for student health services, children and youth with complex needs and RECS. Although there was an overall decrease in the funding received by the District (which included funding to provide services to other jurisdictions), the portion that was retained by the District to provide services within the District remained relatively the same.

9 Enhanced Support for Schools

These funds were distributed between the four school leadership groups to enhance programming for student differences and will include resources to support shared consulting services to enhance supports for quality teaching throughout the District.

10 Security Upgrades for Elementary Schools

A review will be completed analysing the current security systems in place at elementary schools. For 2014-2015, funds have been designated to be used to upgrade or install security cameras and/or additional security measures.

11 Foundation Full Day Kindergarten Funding

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 anticipated fundraising required to support all six sites.

12 Transitional Funding

This was a 'one time' allocation only in effect for 2013-2014 to assist schools with transitioning to a new budget allocation model which was implemented in 2013-2014. Any unused funds from this allocation will be carryforward and will be added to the Equity Fund for use in 2014-2015.

13 Hold Harmless Allocation

This was a 'one time' allocation only in effect for 2013-2014 as a result of the significant funding reductions. This allocation topped up schools that received an allocation reduction of 7 per cent or more as a percentage of enrolment compared to 2012-2013.

14 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. Schools typically budget conservatively in the spring.

A new funding model for Regional Collaborative Service Delivery (RCSD) has been rolled out for the current year. Current funding for RCSD comes from allocations previously provided for student health services, children and youth with complex needs and RECS. This change in funding has resulted in a net decrease of \$2 Million however, these funds were related 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. In addition, under the new RCSD funding model, \$0.5 Million of external revenue related to RECS will also no longer be received by the District.

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

	2014-2015 Proposed Budget	2013-2014 Revised Budget	Variance \$	Variance %	Notes
District Level Fixed Costs					
Debt and Fiscal Services	\$ 44,318,636	\$ 42,820,560	\$ 1,498,076	3.5%	
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
	68,610,136	67,424,760	1,185,376	1.8%	
District Level Committed Costs					
Student Transportation	34,575,251	34,512,766	62,485	0.2%	2
School Plant Operations & Maintenance	13,332,520	12,708,379	624,141	4.9%	3
Human Resources Supply Services	10,714,770	10,714,770	-	-	
* Language and Cultural Support	4,403,008	3,953,008	450,000	11.4%	4
Enhanced Support for District Plan/Project Fund	1,140,809	-	1,140,809	100.0%	5
Enterprise Systems	1,240,752	1,240,752	-	-	
Professional Improvement Leaves	1,340,000	1,540,000	(200,000)	(13.0%)	6
Staff Development	500,000	-	500,000	100.0%	7
* Partnership Commitments	369,000	364,000	5,000	1.4%	
Human Resources Secondments	232,917	232,917	-	-	
Audit	111,200	111,200	-	-	
EduLink	43,000	43,000	-	-	
Election	315,000	1,200,000	(885,000)	(73.8%)	8
Board Initiative Fund	45,000	45,000	-	-	
Trustee Transition Allowance	12,500	12,500	-	-	
	68,375,727	66,678,292	1,697,435	2.5%	
External Revenue Allocation	11,502,025	11,912,706	(410,681)	(3.4%)	
Metro Continuing Education	11,310,228	11,416,725	(106,497)	(0.9%)	
	22,812,253	23,329,431	(517,178)	(2.2%)	
Central Decision Units					
** Board and Office of the Superintendent	6,838,840	6,507,522	331,318	5.1%	
** Corporate Services	18,913,132	18,289,948	623,184	3.4%	
** Finance and Infrastructure	12,706,596	12,568,414	138,182	1.1%	
Inclusive Learning	5,596,066	5,596,066	-	-	
Archives and Museum	468,427	468,427	-	-	
International Programs	1,005,000	904,500	100,500	11.1%	9
Curriculum and Resource Support	2,294,165	2,074,165	220,000	10.6%	5a
Research and Innovation for Student Learning	1,276,738	1,232,738	44,000	3.6%	5b
Student Information	770,426	732,377	38,049	5.2%	5c
Central Decision Units	49,869,390	48,374,157	1,495,233	3.1%	
Total	\$ 209,667,506	\$ 205,806,640	\$ 3,860,866	1.9%	

* See Attachment V^A - for a detailed breakdown of this line item

** See Attachment V^B - for a detailed breakdown of this line item

Edmonton Public Schools
2014-2015 Spring Proposed Budget
Other Allocations
Detailed Breakdown - District Level Committed Costs

	2014-2015 Proposed Budget	2013-2014 Revised Budget	Variance \$	Variance %	Notes
Language and Cultural Support					
FNMI Education	\$ 1,309,350	1,309,350	-	-	
Diversity Education	1,087,218	1,087,218	-	-	
Cluster Support for ELL	608,227	608,227	-	-	
Languages Centre at Woodcroft	948,213	948,213	-	-	
FNMI Consultants	450,000	-	450,000	100.0%	
	\$ 4,403,008	\$ 3,953,008	\$ 450,000	11.4%	4
Partnership Commitments					
Partnership for Kids	\$ 170,000	170,000	-	0.0%	
Confucius Institute - prog. coordinator	140,000	140,000	-	0.0%	
Cappies	20,000	15,000	5,000	33.3%	
Community University Partnerships	10,000	10,000	-	0.0%	
Careers: The Next Generation	10,000	10,000	-	0.0%	
United Way	9,000	9,000	-	0.0%	
Welcome to Kindergarten	5,000	5,000	-	0.0%	
Corporate Challenge	5,000	5,000	-	0.0%	
	\$ 369,000	\$ 364,000	\$ 5,000	1.4%	

Edmonton Public Schools
2014-2015 Spring Proposed Budget
Other Allocations
Detailed Breakdown - Central Decision Units

	2014-2015 Proposed Budget	2013-2014 Revised Budget	Variance \$	Variance %	Notes
Board and Office of the Superintendent					
Board of Trustees	\$ 804,890	\$ 804,890	\$ -	-	
Office of the Superintendent of Schools	2,386,115	2,567,433	(181,318)	(7.1%)	10
Governance and Strategic Support Serv.	1,321,317	1,171,317	150,000	12.8%	5d
District Support Services	1,491,698	1,491,698	-	-	
General Counsel	472,184	472,184	-	-	
School Leadership Group A	90,659	-	90,659	100.0%	10
School Leadership Group B	90,659	-	90,659	100.0%	10
School Leadership Group C	90,659	-	90,659	100.0%	10
School Leadership Group D	90,659	-	90,659	100.0%	10
	<u>\$ 6,838,840</u>	<u>\$ 6,507,522</u>	<u>\$ 331,318</u>	<u>5.1%</u>	
Corporate Services					
Communications	\$ 2,398,339	\$ 2,398,339	\$ -	-	
District Information Security	406,667	406,667	-	-	
District Records and FOIP Management	607,780	589,780	18,000	3.1%	5e
District Technology	6,473,149	6,473,149	-	-	
Edmonton Public Schools Foundation	400,000	400,000	-	-	
Human Resources	8,627,197	8,022,013	605,184	7.5%	5f
	<u>\$ 18,913,132</u>	<u>\$ 18,289,948</u>	<u>\$ 623,184</u>	<u>3.4%</u>	
Finance and Infrastructure					
Facilities Services & Building Ops	\$ 4,370,193	\$ 4,232,011	\$ 138,182	3.3%	11
Financial Services	5,488,794	5,488,794	-	-	
Planning & Property Management	2,847,609	2,847,609	-	-	
	<u>\$ 12,706,596</u>	<u>\$ 12,568,414</u>	<u>\$ 138,182</u>	<u>1.1%</u>	

**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 Student Transportation

For 2014-2015, the funding received by the Province for Transportation decreased by \$2 Million (compared to the 2013-2014 Budget), in addition, operating expenses increased by \$2.8 Million. As a result, surplus carryforward (reflected as a planned use of operating reserves on Attachment III) of \$2.8 Million will be used in conjunction with a proposed fee increase of \$2.1 Million in order to balance the overall Student Transportation budget.

3 School Plant Operations & Maintenance (PO&M)

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 being allocated to schools also results from a decrease in anticipated utility costs.

4 FNMI Consultants

As detailed on attachment IV^A, effective for 2014-2015 the amiskwaciy base rent is being treated as a district allocation. Out of the total base rent of \$1.1 Million previously covered by FNMI funds, \$450,000 has been allocated to the four new School Leadership Groups to hire four specialized FNMI consultants, the remaining balance increased the amount of FNMI funds available to be directly allocated out to schools on a per student basis.

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. Out of the initial allocation, \$1.1 Million has already been allocated to the following DU's, leaving a remaining balance of \$1.1 Million to be allocated in 2014-2015.

- a) Curriculum and Resource Support (formerly known as Support for Staff and Students) - \$220,000. For 2 FTE certificated consultants to support literacy/catchment work and curriculum redesign.
- b) Research and Innovation for Student Learning (formerly known as Research, Data and Knowledge) - \$44,000. To increase the FTE for a Research Consultant from 0.6 to 1.0.
- c) Student Information - \$38,000. This DU was previously combined with the Research, Data and Knowledge DU. For 2014-2015 additional funds will be required for this DU to operate on its own.
- d) Governance and Strategic Support Services - \$150,000. For 1 FTE certificated Program Evaluator to support strategic planning and development metrics.
- e) District Records and FOIP Management - \$18,000. For 0.4 FTE to assist with information and document requests from parents and various government agencies.
- f) Human Resources - \$605,000. For a total of 4.9 FTEs including a consultant in leadership development, a supervisor in Staff Relations and the New Teacher Induction Program, a consultant, and a business analyst.

6 Professional Improvement Leaves

The decrease of \$0.2 Million is based on an approved Board recommendation report dated September 17, 2013.

7 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.

8 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.

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

9 International Programs

The number of international students continues to increase, in the fall of 2013 there were 382 students and for the fall of 2014, this figure is anticipated to increase to 500. The International Programs DU receives an allocation based on the amount of international students attending EPSB.

10 Office of the Superintendent of Schools / School Leadership Groups

With the creation of the four new School Leadership Groups, funds were transferred from the Office of the Superintendent of Schools to hire two administrative FTE's, and matching funds were taken out of the new Enhanced Support for Schools allocation to hire two finance/administrative FTE's. These four FTE's will be shared among the four Leadership Groups.

11 Facilities Services & Building Ops

Facilities Services receives a portion of the PO&M funds received by the District. This increase in their allocation for 2014-2015 is directly tied to the anticipated increase in PO&M funding resulting from the increase in enrolment.

**Edmonton Public Schools
2014-2015 Proposed Budget
Staff FTE's**

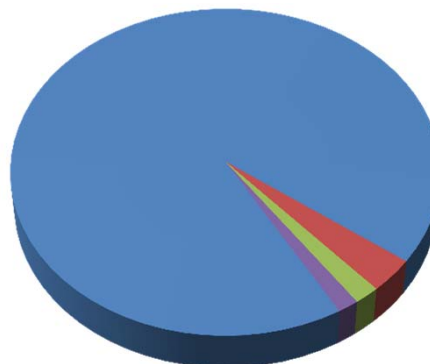
Staffing Group	2014-2015 Projected		2013-2014 Revised		NET CHANGE 2014-2015 Projected vs 2013-2014 Revised
	Budget	%	Budget	%	
Schools					
Teaching FTE	4,364.54	64%	4,263.94	65%	100.597
Support FTE	1,803.89	26%	1,608.67	25%	195.227
Custodial FTE	557.81	8%	554.18	8%	3.632
Exempt FTE	134.83	2%	135.20	2%	(0.365)
Total Schools FTE	6,861.08	100%	6,561.99	100%	299.091
Central Services					
Teaching FTE	156.63	15%	138.03	14%	18.596
Support FTE	260.23	25%	254.13	25%	6.104
Custodial FTE	65.00	6%	65.50	6%	(0.500)
Maintenance FTE	180.00	17%	173.00	17%	7.000
Exempt FTE	387.91	37%	379.75	38%	8.166
Total Central Services FTE	1,049.77	100%	1,010.41	100%	39.366
Metro Continuing Education					
Teaching FTE	4.40	12%	4.60	13%	(0.200)
Support FTE	20.33	55%	19.28	53%	1.050
Custodial FTE	1.69	5%	1.69	5%	-
Exempt FTE	10.55	29%	10.61	29%	(0.058)
Total Metro Cont. Ed. FTE	36.97	100%	36.18	100%	0.792
Total FTE's	7,947.81		7,608.57		339.249
Total by Group					
Teaching FTE	4,525.56	57%	4,406.57	58%	118.993
Support FTE	2,084.45	26%	1,882.07	25%	202.381
Custodial FTE	624.50	8%	621.37	8%	3.132
Maintenance FTE	180.00	2%	173.00	2%	7.000
Exempt FTE	533.30	7%	525.55	7%	7.743
Total FTE's	7,947.81	100%	7,608.57	100%	339.249

Edmonton Public Schools 2014-2015 Spring Proposed Budget Revenue & Expense Analysis

Revenue by source

(all dollar amounts are expressed in thousands)

	2014-2015	
	\$	%
Government of Alberta	929,125	93.3%
Fees	33,272	3.3%
Sales and Services	18,004	1.8%
Other	14,980	1.5%
	<u>995,381</u>	<u>100.0%</u>



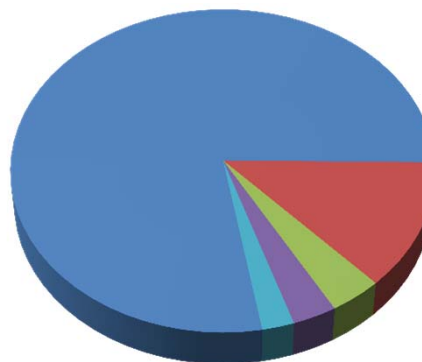
2013-2014
For Comparison
Purposes Only

	2013-2014	
	\$	%
	906,483	93.4%
	29,276	3.0%
	19,095	2.0%
	15,439	1.6%
	<u>970,293</u>	<u>100.0%</u>

Expenses by block

(all dollar amounts are expressed in thousands)

	2014-2015	
	\$	%
ECS - Grade 12 Instruction	786,771	78.0%
Operations & Maintenance of Schools and Maintenance Shops	128,690	12.8%
Transportation	38,156	3.8%
Board and System Administration	32,148	3.2%
External Services	23,377	2.3%
	<u>1,009,142</u>	<u>100.0%</u>

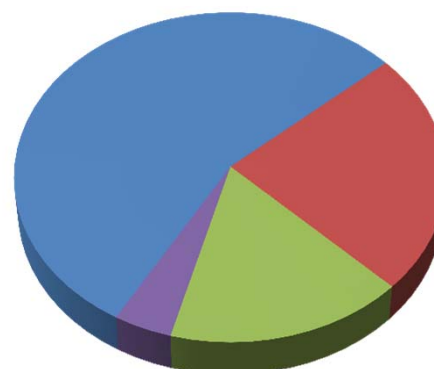


	2013-14	
	\$	%
	753,163	77.6%
	124,183	12.8%
	34,905	3.6%
	30,973	3.2%
	27,069	2.8%
	<u>970,293</u>	<u>100.0%</u>

Expenses by object

(all dollar amounts are expressed in thousands)

	2014-2015	
	\$	%
Certificated salaries, wages and benefits expense	557,199	55.2%
Non-certificated salaries, wages and benefits expense	239,608	23.7%
Services, contracts and supplies expense	170,575	16.9%
Amortization & other expenses	41,760	4.1%
	<u>1,009,142</u>	<u>100.0%</u>



	2013-14	
	\$	%
	544,295	56.1%
	228,371	23.5%
	155,163	16.0%
	42,464	4.4%
	<u>970,293</u>	<u>100.0%</u>

School Jurisdiction Code: 3020

BUDGET REPORT FOR THE YEAR ENDING AUGUST 31, 2015

[School Act, Sections 147(2)(b) and 276]

EDMONTON SCHOOL DISTRICT NO.7

Legal Name of School Jurisdiction

Telephone (780) 429-8000 Fax (780) 429-8318

Telephone and Fax Numbers

BOARD CHAIR

S. HOFFMAN

Name

Signature

SUPERINTENDENT

D. ROBERTSON

Name

Signature

SECRETARY TREASURER or TREASURER

C. HAGEN

Name

Signature

**Certified as an accurate summary of the year's budget as approved by the Board
of Trustees at its meeting held on**

Date

c.c. Alberta Education
c/o Robert Mah, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5

E-MAIL: Robert.Mah@gov.ab.ca (780-427-3855)

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Color coded cells:

blue cells: require the input of data/descriptors wherever applicable.
 salmon cells: contain referenced juris. information - protected

Grey cells: data not applicable - protected
 white cells: within text boxes REQUIRE the input of points and data.

HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2014/2015 BUDGET REPORT

The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will support the jurisdiction's plans.

Budget Highlights, Plans & Assumptions:

- The Province is continuing to fund student growth with basically the same grant rates as 2013/14. Therefore, the net funding impact, including projected increases in student enrolment of 2.6 per cent, means the District will provide education services to over 2,200 additional students with status quo funding dollars per student.

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 and the budget highlights our focus on 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

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

- The district has prepared a balanced budget with an anticipate use of \$13.8 million of operating reserves
- The budget includes projected increases to staffing levels of about 339 FTE, out of which 119 FTE are certificated staff and 220 FTE are non-certificated to provide educational services for 2,239 additional students.
- No increase in staff unit costs were used in preparing budgets for teachers, support and exempt(management and non-management) staff groups. No increase in salaries or benefits have been factored into the budget for maintenance and custodial staff, where negotiations have not yet begun with either union.
- Future enrolment growth trends will continue to increase based on strong enrolment trends in grades 1 to 6. There is also significant growth trends for English as a second language(ESL) students, representing the expanding diversity of our student demographics
- Enrolment projections are estimates at this time and will be adjusted in the fall budget update based on the actual September 30, 2014 student count
- Spending on administration and board governance is 3.3% of total budget spending and under the 3.6% administrative spending limit required by the Province

Significant Business and Financial Risks:

- Limited capital reserves will cause difficulties in supporting capital projects in the District on a go forward basis.
- Growing Infrastructure pressures in meeting the demands of enrollment growth in new neighborhoods throughout the city and maintaining aging infrastructure in mature neighborhoods.
- The Capital Reserve is projected to be reduced to \$1.2M at August 31, 2015, after using funds to increase student spaces by adding modular at many of our ASAP schools.
- Although IMR has been restored to previous year levels, Plant, Operations and Maintenance funding was only increased for enrolment growth. The facility lifecycle needs of an aging school facility infrastructure with static funding will lead to a greater deferred maintenance backlog.
- The district is experiencing inflation on its services, contracts and supply costs as well as grid movement on its salary costs , while funding has not been adjusted for inflation for a number of years.
- District operating reserve balances are projected to be drawn down by \$12M in the 2014-15 year, leaving an estimated \$17.4 million or 1.7% of the annual operating budget

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2014/2015	Fall Budget Update 2013/2014	Actual 2012/2013
REVENUES			
Alberta Education	\$926,177,800	\$903,171,177	\$889,385,333
Other - Government of Alberta	\$2,947,000	\$3,311,723	\$3,821,312
Federal Government and First Nations	\$2,267,600	\$2,339,200	\$2,447,621
Other Alberta school authorities	\$616,200	\$1,063,000	\$2,060,695
Out of province authorities	\$0	\$0	\$0
Alberta Municipalities-special tax levies	\$0	\$0	\$0
Property taxes	\$0	\$0	\$0
Fees	\$33,272,500	\$29,276,100	\$29,619,252
Other sales and services	\$18,004,200	\$19,094,700	\$23,471,803
Investment income	\$500,000	\$0	\$1,220,175
Gifts and donations	\$5,821,700	\$6,930,100	\$7,413,362
Rental of facilities	\$3,729,200	\$3,393,700	\$3,463,076
Fundraising	\$2,044,700	\$1,713,300	\$1,662,396
Gains on disposal of capital assets	\$0	\$0	\$4,701,092
Other revenue	\$0	\$0	\$0
TOTAL REVENUES	\$995,380,900	\$970,293,000	\$969,266,117
EXPENSES			
Instruction	\$786,771,289	\$753,163,182	\$725,987,925
Plant operations & maintenance	\$128,690,468	\$124,183,129	\$135,605,700
Transportation	\$38,156,036	\$34,905,267	\$32,634,883
Administration	\$32,147,858	\$30,972,743	\$32,947,945
External Services	\$23,376,949	\$27,068,679	\$24,137,843
TOTAL EXPENSES	\$1,009,142,600	\$970,293,000	\$951,314,296
ANNUAL SURPLUS (DEFICIT)	(\$13,761,700)	\$0	\$17,951,821

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)
for the Year Ending August 31

	Approved Budget 2014/2015	Fall Budget Update 2013/2014	Actual 2012/2013
EXPENSES			
Certificated salaries	\$445,066,132	\$436,557,307	\$434,474,951
Certificated benefits	\$112,133,312	\$107,737,449	\$93,776,057
Non-certificated salaries and wages	\$189,841,862	\$181,235,216	\$186,170,633
Non-certificated benefits	\$49,765,596	\$47,135,606	\$48,101,408
Services, contracts, and supplies	\$170,575,474	\$155,162,899	\$146,840,354
Capital and debt services			
Amortization of capital assets			
supported	\$31,796,446	\$31,811,400	\$30,591,099
unsupported	\$9,328,197	\$10,054,918	\$10,636,492
Interest on capital debt			
supported	\$12,730	\$102,499	\$125,306
unsupported	\$438,088	\$388,547	\$224,982
Other interest and finance charges	\$184,763	\$107,159	\$373,014
Losses on disposal of capital assets	\$0	\$0	\$0
Other expense	\$0	\$0	\$0
TOTAL EXPENSES	\$1,009,142,600	\$970,293,000	\$951,314,296

PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)
for the Year Ending August 31

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	ACCUMULATED OPERATING SURPLUS (2+3+4+7)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
						OPERATING RESERVES	CAPITAL RESERVES
Actual balances per AFS at August 31, 2013	\$107,538,258	\$62,394,223	\$0	\$37,852,945	\$0	\$37,852,945	\$7,291,090
2013/2014 Estimated impact to AOS for:							
Estimated surplus(deficit)	(\$10,100,000)			(\$10,100,000)	(\$10,100,000)		
Estimated Board funded capital asset additions		\$12,401,949		(\$7,000,000)	(\$7,000,000)	\$0	(\$5,401,949)
Estimated Disposal of unsupported tangible capital assets	\$0	(\$169,569)		\$43,974	\$43,974		\$125,595
Estimated amortization of capital assets (expense)		(\$41,124,643)		\$41,124,643	\$41,124,643		
Estimated capital revenue recognized - Alberta Education		\$31,796,446		(\$31,796,446)	(\$31,796,446)		
Estimated capital revenue recognized - Other GOA		\$0		\$0	\$0		
Estimated capital revenue recognized - Other sources		\$0		\$0	\$0		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated Unsupported debt principal repayment		\$562,150		(\$562,150)	(\$562,150)		
Estimated reserve transfers (net)				(\$59,562)	(\$59,562)	\$0	\$59,562
Estimated Assumptions/Transfers of Operations (Explain)	\$0	\$0		\$0	\$8,349,541	(\$8,349,541)	\$0
Estimated Balances for August 31, 2014	\$97,438,258	\$65,860,556	\$0	\$29,503,404	\$0	\$29,503,404	\$2,074,298
2014/2015 Budget projections for:							
Budgeted surplus(deficit)	(\$13,761,700)			(\$13,761,700)	(\$13,761,700)		
Projected Board funded capital asset additions		\$7,921,247		(\$7,000,000)	(\$7,000,000)	\$0	(\$921,247)
Budgeted Disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted Amortization of capital assets (expense)		(\$41,124,643)		\$41,124,643	\$41,124,643		
Budgeted capital revenue recognized - Alberta Education		\$31,796,446		(\$31,796,446)	(\$31,796,446)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted capital revenue recognized - Other sources		\$0		\$0	\$0		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted Unsupported debt principal repayment		\$579,467		(\$579,467)	(\$579,467)		
Projected reserve transfers (net)				(\$59,562)	(\$59,562)	\$0	\$59,562
Projected Assumptions/Transfers of Operations (Explain)	\$0	\$0		\$0	\$12,072,532	(\$12,072,532)	\$0
Projected Balances for August 31, 2015	\$83,676,558	\$65,033,073	\$0	\$17,430,872	\$0	\$17,430,872	\$1,212,613

ANTICIPATED CHANGES IN ACCUMULATED OPERATING SURPLUS SUMMARY- 2014/2015 BUDGET REPORT

The following explains the anticipated changes to Unrestricted Surplus, Investment in Tangible Capital Assets, Endowments, Operating Reserves and Capital Reserves for 2013/2014 and 2014/2015 and breaks down the planned additions to unsupported capital. Additional space is provided in the next tab.

**Reason for Changes in Unrestricted Surplus; Investment in Tangible Capital Assets; Endowments; Operating Reserves; and Capital Reserves
2013/2014**

Capital Reserve balance decreasing by \$5.2M due to: work on 22 modulars for Bessie Nichols, Elizabeth Finch, Brander Gardens, Bisset and Ellerslie Schools to be completed by Jan. 5/15 of \$2.7M. Assumed 75% costs incurred by August 31/14. Remaining decrease in capital reserve is \$2.6M for remaining work on A.Blair Macpherson, Dr. Donald Massey, Michael Strembitsky, and Winterburn school portables.

Operating Reserve Balance decreasing by \$8M primarily due to Board funded capital assets (\$7M), an estimated (\$10M) spend of surplus, offset by a \$9M amortization adjustment (amortization of capital assets less capital revenue related to amortization of capital assets).

Investment in capital assets increasing by \$3.4M over all due to increase of \$12.4M for Board funded capital Additions (\$7M equipment and \$5.4M related to portables), offset by (\$9M)

ANTICIPATED CHANGES IN ACCUMULATED OPERATING SURPLUS
for the Year Ending August 31

The following explains the anticipated changes to Unrestricted Surplus, Investment in Tangible Capital Assets, Endowments, Operating Reserves and Capital Reserves for 2013/2014 and 2014/2015 and breaks down the planned additions to unsupported capital.

Reason for Changes in Unrestricted Surplus; Investment in Tangible Capital Assets; Endowments; Operating and Capital Reserves 2014/2015

Capital Reserve Balance decreasing \$0.9M for remaining work on 22 modulars for Bessie Nichols, Elizabeth Finch, Brander Gardens, Bisset and Ellerslie Schools.

Operating Reserve Balance decreasing \$12M primarily due to Board funded capital assets (\$7M), an estimated (\$13.7M) spend of surplus, offset by a \$9M amortization adjustment (amortization of capital assets less capital revenue related to amortization of capital assets).

Investment in capital assets remaining relatively stable. There is an increase of \$7.9M for Board funded capital Additions (\$7M equipment and \$0.9M related to portables), offset by (\$9M) amortization adjustment (amortization of capital assets less capital revenue related to amortization of capital assets).

Planned Changes to Board Funded Tangible Capital Assets 2013/2014

Increases as follows:

Portables \$5.4M
Equipment \$7M

2014/2015

Increases as follows:

Portables \$0.9M
Equipment \$7M

Other Information:

PROJECTED STUDENT STATISTICS
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS

	Budgeted 2014/2015 (Note 2)	Actual 2013/2014	Actual 2012/2013	Notes
GRADES 1 TO 12				
Eligible Funded Students:				
Grades 1 to 9	57,957	55,421	52,931	Head count
Grades 10 to 12	21,891	22,369	22,027	Note 3
Total	79,848	77,790	74,958	Grades 1-12 students eligible for base instruction funding from Alberta Education.
Other Students:				
Total	589	465	422	Note 4
Total Net Enrolled Students	80,437	78,255	75,380	
Home Ed and Blended Program Students	424	404	475	Note 5
Total Enrolled Students, Grades 1-12	80,861	78,659	75,855	
Of the Eligible Funded Students:				
Severely Disabled Students served	2,474	2,411	2,350	Total eligible funded severely disabled student FTEs; including Code 40s (excluding Code 47s).
EARLY CHILDHOOD SERVICES (ECS)				
Eligible Funded Children	7,899	7,807	7,453	ECS children eligible for ECS base instruction funding from Alberta Education.
Other children	32	88	133	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	7,931	7,895	7,586	
Program Hours	475	475	475	Minimum: 475 Hours
FTE Ratio	0.500	0.500	0.500	Actual hours divided by 950
FTE's Enrolled, ECS	3,966	3,948	3,793	
Of the Eligible Funded Children:				
Severely Disabled Children served	1,538	1,499	1,378	Total eligible funded severely disabled children FTEs, including Code 40 children in program units.
NOTES:				
1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.				
2) Budgeted enrolment is to be based on best information available at time of the 2014/2015 budget report preparation.				
3) The # of FTE grade 10-12 students is determined by taking the total # of students' credits / 35; where 35 CEU's = 1 FTE.				
4) Other Grade 1-12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or INAC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.				
5) Because they are funded separately, Home Education students are not included with total net enrolled students. In the blended program, funding per student is pro-rated on the percentage of the student's program which is taken at school and at home; home education students are assigned a weighting of 0.25 FTE for base funding.				

PROJECTED STAFFING STATISTICS
FULL TIME EQUIVALENT (FTE) PERSONNEL

	Budgeted 2014/2015	Actual 2013/2014	Actual 2012/2013	Notes
CERTIFICATED STAFF				
School Based	4,364.5	4,263.9	4,270.9	Teacher certification required for performing functions at the school level.
Non-School Based	161.0	142.6	175.3	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	4,525.6	4,406.6	4,446.2	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Certificated Staffing Change due to:				
Enrolment Change	119.0	142.0	101.4	If negative change impact, the small class size initiative is to include any/all teachers retained.
Other Factors	-	(181.6)	-	Descriptor (required):
Total Change	119.0	(39.6)	101.4	Year-over-year change in Certificated FTE
Breakdown, where total change is Negative:				
Continuous contracts terminated	-	-	-	FTEs
Non-permanent contracts not being renewed	-	-	-	FTEs
Other (retirement, attrition, etc.)	-	(39.6)	-	Descriptor (required):
Total Negative Change in Certificated FTEs	-	(39.6)	-	Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.
NON-CERTIFICATED STAFF				
Instructional	2,145.3	1,951.0	1,802.6	Personnel providing instruction support for schools under 'Instruction' program areas.
Non-Instructional	1,276.9	1,251.0	1,306.7	Personnel in Transportation, Board & System Admin., O&M and External service areas.
Total Non-Certificated Staff FTE	3,422.3	3,202.0	3,109.3	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Non-Certificated Staffing Change due to:				
Enrolment Change	220.3	92.7	111.0	FTEs
Other Factors	-	-	-	Descriptor (required):
Total Change	220.3	92.7	111.0	Year-over-year change in Non-Certificated FTE

DATE: June 24, 2014
TO: Board of Trustees
FROM: Darrel Robertson, Superintendent of Schools
SUBJECT: Borrowing Resolution
ORIGINATOR: David Fraser, Director, Corporate Services
RESOURCE STAFF: Cheryl Hagen
REFERENCE: N/A

ISSUE

A borrowing resolution provides the necessary authorization to the Bank of Nova Scotia to operate the Board of Trustees of Edmonton School District No. 7 (the Board) accounts.

RECOMMENDATION

That the borrowing resolution, with respect to the Edmonton School District No. 7 with the Bank of Nova Scotia be approved.

BACKGROUND

The Bank of Nova Scotia requires the Edmonton Public School Board (EPSB) to submit a borrowing resolution annually. The resolution is to be reviewed and approved annually to ensure the Board of Trustees is informed of the banking processes and lending agreements that are in place.

RELATED FACTS

In order to satisfy requirements of the *School Act* and needs of the Bank of Nova Scotia, EPSB must provide a borrowing resolution that is approved by the Board of Trustees.

Under Sections 182 (1) and 60 (2)(k) of the *School Act*, authorization is given to the Board of Trustees to borrow to meet the current operation expenditure and capital expenditure requirements.

OPTIONS

N/A

CONSIDERATIONS & ANALYSIS

N/A

NEXT STEPS

EPSB will submit the signed borrowing resolution to the Bank of Nova Scotia (Attachment I).

ATTACHMENTS & APPENDICES

ATTACHMENT I Borrowing Resolution

CDH : ja

BORROWING RESOLUTION

WHEREAS The Board of Trustees of Edmonton School District No. 7 (the “Board”) considers it necessary to borrow certain sums of money from time to time to meet current operating expenditures;

NOW THEREFORE, be it resolved that:

1. The Board does borrow from any bank (“the Banks”) incorporated pursuant to the provisions of the Bank Act and the Province of Alberta Treasury Branches (“the Treasury Branches”), sums of money from time to time as required to meet current expenditures of the Board, provided that the total principal amount owed to the Banks and the Treasury Branches at any one time shall not exceed the sum of FORTY TWO MILLION TWO HUNDRED TWENTY THOUSAND (\$42,220,000) DOLLARS.

2. Any two of the following Officers:

Superintendent of Schools
Executive Director Corporate Services
Assistant Superintendent
Treasurer

(the “Officers”)

Are hereby authorized for and on behalf of the Board:

- (a) to apply to the Banks and the Treasury Branches for the aforesaid loan to the Board and to negotiate rates of interest; and
- (b) to obtain advance of monies from the Banks and the Treasury Branches by way of overdraft on the Board’s account or pursuant to promissory notes, loan agreements or other evidence of indebtedness from the Banks and the Treasury Branches, as maybe permitted or required by the Banks and the Treasury Branches; and
- (c) to execute on behalf of the Board such bills, promissory notes or similar or other forms of obligation as the Banks and the Treasury Branches may require as evidence of and security for all sums borrowed hereunder, and each document executed as aforesaid shall be valid and binding upon the Board according to its tenor and the Banks and the Treasury Branches shall never be bound to inquire whether such officers are observing the limitations on their authority as set forth in this resolution.

3. All sums borrowed pursuant to paragraph 1 hereof or so much thereof as from time to time remains unpaid shall bear interest at rates per annum as mutually agreed between the Board and the Banks and the Treasury Branches from time to time.

4. As security for repayment of money borrowed pursuant to paragraph 1 hereof, the Board hereby charges to and in favor of the Banks and the Treasury Branches all the revenues of whatever nature and kind by such security documentation as the Banks and the Treasury Branches may require in respect to the foregoing charge. The said charge shall be collateral to the obligation of the Board to repay with agreed interest on all sums borrowed from the Banks and the Treasury Branches. The Banks and the Treasury Branches shall not be bound to recover any such requisitions or other monies before being entitled to repayment from the Board.

5. The Banks and the Treasury Branches shall be furnished with a certified copy of this resolution and a list of the Officers together with specimens of their signatures, and this resolution and the said list shall be binding on the Board until notice to the contrary or of any changes therein shall be given to the Manager of the Banks and the Treasury Branches.

CERTIFICATE

By signing below, our officers certify for the Board that:

- *there are no provisions in our incorporating documents or by-laws which impair in any way the powers of our trustees or officers to borrow money or grant security.*
- *Our trustees have full power to pass this Resolution and to bind the Board in all respects*
- *The above resolution was properly passed by the Board of Trustees in compliance with all applicable legislation and continues in effect.*

WE HEREBY CERTIFY that the foregoing resolution was duly passed by the Board of Trustees of the Board at a duly and regularly constituted meeting thereof held on the ____ day of _____, of 2014 at which a quorum was present and that the said resolution is in full force and effect.

WITNESS our hands and the seal of the Board this ____ day of _____, 2014.

BOARD CHAIR

BOARD SECRETARY

DATE: June 24, 2014

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Response to Staff Group Budget Presentations

ORIGINATOR: David Fraser, Executive Director, Corporate Services

RESOURCE

STAFF: Kent Pharis

REFERENCE: [Board Meeting #10](#) – April 10, 2014 Staff Group Presentations
Exempt Staff, Edmonton Public Teachers, CUPE Local 3550
[Board Meeting #12](#) – May 6, 2014 Staff Group Presentation
CUPE Local 474 and CUPE Local 784

ISSUE

The Edmonton Public School Board in its role as employer has committed to providing a response from the Board of Trustees (the Board) and Administration (Superintendent of Schools and District Support Team) to the presentations by staff groups regarding the 2014-15 budget.

BACKGROUND

Presentations regarding the 2014-15 budget were made to the Board on April 10, 2014, by Exempt Staff (Attachment I), Edmonton Public Teachers Local 37 of the Alberta Teachers' Association (ATA) representing teachers (Attachment II), and CUPE Local 3550 representing support staff (Attachment III). Presentations were made on May 6, 2014 by CUPE Local 474 representing custodial staff (Attachment IV) and CUPE Local 784 representing maintenance staff (Attachment V).

CURRENT SITUATION

As in previous years, there were common themes in the presentations regarding specific issues. Each staff group also identified matters of particular concern for their individual Local.

The first of the common themes again relates to ongoing implications relative to provincial funding for the District. The lack of adequate, stable and sustained funding over the past ten years have impacted our ability to cover all costs in our collective agreements. To ensure prudent financial planning during the 2013 – 2014 school year the District froze surpluses from all schools and Decision Units (DUs) for part of the year. This was done as part of an effort to begin to re-establish an operational reserve fund which had been depleted as a result of the repeated shortfalls in funding from the Province. As a result the current school year has been challenging as a significant number of positions had to be eliminated from all staff groups in an effort to maintain balanced budgets.

The 2014-2015 budget will continue to present significant challenges to schools and central departments across the District. As DU Administrators work to gather feedback from stakeholders, they will continue to be faced with difficult decisions on how best to organize for the coming school year.

We value the contributions of all our staff. This is reflected in the District's cornerstone values of integrity, equity, collaboration and accountability. In Edmonton Public Schools, our collective focus is on student achievement and we work together to create a culture of continuous improvement. It is important that we maintain this focus on supporting the process of teaching and learning as we navigate through these challenging times. As an employer, we are committed to our incredible staff as they all play an important role in our District, contributing to the success of our students. Our challenge is to balance the interests of our students, the interests of our staff groups, and the fiscal realities faced by our District.

The Board continues to lobby for adequate, stable and sustained funding that at least addresses the rate of inflation. The Board is disappointed the provincial government has not followed through on its commitment in this area. Lobbying efforts will continue to be a primary objective of its advocacy committee and all trustees.

Again this year, a second commonality in the briefs is the need for on-going district support for professional development for all employees. Professional development is a critical aspect of our District Strategic Plan to support successful outcomes for students and build staff capacity, which will help to ensure effective succession planning into the future. The District remains committed to continuing the work in the area of staff development to ensure the availability of appropriate learning opportunities for all employees. The District expects that there will be increased professional development opportunities for all staff groups as a result of the Calendar Pilot Project.

Last year, the District and staff groups shared a focus on the need to promote good health and well-being. In an effort to create healthier workplaces and to encourage staff to improve their health and fitness levels, the District launched the Healthy Living pilot project. This collaborative effort delivered by Edmonton Public Schools and the Alberta School Employee Benefit Plan (ASEBP) was supported by the ATA and the three CUPE Locals. As a result of the success of the pilot project the District and ASEBP have implemented the initial steps of providing all staff groups across the District with the opportunity to participate in the program.

The Board commends and thanks the staff groups for their interest in working collaboratively with Trustees and the Administration on the many issues identified. It recognizes the important work accomplished through joint committees and the provision of input by the staff groups. The following sections outline the Board and Administration responses to the individual presentations, in order of presentation.

Exempt Staff

The Board acknowledges the varied and valuable service provided by the exempt staff, and is aware that it is through this group's diversity that the intricate, unique and essential service needs of the District can be fully achieved.

The Board recognizes that exempt staff in central services provide essential core services to support schools and overall district operations. Given the current financial challenges, the previous Board voted to defer the 2.25 per cent salary increase until September 2015. The Board acknowledges the impact of the delayed increase on personal financial situations. As indicated in the presentation by the exempt staff group, the delayed salary increase allowed the

Administration to retain a number of exempt staff positions, thereby limiting the full impact of budget reductions on exempt workloads.

The revised Exempt Classification System is expected to be implemented in January of 2015. Our revised system will help to ensure that exempt staff are compensated fairly and appropriately according to the duties of their position. The Board appreciates the efforts of our exempt staff who are serving on the advisory committee. Although much work still needs to be completed, the Board and Administration are pleased with the progress.

The Administration remains committed to reviewing the hours of work for 10-month exempt staff, implementation of a professional improvement fund and a review of leave entitlements.

The Board and the Administration recognize the need for the District to be viewed as an employer of choice. The shifting demographic of all of our staff groups which includes a transition from our Baby Boomers and Generation X to Millennials and Generation Z will need to be considered as we work to ensure that the District continues to be an employer of choice.

The Board thanks exempt staff for their diverse and valuable work throughout the District. The efforts that exempt staff make to contribute to transforming learners of today into leaders of tomorrow is greatly appreciated.

Edmonton Public Teachers Local 37 of the ATA

The Board appreciates and values the relationship between Edmonton Public Teacher's Local 37 of the ATA (the Local) and the District. The collaborative manner in which the Administration and the Local approach a number of initiatives continues to support student success in Edmonton Public Schools.

In its presentation, the Local made reference to the impact that insufficient funding from the Province has on class size and the District's ability to support and strengthen inclusive education practices. The Administration has taken steps to provide increased levels of support to teachers relative to large class sizes and improved inclusive practice. This will be addressed through the adjusted focus on support teams that will work with the Assistant Superintendents and schools in their respective leadership groups and catchment areas. Each Assistant Superintendent will have an expanded inclusive education team that will provide support to staff and students. The revised district calendar will also provide increased opportunities to support all staff who are dealing with the challenge of increased class sizes and improved practice relative to inclusive education.

The Local also referenced concerns that teachers in some schools have not been consulted as part of the budget planning process. The Board and the Local have invested many years of collaboration time into the development of practices and processes that support the site based decision making model. The Administration and the Board remain committed to the belief that the development of a comprehensive school budget requires input from all stakeholders. This would include staff, students and parents who are part of the school community.

Work-life balance continues to be a concern for the Local. The Board and the Administration appreciates the participation of teachers in all schools who provided input to the C2 Committee. It is important for the Local and the Administration to continue to work collaboratively to

address teacher workload in an effort to improve teacher efficacy. The input received from teachers will be analyzed and prioritized by the Administration to determine appropriate next steps.

The Board appreciates the Local's commitment to working collaboratively to resolve issues and to nurturing a relationship based on trust and respect. We extend our appreciation to all teachers across the District for their hard work to ensure successful outcomes for the students in Edmonton Public Schools.

Local 3550 (Support Staff)

The Board acknowledges and values the important contribution that support staff make to Edmonton Public Schools through their work in offices, classrooms, cafeterias, libraries and labs.

The Board appreciates the collaborative efforts of CUPE Local 3550 Support Staff (Local 3550) through a number of joint committees that are working towards enhanced efficiency and effectiveness of district operations. The work of the Joint Violence in the Workplace Committee to examine ways to reduce injuries in the workplace provides an excellent example of your valued contributions to district operations. This work is important in helping the District provide safe and positive learning environments for our staff and students.

The current school year has been a challenging financial time for the District. Local 3550 expressed concern that increased workloads and high expectations for support staff has resulted in increased medical absences this school year. The Board and Administration share this concern. Employee Health Services will continue to work diligently to ensure that staff members who experience health issues have the support needed for a successful return to work.

The Board acknowledges that the pension reform currently being considered by the Province may have an impact on the District's ability to retain staff. It will be important that all district staff who contribute to either the Local Authorities Pension Plan (LAPP) or the Public Service Pension Plan (PSPP) have the opportunity to fully understand the ramifications that any pension reforms will have on their personal situation.

In an effort to respond to the concerns relative to workload and to address concerns related to building capacity of our support staff the Board and Administration have committed to working with Local 3550. Plans are in place to address the issues of workload and training for new and existing staff to be effective in their work. As a result of this collaborative work the District will be launching a pilot project to provide Administrative Assistants with training prior to sending them out to schools. It is expected that the opportunity for paid training prior to being placed in the supply pool will assist the District in meeting our attraction needs now and in the future. The Staff Development team has also made adjustments in the last year that provide Educational Assistants with some initial training, including job shadowing prior to being placed in the supply pool. These are just two of the examples of the collaborative work between Local 3550 and the Administration that support the ongoing learning of our support staff. The Board and the Administration are confident that the ongoing collaborative efforts between Staff Development and Local 3550 will result in increased opportunities for timely professional development that meets the needs of schools and our support staff.

The Board and Administration are committed to working with Local 3550 to address concerns about support supply coverage and contracting out of supply educational assistant work.

The Board acknowledges that Local 3550 is a key stakeholder in the creation of the Edmonton Student Transportation Authority (ESTA). As a result, the District will be seeking input from Local 3550 as the work proceeds to establish the ESTA.

The Board thanks CUPE Local 3550 for their continued collaboration on the many complex issues and challenges facing the District. We thank our more than two thousand support staff who provide amazing service to Edmonton Public Schools. Together, our focus remains on the success of the children under our care.

CUPE Local 474 (Custodial Staff)

The Board relies on the work of the members of CUPE Local 474 Custodial Staff (Local 474) to keep our buildings clean and safe for students and staff. Although it may sometimes seem that clean and safe learning environments are taken for granted, our students, staff, parents and community members notice and appreciate the work of our custodial staff. We very much appreciate this important contribution to the success of the District.

In its presentation, Local 474 expressed their belief that in order to meet the need for clean and healthy schools, which will meet the health and safety needs of students and staff as well as being environmentally responsible, the District must be able to fill permanent head custodian positions and increase the number of trained custodial replacement staff. The Board appreciates the collaborative work that was undertaken by Local 474 and the Administration to establish a more effective custodial career pathway. The mutual purpose for the development of a career pathway for custodial staff was to provide increased opportunities for custodial staff to achieve 4th and 5th class power engineering certification. It is expected that the new career pathway will enable our staff to aspire towards increasing levels of responsibility in our organization, helping us to achieve effective succession planning into the future. The Administration believes that, if we continue to work together through the implementation of the custodial career pathway, this work will have a positive impact on the District's ability to attract and retain custodial staff into the future.

The Board recognizes the need for a support system for custodial staff and acknowledges the value of the work of the custodial consultants and the custodial mentor position. The administration is working to balance short term resource challenges with the long term needs related to the support that is required for our custodial staff. In an effort to provide ongoing support to custodial staff, the District established the Supervisor, Custodial Support Services position in March 2011. This position is responsible for ensuring that custodial supply staff continue to receive training, guidance, support and supervision necessary to ensure effective work practices in supporting the work of administrators and custodial staff in schools. One of the key deliverables from the establishment of this position is the standardization of practices related to supply services. Functions that were spread across several departments have been centralized under this position. Support for schools and central departments has continued to evolve through the development of an on-line Custodial Support Services website. This website provides information relative to Occupational Health and Safety (OH&S), custodial training, green cleaning, and Board Policies and Administrative Regulations related to custodial staff.

This position, by overseeing these initiatives, plays a key role in providing ongoing support to supply and permanent custodial staff across the District.

The Board acknowledges the Local 474's concern regarding the application of the custodial staffing guidelines in schools, particularly in those instances where rooms designated as decommissioned space are continuing to be used.

The Board and Administration extend our appreciation to the members of CUPE Local 474 for their collaborative efforts on many joint committees, including the Custodial Staff Development Committee. In addition, we thank all members of our custodial staff for their work to keep our buildings welcoming, safe and clean. Together, we will continue to make a difference for the students we serve.

CUPE 784 (Maintenance Staff)

The Board acknowledges the important contributions of CUPE Local 784 Maintenance Staff (Local 784) to the success of the District. It is widely recognized and appreciated that our maintenance staff take a great deal of pride in keeping our district facilities in good repair. The timely, professional service from our maintenance staff on a daily basis is appreciated by all stakeholders.

The 2013-2014 school year has been a challenging financial time for the District. The Board shares Local 784's concern that the reduction in staffing has had an impact on all staff groups, especially the maintenance staff. The Administration continues to work to balance short term resource challenges with the long term needs related to maintaining the expertise that we have in Facilities Maintenance. The Board also acknowledges Local 784's concerns related to succession planning. Working to maintain expertise and build capacity of the Facilities Maintenance staff will be an important consideration.

Timely maintenance of district buildings is an ongoing concern that the Board shares with Local 784. In an effort to address this concern, the Administration has initiated the development of an Infrastructure Strategy. Stakeholders, including maintenance staff, will have the opportunity to provide feedback in developing the plan. The plan will address current and emerging concerns related to district infrastructure.

The Board acknowledges the challenges faced by maintenance staff who are confronted by frustrated school staff who are not familiar with the wait times that they are currently experiencing. The Board and the Administration are committed to providing a safe and healthy work environment for all staff. All staff can expect to be treated respectfully. In the event that staff have not been treated respectfully, the incident(s) should be reported to their supervisor.

The Board appreciates the safe, accountable and expert service from Facilities Maintenance. The service of CUPE Local 784 members helps to create the conditions required for student success. You are an important part of our team who is working together to ensure student success.

CONCLUSION AND NEXT STEPS

The Board appreciates the effort that each staff group undertakes in preparing and presenting their budget brief. The Board on an annual basis recognizes and honours our staff by considering their views on the upcoming budget and responding to the issues they raise.

All DU Administrators and Principals will be provided with copies of the Board report and written submissions provided by the staff groups. District leaders will review this information and consider the issues raised through the perspective of their school or central decision unit.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Exempt Staff
ATTACHMENT II	Edmonton Public Teachers Local 37
ATTACHMENT III	CUPE Local 3550 (Support Staff)
ATTACHMENT IV	CUPE Local 474 (Custodial Staff)
ATTACHMENT V	CUPE Local 784 (Maintenance Staff)

KP:cm

Good afternoon Chair Hoffman, Vice Chair Janz, Trustees, Superintendent Robertson, Ladies and Gentleman.

I would like to start by introducing myself. My name is Cindy Camp and I am a member of the Exempt Staff Liaison Committee. I am an Occupational Therapist and have been with Edmonton Public Schools for 10 years. I work at two of our Early Education sites providing support for preschool children who have a speech and language delay and/or who have a medical diagnosis, such as cerebral palsy, Down syndrome, or Autism Spectrum Disorder.

At the end of my presentation, there will be a slideshow which features some of the other Exempt Staff from across the district. These pictures represent a small percentage of the men and women who make up our Exempt Staff. In total, there are 620 of us with more than one hundred different working titles. 552 are non-management positions and 68 are management positions. We are the only staffing group who is not unionized, nor do we participate in a collective bargaining process; instead, the Board provides the Terms and Conditions of Employment for Exempt Staff.

As different and varied as our group is, we all have one goal in common – to contribute to the district vision of transforming the learners of today into the leaders of tomorrow. As Exempt Staff, we support school administrators, teachers, central leaders, and all students including English Language Learners, special needs students included in regular classrooms and congregated sites, FNMI students, and high school students facing challenges. Our staff group ensures 9,000 staff get paid on time and receive benefits, ensure our technology is current and working efficiently, manage and support sound financial processes, plan safe transportation for students, and coordinate communication to our public. This is just the tip of the iceberg. We share our functional expertise, successes, resources, collective knowledge and learning collaboratively in teams across the district contributing significantly to the social capital in the district.

To help meet this vision, we need to ensure that Edmonton Public Schools will be the choice of job seekers across all disciplines. Current and future employees, especially the Millennials, must continue to support 21st Century learning within our organization. In order to provide all students with the right to an incredible learning environment, we need the best Exempt Staff among our ranks. Through collaboration with each other and other staff groups, we will continue to support the district's vision to inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

Important steps had been made in cementing Edmonton Public Schools as an employer of choice in June 2012. But, unfortunately, the world economy took a bit of a down turn

and we lost some ground in our compensation package. Salaries kept pace in 2011-12, with a 3% increase and in 2012-13, with a 2.25% increase. Unfortunately, the 2.25% increase expected for 2013-14 was deferred for two years until 2015-16 and for two years our salaries have been frozen in order to retain exempt staff positions. This move has had an impact on some of our work loads, our work-life balance and personal financial situations.

The Exempt Staff group wants to ensure that the Board of Trustees is accountable for completing and following through on the commitments as promised when the 2011-2016 Terms and Conditions of Employment went into effect. These commitments are as follows:

Exempt Job Classification & Compensation Review

First of all, we acknowledge and appreciate the review of the Exempt Job Classification & Compensation currently underway with an anticipated completion date of Fall 2014. We trust that this review will more accurately reflect our current position descriptions and enable Edmonton Public Schools to attract and retain quality staff to better support our students and staff.

Still outstanding however are the following commitments:

Exempt Leave Entitlements Review

The previous Board of Trustees committed to review the Exempt Leave entitlements, such as graduated vacation leave based on years of service.

Exempt Staff Professional Improvement Fund

Another commitment was to establish a distinct application process and pool of money for professional improvement funds solely for Exempt Staff. Currently, Exempt Staff can apply through the same process as the Clause 23 of the Teachers' Collective Agreement. This can be a difficult process for exempt staff to use because our professional development needs are diverse and different than those of teachers. Discipline-specific Professional Development will allow Exempt Staff to increase our expertise, knowledge and skills in order to support students and staff better in the district.

Ten Month Hours of Work Review

The last commitment was to review the hours of work for 10-month staff who work directly in the classrooms supporting students and staff. In order to maximize time spent with students, consultants often work extra hours without compensation in order to complete paperwork or reports. What options might the district explore to ensure this work all gets done?

We look forward to the Board reviewing these items

We believe that Edmonton Public Schools is an employer choice for the long term. Our current staff will mentor the new Millennials. Staff retention and succession planning is a value we hold dear. Currently 35% of our exempt staff are aged 50 plus. As we are in one of the hottest economic climates in the country, it is more evident than ever, that we will need to make special efforts to retain our staff in high quality learning and working environments and the social capital they represent. Strong workplace benefits, competitive salaries, and high quality learning and working environments are all keys to help us achieve this goal. We, as Exempt Staff, are optimistic about our future in the district and the opportunities possible as the Board considers their commitments.

As our demographic shifts, the people you will see on the screen slowly change from Baby Boomers to Millennials, and the even younger Generation Z, who will join our workforce as early as 2016. We need a mixture of these different generations in order to provide mentorship and ensure effective succession planning. The idea of what makes a strong employer is changing too. You may remember hearing the term “work-life balance” where we struggle with finding the ideal balance between work and leisure. According to Jeanne Meister, the Millennial generation believes that the key to the future, perfect workplace is, and I quote, “Work is life and life is work; our jobs are seamlessly blended into all aspects of our personal lives”.¹ Whether you subscribe to the old axiom or the new, strong workplace environments, great people, and flexible employers are key.

Exempt staff are in our work rooms, board rooms, and classrooms. These 600 plus people are out there in our schools, in central, and communities giving their all. We embrace the Cornerstone Values of integrity, collaboration, accountability and equity. And we provide the best possible support to the success of our students and our organization.

Thank you for your time this afternoon. Please enjoy our slideshow and meet some of our Exempt Staff.

Footnote: Reference for the quote

1. <http://www.forbes.com/sites/jeannemeister/2014/02/06/five-workforce-myths-busted>



**Edmonton Public Teachers Local No. 37
of the Alberta Teachers' Association**

**Budget Presentation to the
Board of Trustees
Edmonton Public Schools**

April 10, 2014

April 10, 2014

Chair Hoffman, Trustees, Superintendent Robertson:

Thank you for this opportunity to share the views of Edmonton Public Teachers Local 37 of the Alberta Teachers' Association as you prepare for the District's 2014-2015 Budget.

At this time in Alberta, the wealthiest of provinces, we are hearing the familiar suggestions that the funding provided to education is very high (18% of the total provincial budget) and indeed has even increased over last year. While the numbers may appear as adequate, the reality is that they are not. Even with a 3.5% increase in total operational funding for Edmonton Public, it is inadequate to meet the predicted growth pressures: 2.2% for inflation, and at least 2.7% in student growth. In 2012, following pressure from ASBA, the commitment for funding the Base Instructional Grant was to be 5% in the next three years, but only 1% was subsequently delivered. So we expect that our District will continue to face fiscal challenges which they will meet with their best abilities to ensure that the students in the district can and will learn to the best of their ability, taught by great teachers in a quality learning environment. The challenge is to have funding that is predictable and sustainable with commitments to addressing class sizes and adequate space where student population growth is occurring.

It is imperative that the Board, the Senior Administration, and all staff groups continue to be vigilant and to work independently and collectively to protect the interests of public education that we have all worked so hard to build in this province. A system where we believe every child should have the opportunity to reach his/her fullest potential.

In the long run, the best way to stimulate the economy is to have an educated public. We must all advocate for funding support and educational policies which will ensure that our public education system is able to deliver the brightest future for every child, a goal stated clearly by our district cornerstones.

In the past year, the district has faced many significant challenges, starting with a decision to place the maximum possible at the classroom level. This led to major reductions in the number of supports available to staff at the central office level and challenge for our members in those roles. At the same time, in September, over 3000 new students arrived at the doors of the schools needing places in classes that in many cases were already overcrowded. Many of these students were also new to Canada, requiring ELL supports or other adaptations to offer them success in their learning efforts. All this in the context of a province that since 2009 has seen over 41000 students arrive in Alberta while increasing the number of teachers by slightly more than 100 - a pattern that unfortunately seems likely to continue. The pressure of no or limited school space in our new neighbourhoods has seen the district move to a redistricting plan that will attempt to address the needs but we know that the only real solution is more schools. Plans for these have been announced but we are waiting on seeing construction begin in a timely fashion.

In this brief I will outline a number of areas where we believe improvements can be made which would enhance the quality of service our members are able to provide so as to ensure the brightest of futures begins in Edmonton Public Schools. Some of the concerns you will hear come up each year as they have still not been resolved. Other concerns are new as times change and new issues arise.

1. With limitations placed on the District through the funds allocated to the District, we have seen increases in our class sizes, particularly in the division one where, according to the statistics released by the government, our district has the highest number of students on average, per division 1 class in the province. The ACOL (Alberta Commission On Learning) recommendation of 17 students is well below our 22.1 students per class. Working to reduce the size of these classes would provide more time for support and individual help in those vital first steps into learning. Across the other divisions, we also have found our classes larger this year. While these numbers are based on average class size, our Class Size Census, which the Local has done for the last thirteen years, shows this as well. This year, 2794 teachers completed information on 8184 classes taught that day in the district. There were 45.2% of classes in high school that exceeded 30 students using a straight count. This may impact how successful students are in getting scholarships or entrance into some programs at the post secondary level. With the increase in Inclusive classrooms, the composition of the classes are also a concern in meeting the needs of all the students. While Educational Assistants have been available in many of these classes, they too are limited as to how many are available. The end result is that the larger sizes coupled with complex compositions make increasingly difficult the task of individual time with students, while increasing the time needed for assessment and communication with parents. Many teachers offer extra help at non class times which, while effective, forces an even shorter lunch or leaves students needing to forgo other activities in order to get the help. Large complex classes in simple math terms mean that our members have less time for individual time with students. Any move to effectively address this issue would be welcomed.
2. With the reorganization of Central Services and with the District and the province working to support and strengthen inclusive practices – it is imperative that the funding be in place at all levels to support this direction. Again, the government needs to fund these directions fully without taking money from existing educational dollars. It is also important to note that as inclusive practices expand – class sizes must decrease. As we move toward inclusion, the need for release time for teachers and service providers to meet to plan, coordinate and evaluate the delivery of services to all students will also increase.

It is absolutely critical that as our classrooms change, this change cannot become an add-on to a teacher's already full plate.

In reference to class sizes – we continue to support the sizes referenced by the Alberta Commission on Learning in October of 2003, however, the Commission refers to district averages which have not proven effective for the average teacher. We would advocate weighted site averages for Grades K–3 of 17 students; Grades 4–6 of 23 students; Grades 7–9 of 25 students; and Grades 10–12 of 27 students. By using weighted numbers we can better support all students in an inclusive model.

3. The District's move to working with the Edmonton Catholic School district in the area of student transportation suggests that savings of up to 2.5 million dollars may be realized. These dollars would, I'm certain would find use elsewhere in the district supporting our classrooms. It should be noted that our community schools should continue to be promoted and all that is possible should be done to have choices within the neighbourhood community schools to reduce the dependency on transportation.

4. The move to the Tell Them From Me survey in place of the previous district survey brought, as might be expected, some concerns, however, we applaud the elimination of the question related to the principal which has long been an issue for our members.
5. Technology resources place a large stress on educational budgets. Challenges around the move to more digital assessments being used are requiring schools to ensure that they are able to have the technology on site. This is an important area because the proper technology with the proper training and release time for teachers to take this training will ease stress for our members as they develop their abilities to make the most of these resources. If in-house training is used – release time still needs to be considered for both teachers and the in-house coach. The recent move to Google Docs and applications relied on onsite teacher mentors who supported their colleagues often on a collegial basis and should have release time to provide this support. This, on top of the seemingly endless expense of keeping our technology current.
6. Our joint committee on site-based decision-making has done good work, however, we have still not achieved after many years – full implementation of site-based decision-making models. This work needs to be an important part of training for all leaders in the District and an expectation of process at each site.

When school based budgets first evolved there was a great amount of formal involvement by all staffing units within a school. This often involved working together to develop priorities and to allocate funds. Gradually this has shifted and in some schools teachers are totally left out of the budget process and in some cases never even see the budget. Teachers in these schools feel they are not empowered with information nor given any decision-making power. The District needs to ensure that the budget process is both accountable and transparent with authentic shared decision making involvement in all schools.

7. Substitute teachers are a diverse and valued part of our teaching and learning teams. The Local acknowledges and appreciates the time spent by District HR staff in meeting with our substitute teachers. It is important that all schools maintain an adequate budget line to allow for appropriate substitute service rather than internal coverage. When internal coverage is used – administrators lose valuable admin time or teachers lose much needed prep time. This creates unnecessary stress and may create issues around instructional minutes.
8. We are looking forward to the Pilot projects with the new District wide school calendars and the Staff Development Fund. The calendars will enable all our members across the entire District to be in a position to collaborate and share with their colleagues. There will also be two more PD days in each of the two years to do this. Fixed dates will also allow for effective planning to make the best use of the days through collaborative planning for catchments or by schools who wish to share common themes. We also look forward to the new Staff Development Fund as a means of offering Professional Development to our members in conjunction with the PD support offered by the District. Our members will be able to access support to reach the goals outlined in their Professional Growth Plans or that help our members further enhance their skills in providing quality experiences and improving student outcomes. We expect that this distribution of PD resources will also enhance the sense of value and respect for our members as professionals. Our collaboration in a committee to develop the guidelines for this fund will serve as yet another example of how the District and its staff work together for the betterment of the students in our care.

9. New teachers continue to need significant support and nurturing as they develop their own professional expertise. Significant work continues to be done in this area through our consultant members, and the New Teacher Induction Program. It is hoped that we can continue this work together to strengthen the start new teachers get in their career which will lead to better teaching, longer careers and successful learning environments for students.
10. Work life balance is a major issue raising its head in new ways every day. Technology has made it easier to work from home and to provide additional after-hours services. New demands are being put on our members all the time. Our members want to always provide the best of service – but they also want the best of life away from work as well. In today's world it is more important than ever that the District and all staff employees work together to ensure a positive work/life balance for all employees.

Thank you for allowing us this platform to share our ideas for consideration as District plans are developed for 2014/15.

Our Local is proud of the opportunity joint committees have afforded us to work together. We are honoured to work alongside our colleagues from Support, Custodial, Maintenance and exempt groups. We are in a complex business. We all want to do our best. We all want what is best for children and we all want to work in a healthy and caring environment. The District continues to make significant strides in this regard – but to maintain the loyalty of staff and the high quality of public education that we strive for – we must continue the work.

We also want to thank the Board and the District for the ongoing opportunity we have to work together, to share our input and to make our concerns known. We appreciate our ongoing meetings with the Superintendent and Senior Administration through Liaison and the ongoing practice of having members of Senior Administration attend the meetings of the Council of School Representatives. This only works in a trusting relationship. When personal agendas are set aside and decisions are made to benefit all employees, when the workplace atmosphere is highly respectful – our students flourish and we truly are having a positive impact on the future.

Nels Olsen

President

Edmonton Public Teachers Local 37 of the ATA



Canadian Union of Public Employees
Local 3550

Budget Presentation to
Edmonton Public Schools
Board of Trustees

April 10, 2014

Board Chair Hoffman;

Trustees;

Superintendent Robertson;

Staff Members;

Ladies and Gentlemen;

Good afternoon. I am Carol Chapman, President of Canadian Union of Public Employees Local 3550 – Edmonton Public Schools Support Staff. Joining me today is Chief Steward, Gloria Lepine and Treasurer, Linda Harris, and Executive Board Members Angele Wasyliv and Karen Parks. As the public board meetings are now held during school hours, the other elected executive officers and other members of CUPE 3550 are in their workplaces in support of 'bright futures' for the students of Edmonton Public Schools.

Thank you for an opportunity to share what we, the non-teaching staff of Edmonton Public Schools believe to be important points for schools, central departments and the Board to consider when developing the 2014 - 2015 Proposed Budget and for long term planning for Edmonton Public Schools.

In past presentations I have advocated for priorities important to Support Staff. I will be speaking today about how some of those priorities were supported and how we as support staff and a District need that support to continue and to grow. Board Chair Hoffman, Vice Chair Janz and Trustee Johner have heard parts of this before but this is an opportunity for me to share with our new trustees. I welcome the new trustees and look forward to getting to know you in your new and important role.

CUPE Local 3550 is proud to represent over 2,000 permanent full-time, part-time and hourly dedicated non-teaching education workers. Our members play critical roles in support of student learning, student safety and business administration in our district sites every day.

We continue to work jointly with Administration and other employee groups to address issues and strengthen our district.

We continue to work with the Employee Health Services department to provide our members support when there are health issues. Our concerns with increased workloads and high expectations contributing to increased medical absences is repeated again this year.

I thank Administration for addressing the critical need for adequate staffing levels in that department. We appreciate Employee Health Services' cooperative approach that ensures our members are supported through health issues or injuries and are returned to work safely.

CUPE Local 3550 continues to work with the Staff Relations department to solve issues and come to a win/win for the District and the members of the local. The open communication and cooperative relationship we have with this department as we attempt to resolve difficult situations is very much appreciated.

At the March 18, 2014 Public Board Meeting a report from the Edmonton Student Transportation Feasibility Study was presented. I expect it is no surprise to any of you that CUPE Local 3550 has serious concerns about how this will impact support staff from the Student Transportation Department. We also felt blindsided and believe that a conversation with affected staff groups should have happened prior to the Public Board meeting.

Edmonton Public Schools is an educational institution and recognizes how critical professional development is to supporting our staff who provide daily supports for our students.

You, the Board, have recently approved a new 2 year school calendar.

We have a commitment from Administration that Support Staff will not suffer lost wages for Teacher Days in Lieu or days when there are no students or teachers for the duration of the pilot calendar years as a result of discussions with the ATA.

We expect that commitment to continue after the pilot is complete and future calendars are considered.

The new district calendar includes 5 district wide professional development days. Planning District Professional Development opportunities for Support Staff has been difficult in the past as there were no common PD days.

The new calendar allows for Professional Development to be offered to Support Staff on a catchment or district-wide level. The barrier of disrupting classes, costs and availability of replacement staff, etc. has been removed as students do not attend on these days.

In every budget presentation I speak about our Staff Development Department and programs. This department has evolved through changes in staffing levels and district expectations and we commend them for the great work they do.

The Staff Development department will need continued support to ensure that they have resources to adequately address the increased demands of professional development opportunities for support staff and other staff groups.

Technology has been recognized by our District as a great tool to increase efficiency, reduce our environmental impact, and offer increased communication opportunities with staff, parents and the public. Software applications for administrative purposes are always under review to ensure the needs of the district are met. One of the ways our Staff Development Department can be supported is by utilizing a software system that can effectively handle the demands of Professional Development opportunities for 20, 200 or 2,000 registrants.

Edmonton Public Schools, unfortunately is not insulated from outside pressures when ensuring district staffing needs are met. We are anticipating provincial legislation coming forward that will have a serious impact on the Local Authorities Pension Plan.

This, in turn will have a serious impact on the staffing levels in our district. I suspect that support staff who are eligible to retire early under the current LAPP rules will exercise that opportunity prior to the January 1, 2016 implementation date of the proposed changes.

They will take with them their many years of experience, skills and knowledge. Like our students, this District needs to support our new staff as they begin their career with Edmonton Public Schools. They have massive shoes to fill!

The New Staff Orientation program is a great initiative in setting them up for success. The Administrative Assistant Training program has been expanded to include training for both higher level and entry level positions. We expect that the demand for these programs is only going to increase.

My hope is that when the 'tsunami' exodus of staff in the near future happens, the District has adequately anticipated the supports needed for recruitment and succession planning.

On Wednesday, April 17, 2013 after nearly two years of bargaining, our members ratified a Collective Agreement. As part of those negotiations, joint committees were formed to discuss our Contracting Out language and also the feasibility of the creation of a permanent Spare Supply Board for Support Staff.

Former Trustee Ripley and Trustee Shipka were the Board representatives at our Bargaining table and heard our serious concerns and frustrations regarding the appalling numbers of supply teachers who are filling Educational Assistant vacancies when there are no supply Educational Assistants available.

In our 2013 Budget Presentation, I spoke about the need to adequately staff the Support Staff Supply Pool and the use of supply teachers to fill supply educational assistant vacancies.

Here we are, after many months of discussions about this issue at the Bargaining Table, and the past year during our committee discussions about Supply Services, the practice of filling EA supply vacancies with supply teachers continues. I ask the District to take CUPE Local 3550's concerns seriously for many reasons.

1. CUPE Local 3550 believes that support staff work must be performed by support staff workers. Using non-support staff to fill these positions we believe is a form of Contracting Out which constitutes a violation of our Collective Agreement and potential lost wages for supply support staff workers. Shortage of educational assistants in the Supply Pool seems to be a chronic problem. 425 assignments in March were filled by supply teachers. Unacceptable.
2. Teachers have been hired by our district to support student learning and their role is critical in the classroom. However, many may not have the training or skills to support students with severe medical, learning or behavioural issues.
3. Fiscal Responsibility: Support staff who fill these assignments receive considerably less in wages than supply teachers. The **difference** in cost between supply educational assistants and supply teachers is in the ball park of over 1 million dollars **annually**. Those dollars could be more effectively used to address this problem if directed appropriately toward support staff recruitment and retention issues or support staff wages. We were told several times

while at the bargaining table, the district does not have an issue with recruitment and retention of support staff.

4. In the spirit of working cooperatively, we feel Administration has been provided with more than enough time to address this issue. We were patient through the bargaining discussions. We were patient this year during committee discussions. We discussed a potential target date to cease this practice as of Spring Break. Spring Break has come and gone. Now we have been advised that MAYBE this MIGHT be addressed in the next school year.
5. CUPE Local 3550's patience is depleted. We are EXTREMELY frustrated that our concerns are way down the priority list. We feel it is not right to be still begging for this issue to be addressed.

We understand the role that volunteers play in our District. However, library staff positions and FTEs are being cut when libraries are implementing a new system with the expectation that volunteers will do that work. Learning Resource Centres in schools must be maintained by competent, consistent Library Technicians to ensure our libraries remain the exciting vital hubs of the school.

What keeps CUPE Local 3550 members on the job are the children in our schools and knowing that, as partners in their education, we are making a difference in their school experiences and successes. Support staff are willing to go the extra mile in support of the quality teaching and learning that takes place every day in this district. The District needs all staff groups working together to make the wheels go round and support staff are a vital cog in this wheel. We are a proud part of the team of Edmonton Public Schools support staff, maintenance, custodial, teachers, and exempt staff who ensure 'bright futures begin here!'

Thank-you very much for your time and your attention.

The future of K-12 Public Education for Alberta's children depends on our Public School Trustees and your advocacy.

Carol Chapman,
President, CUPE Local 3550

Edmonton Public Schools



2014 BUDGET BRIEF

**Presented to the Edmonton Public Schools
Board of Trustees**

May 6, 2014

To: Chairperson and Trustee Sarah Hoffman

Trustees Cheryl Johner, Michelle Draper, Orville Chubb, Ray Martin, Ken Gibson, Michael Janz, Nathan Ip and Sherry Adams

Superintendent Darrel Robertson

Good afternoon. My name is Barry Benoit, President of Canadian Union of Public Employees, Local 474. CUPE 474 represents the Edmonton Public Schools Custodial Staff. I, the executive and members of CUPE Local 474 thank you for this opportunity to share our observations by the Local and to have a voice in the budget planning process.

The custodial staff within Edmonton Public Schools are very proud of their work and accomplishments. At the beginning or end of the day, our members take pride in ensuring that the students and staff at Edmonton Public are housed in clean, safe environments. Our members want to provide the highest possible standard of custodial care for students, staff and public.

There are concerns, however, about staffing levels, educational support, safety and collaboration between Edmonton Public and custodial staff. Our members recognize the budget restrictions that the Province has imposed on school boards in Alberta, but nevertheless believe that you can begin to take steps in the upcoming year to address some of these issues.

1. Custodial staffing levels in Edmonton's schools.

CUPE 474, again, expresses concerns about staffing levels. For over ten years we have been expressing our concerns about the slow erosion of staffing levels that was affecting our ability to do our jobs. We, again, point out that the 2007 *Kinnaird Planning and Research Ltd. Study of Operations and Maintenance Expenditures of Alberta School Districts* found that Edmonton Public's custodial workers ranked as cleaning the most square footage per hour compared to all other school districts in the province - 19% above the average. It also found that expenditures on cleaning and custodial new equipment and tools were also well below the provincial average.

CUPE 474 wishes to remind you that the Union and its members are prepared to work with the Board and administrators to implement changes in the least disruptive and most cost-effective way possible. However, our recommendations will mean something only if custodial services are valued by this Board.

We recommend the Board take steps in the upcoming year to restore custodial staffing to levels required to achieve objective standards for facility maintenance and cleanliness. Custodial staffing should be based on such variables as school size, age of facility, student enrollment, staff population and community use. Based on our surveys of other districts and facilities, we consider the following to be basic requirements.

- a) Regardless of enrollment, no school of 50,000 sq ft. or less should be staffed with less than 2.5 FTE, including a full-time Head Custodian. Facilities of 100,000 sq ft or more

must have a Utility Custodian (with few exceptions). Where twinning occurs, each location should have its own Head Custodian and custodial staff.

- b) Locations between 50,000 and 100,000 require a minimum of 3-4 full-time custodial staff.

2. There is no incentive to be a Head Custodian. Head Custodians are the ones who bear the brunt of staff shortages. Amongst other duties, your Head Custodians assist with hiring, supervising and training of custodial staff, develop work schedules and assign duties. They must find time to perform daily checks of the building, respond to requests or concerns from staff and advise the Decision Unit Administrator or designate of any problems, issues or concerns. They have to order and maintain custodial supplies, tools and equipment; liaise with City and assist with bookings as required. They monitor and report problems on boilers, HVAC systems, pressure vessels and safety devices and initiate repairs and provide mechanical training to other staff. In addition, they are in charge of health & safety, must report potential hazards and unsafe conditions to administration; report workplace accidents and incidents to the administration, ensure supplier labels and workplace labels are appropriately affixed, select and ensure the appropriate use of personal protective equipment for all custodial staff; ensure custodial staff receive appropriate training, and that they are aware of and comply with practices and procedures. All of these duties and more are performed by the Head Custodian for \$1.00 per hour more than the Custodians.

There are schools within the district that have had increased staff turnover due to the stress and increased duties that Head Custodians and staff believe they have to perform. This struggle to complete all the work expected is exacerbated by the decrease in staffing, trained staff, and unrealistic square footage cleaning expectations.

3. Custodial replacement staff. The current number of spare custodians is not sufficient to cover for staff on leave. Replacing them with temporary staff is not an answer, as they seldom have the experience or qualifications; e.g., a power engineer's certificate or training in school heating/cooling systems. Few have prior experience in an education environments or even the most basic in-service training. Worse yet are the times when no custodial staff is on duty, because spare or temporary custodians are not available. There are times where facilities are in use but no custodial staff is assigned.

- a) ***We recommend that this Board take steps to increase the complement of custodial staff on the spare board to address temporary staff shortages.***
- b) Identify temporary positions that are more accurately classified as permanent, and to provide the additional training they need to shift to these positions.

4. The Staffing Formula needs to be revisited primarily because it utilizes a ratio of custodial staff to school cleaning which ignores the wide range of custodial work actually being done. Competing demands for a custodian's time cut into time available for the cleaning duties on which the formula is based. All custodians, not just Head Custodians, are responsible for core tasks that require time and effort regardless of the size of the facility;

For example a Custodial Assistant may be scheduled to have four hours to clean 12 rooms and 2 bathrooms. A quick glance at the schedule may indicate that this is not an unreasonable work expectation. What is not taken into consideration is all of the other expectations that bite into the time allotted. This Custodial Assistant may have to also secure building and take care of rentals - shortened by a 15 minute break and the time required to open doors for rentals, and at least ten minutes after to walk through with groups after to check for damages. What happens if there is a staff shortage? Usually, that Custodial Assistant has to increase the number of rooms cleaned. Being told to just empty the garbage and move on means the standards of cleanliness are severely compromised.

As the Kinnard Planning Report indicated, Edmonton Public is currently cleaning the most square footage per hour; however, a new formula must be implemented, which recognizes actual custodial workload. This workload must reflect such factors as: the age of the school, the student population, the level of community use after hours and on weekends, and the kinds of tasks (for example, snow removal and grounds care) are included in the custodian's responsibilities.

5. **There remains a significant need for a support system.** Presently there are 2 custodial consultants and one custodial mentor. These positions were conceived as a joint venture between the Board and CUPE 474. This innovation became part of the critical ingredients for custodial professional development. In particular the Education and Training consultant delivered cleaning modules, safety certification and computer training. Each of these components ensured that the custodial staff were educated in the latest cleaning and work safety techniques.

At the present time, there is no Acting Education and Training consultant. It is very important that we retain this position which is essential in maintaining a properly trained and informed custodial workforce in the District.

We recommend that this Board take steps to ensure that the 2 custodial consultants and custodial mentor positions be maintained.

This Board is aware of all the studies that CUPE 474 has presented in the past. These studies clearly indicated that students learn better in a clean and well maintained environment. The basis of custodial work is to strive for the optimal health, safety and comfort of the occupants of the building.

While the requirements may have changed with the change to high efficiency heating systems, the expectation of safety for our students has not. Having a qualified Power Engineer overseeing the operation of all aspects of the heating plant is just best practice. While the kilowatt ratings of the heating plants have been a topic of discussion in regards to the level of certification needed by custodial staff, it still remains that to have a qualified Power Engineer monitoring the boilers is, again, just best practice.

CUPE 474 members want what is best for the students and staff of Edmonton Public Schools. Our members value being part of the learning process along with Administration, Support Staff, Exempt Staff and Maintenance to support the work that is being done in the classrooms by teachers. We all want students to be able to learn in a safe, healthy and caring environment.

CUPE Local 474 is proud to be part of Edmonton Public Schools team and would like to thank the Board for your time and attention today.

Barry Benoit, President
CUPE Local 474

2014

I would like to thank the trustees for inviting me to speak today about the upcoming year's budget with regards to maintenance and construction.

I am Jeff McIntyre, the current president of CUPE Local 784, representing approximately 176 employees who maintain your schools. We keep the heat running, clear your snowy parking lots, maintain the lighting, and install security and PA systems just to name a few of the things we do. Basically if you need it fixed or installed, we are your guys.

I am also a full-time electrician for EPSB who has personally felt and seen the impacts of last years' budget cut within the district.

Last year I stood here and made a presentation regarding our concerns for the health of the school board buildings and operations if drastic cuts were made. Many of those fears have come true. Since last year I have seen an almost 25% decline of the maintenance staff employed in the district.

Today I would like to share with you some of the things that have changed and are changing, many in just one year's time.

The City is Changing

The City of Edmonton is growing and bringing thousands of additional school aged children to the district. Every day we are noticing busier schools and more make-shift classrooms in libraries, gymnasiums, and common areas.

This means more computers, more desks, more wear and tear, and just generally more maintenance.

There are also P3 schools with a separate contractor maintaining those buildings. But when that contractor does not respond or doesn't respond in a timely manner, we are there to jump in and fix any problems that arise. I have personally been to many of these P3 schools and have been told by the custodian or administration staff that they miss having a school maintained by EPSB maintenance staff.

You've had to do an exceptional amount of work to deal with the growing city and growing demand on our schools and school system, and all that trickles down the line meaning more work for us as well.

I want to be clear that we are not complaining about doing more work, in fact we relish in the opportunity to show every school our vast talents and expertise that we are so proud of.

I mention this to show that while there are thousands more students, and dozens of more rooms to maintain, the staff employed to maintain them have decreased by almost a quarter.

While doing research for this presentation I came across an old document that shows in 1959 when the maintenance local was first organized, there were 175 employed in our local.

Today there are 176. That means that while the school board has added multiple dozens of buildings and tens of thousands of students, we currently have 1 more maintenance staff. It makes it easy to see why so many of our schools are in rough shape.

Current Adversity

Last year the school board said we'd have to do, "less with less"; however, each individual maintenance employee is working harder to do more, but it is an incredibly difficult struggle trying to keep up to the work. Some days we race from site to site dealing with nothing but the absolute most urgent emergencies. As we do the highest priority work first we face pressure from angry school staff who have seen wait times increase for non-emergent jobs. Stress is constantly high as worry about job security and our continued capacity to maintain the best possible learning environments. We feel immense pressure each day we come to work trying to keep the schools warm and safe. This year, quite literally, grown men have been brought to tears as the pressure has overcome them at work. Sobbing employees is not a long term recipe for success! We worry about the lasting impact the current maintenance staffing levels will have.

Succession Planning

As predicted, last year we had a record year for retirements with approximately 6% of our staff leaving to start the next chapter of their lives. Things were looking good with new younger employees who had gone through training and were well prepared to take over the responsibilities of the soon to be retired. These younger employees were being trained on systems and equipment that our senior members know how to maintain, and we were prepared to transition those retirees and our maintenance work successfully.

The problem now is that these younger trained employees have been laid off and we don't have the man power to properly take over those responsibilities. We predict that we will see an even bigger increase in retiring maintenance staff next year.

But if we act quickly I believe we can recruit some of the recently laid off employees back to EPSB. That window is closing fast though.

I have spoken to many of the laid off members who say they have found good jobs since leave the district, but who would return to EPSB because they see us as a family, they love helping children, and this job gives them a satisfaction that other jobs don't. They won't feel like this forever, especially if time passes and it feels like we've given up on them.

I know some of you may be thinking that we could just hire new staff if those who are gone now don't return. That may not be as easy as you think. EPSB doesn't have the attraction and retention that it once had. With outside contractor rates increasing, the constant threat of pension benefits decreasing, a growing reputation of job insecurity and a plethora of jobs available in a booming city, you might not see that many resumes coming across your desk.

Now let's assume we can get some new qualified staff. Who is going to train them? As I mentioned last year in my presentation, we have a very unique set of buildings with very uniquely trained staff who know how to fix and maintain them. Whether it's knowing where all the nooks and crannies are that contain all the various apparatus necessary to operate a building or a 100 year old boiler and temperature controls system that's undergone several modernizations and now has 100, 50 and 30 year old parts all integrated to work together, we currently have someone intimately familiar with that system and how to maintain it.

We do want to thank the board for trying to work with us to get through these issues. Last fall we requested a meeting to share some ideas from our members to help save jobs. I felt it was a productive meeting with our current superintendent Darryl Robertson in attendance.

Although not all of our ideas shared were implemented, we felt it was a positive experience. I look forward to more idea sharing opportunities that could possibly help the district as a whole.

We also thank you for any advocating that is being done with the province to build schools using a model that will allow us to properly maintain our buildings for decades to come.

Conclusion

This was a bad year. We are pleading with you to help us make next year a little better. We will continue to work as hard as possible to maintain our schools in the safest manner possible. We are strong but there is a limit to what they can accomplish if things stay status quo.

Let me reiterate, we are up to the challenge. We are willing, but we just need a some help from you.

DATE: June 24, 2014

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Optimal Enrolment Limit (Response to Request for Information #019)

ORIGINATOR: David Fraser, Executive Director, Corporate Services

RESOURCE STAFF: Leanne Fedor, Constantine Kastrinos, Lorne Parker, Jim Ray

REFERENCE: April 10, 2014 Board Meeting (Trustee Martin)
HC.AR - Student Accommodation

ISSUE

The following information has been requested:

1. How does the District balance the purpose of Optimal Enrolment Limits with the District's core value of equity?
2. 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 core value of equity without noticeably upsetting the balance between equity and the expectation of parents/students to choose the school of choice?

BACKGROUND

The District has an Administrative Regulation HC.AR - Student Accommodation, which states that "each school shall be responsible for accommodating all students in its attendance area". This Administrative Regulation mandates that schools are required to accommodate students residing within their attendance area prior to enrolling students who do not reside in their attendance area. As a district of choice, students may choose to enrol in a school that is not their designated school as long as space is available and the student meets the pre-enrolment deadline of the school or program and the program entrance requirements.

CURRENT SITUATION

Schools have finite capacity in which to provide ideal learning environments. One of the methods the District uses to manage enrolment of students who do not reside in that given school's attendance area, is the application of an Optimal Enrolment Limit (OEL). As schools are required to accommodate students within their attendance areas first, OELs only become applicable when there is space in a school to accept students from outside the designated attendance area. Many schools that are nearing or are beyond their OEL primarily accommodate students from within their attendance areas.

An OEL is a tool used to manage enrolment that may or may not represent a specific number of students, and does not consistently reflect the student capacity of the building. OELs can be applied to a specific grade, a specific program and/or the total school. An OEL is a subjective number that may vary from year to year and depends upon enrolment pressure and the preferred use of school space. Schools will generally accommodate as many students as possible up to the

established optimal enrolment guideline. Adherence to an OEL is the responsibility of each school administration, and that is why limits are established and confirmed in consultation with the school principals on a yearly basis.

OELs provide:

- Increased ability to manage enrolment issues and concerns
- Increased opportunities to balance enrolment of programs
- Increased equity for admission
- Increased ability to manage space as a resource

Within the context of finite capacity, OELs address the District's core value of equity by ensuring equitable access to desired programming. Equity is realized through the implementation of the random selection process. Random selections ensure equity of access by giving families an equal chance of being selected for available spaces once attendance area students are accommodated.

Administrative Regulation HC.AR – Student Accommodation #11 states that “In a school or program with an optimal enrolment limit, the admission of new students from outside the attendance area shall be governed by a process that allows an equal chance of admission to all eligible students. The random selection process shall be conducted on the date specified in the annually-published pre-enrolment process.”

Although lowering OELs at schools that are oversubscribed will push out of attendance area students to other available space, there is no guarantee that limiting space at one school will drive students to neighbouring schools. The same can be said in regard to the modification or reduction of attendance areas.

A recent example of restricting or lowering OELs at a district school and the after effects of the redesignation of students can be evidenced through the outcomes of the Growth Accommodation Plan. Students residing in the neighbourhood of Windermere were designated to Brander Gardens School for the 2013-2014 school year. As an outcome of the Growth Accommodation Plan, this neighbourhood was designated to McKee School for the 2014-2015 school year. Pre-enrolment data has shown that relatively few students have chosen to pre-enrol at their newly designated school. Although transportation is provided to the designated school, students residing in this neighbourhood have chosen to pre-enrol at a variety of other schools.

Families make school choices based on a number of complex factors. Location and transportation are two significant factors when families select a school, but they are often a trade off with programming and course options. Choice of school can take into consideration such factors as the type of school, location and programs offered. However, there are other factors which can also affect the choice of school including where a student's friends are attending, the availability of nearby child care and environmental factors, such as first impressions. In part or in combination, different families will weigh each of these factors in their own way. When families do not gain access to their desired school they will use the same factors mentioned above to choose another school, either within or outside of the District.

The lowering of OELs may or may not result in students being pushed to the desired school sites. As excess capacity in the District declines, there will be fewer choices for families to

make; therefore, it is more likely students will end up being pushed to the desired underutilized schools. However, with the spectrum of choices that families have in the scope of specialized programming within and outside of Edmonton Public Schools, the predictability of future migration patterns is uncertain.

The District currently has a number of schools which have chosen to adhere to OELs which are lower than their actual capacities. This strategy allows schools to maintain space specific rooms (dedicated art rooms) and/or to house lease or partnership groups. In order to maintain space for partners or lease groups, schools must limit the number of out of attendance area students they choose to enrol. As space is finite, decisions must be made with regard to how space is utilized, and this includes the requirement for partner and lease group space. In many cases where excess space is limited, a choice must be made between increasing enrolment and the ability to provide wrap around services and partner space.

KEY POINTS

- OELs provide the District with the mechanism to manage enrolment issues and concerns, balance enrolment of programs, increase equity for admission to schools and manage space as a resource.
- Random selections ensure equity of access to district schools by giving families an equal chance of being selected for available spaces once attendance area students are accommodated.
- Many schools that are nearing or beyond their OELs primarily accommodate students from within their attendance areas. A change in the OEL of those schools would not push students out of these schools as they are guaranteed access as attendance area students. The only method in which to redirect these students would be through a change in attendance area boundaries.
- As a district of choice, the range of options that are available to families makes it difficult to predict what school they will choose to send their child(ren) to.

ATTACHMENTS & APPENDICES

ATTACHMENT I HC.AR – Student Accommodation

ATTACHMENT II Schools with Enrolment Limits for 2014-2015

LF:ks

STUDENT ACCOMMODATION**Code: HC.AR****Topic: Student Accommodation****Issue Date: 22/04/2014****Effective Date: 14/04/2014****Review Year: 2015****OBJECTIVE****To provide direction and process for the accommodation of students.****DEFINITIONS****Attendance Area:** a geographic area which defines the student population for which each school is responsible.**Secondary Attendance Area:** a geographic area which would allow students, resident in that area, to have preferential access for a specific school, after the school has accommodated students from within the designated attendance area, and before students residing outside of the secondary attendance area. This does not provide a guaranteed right of access to the school served by the secondary attendance area, and is dependent on available space in planned classrooms, within the school.**Closed Boundary:** the condition which exists when a school cannot accept new students from outside its attendance area.**Optimal Enrolment Limit:** a limit on the number of students to be accommodated at a school or in a program. It differs from a closed boundary in that the school is able to accommodate some new students from outside its attendance area, providing that they meet any relevant admission criteria.**Independent student:** a student who is 18 years of age or older, or 16 years of age or older and who is living independently, or who is party to an agreement under Section 57.2 of the Child, Youth and Family Enhancement Act, Section 1(1)(m) School Act.**REGULATION**

1. Each school shall be responsible for accommodating all students in its attendance area.
2. A school shall accommodate all students who wish to attend the school, except as outlined in sections 6, 7, 8 and 9.
3. Subject to board policy and regulation, once a student is enrolled in a school, the student shall be permitted to continue to attend that school until his or her program is completed. * See Addendum 1
4. Principals shall ensure that the school's current students participate in the District's spring pre-enrolment process. Pre-enrolment guarantees a student's accommodation for the subsequent year and represents a commitment to that school.
5. Between the end of the pre-enrolment process and the first instructional day, requests to enrol in a school other than the one confirmed during pre-enrolment will be considered where space in planned classes permits. Notwithstanding this provision, a school which has admitted students through the random selection process is deemed to have reached its optimal enrolment limit, and shall not be permitted to accept any students, other than those who are eligible to claim a space because they live in that school's attendance area;
 - a) as a result of a move after the end of the pre-enrolment process; or
 - b) because they have not participated in the pre-enrolment process, subject to the provisions of sections 4 and 8.
6. If the Principal, in consultation with the parents, determines that the school cannot provide programming that will meet the needs of a student, the Principal shall identify and facilitate an alternative placement.
7. After the first instructional day of a school year, a principal may refuse to enrol a student residing in the school's attendance area if the student is already enrolled in another school and is not newly resident in the city or the attendance area.
8. A student's choice of attending a school other than the one in whose attendance area he or she resides may be limited if any one of the following applies:
 - a. the school or program chosen has a closed boundary or an optimal enrolment limit; or
 - b. the school, in the judgment of the Principal and in consultation with the parents, cannot meet the needs of the student; or
 - c. the student has not participated in the District's pre-enrolment process by submitting his/her district passport by the required date; or
 - d. it is after the first instructional day of the school year.

Notwithstanding 8c above, a student enrolled at a given school as of June 30 of a school year remains the responsibility of that school for the ensuing school year, unless the student is changing schools providing that they meet any relevant admission criteria. * See Addendum 1

9. Principals, in consultation with District Planning staff, may establish closed boundaries or an optimal enrolment limit for their school or for one or more programs in their school.
10. Where a school has a closed boundary or an optimal enrolment limit, the sibling of a student already in attendance at a school shall be permitted to enrol in the same school if both siblings will be enrolled in the school at the same time, and the sibling wishing to enrol meets any relevant admission criteria. ** See Addendum 2
11. In a school or program with an optimal enrolment limit, the admission of new students from outside the attendance area shall be governed by a process that allows an equal chance of admission to all eligible students. The random selection process shall be conducted on the date specified in the annually-published pre-enrolment process.
12. A school or program with an optimal enrolment limit shall not contact students who were not successful in gaining admission through the random selection process referred to in section 11 above to offer enrolment for the upcoming year.
13. International students and students residing outside the City of Edmonton who are not already enrolled at a school may be refused enrolment for the upcoming year if the specific school has closed boundaries or an optimal enrolment limit.
14. There is an expectation that all students will complete high school within three years of completing Grade 9. Students who are not yet 20 years of age on September 1 and who wish to enrol for additional programming may be accommodated:
 - a. in courses provided by Centre High,
 - b. by the Learning Store outreach programs, or Argyll Home Education Centre, or Metro Continuing Education evening or Saturday classes,
 - c. in a district high school for a fourth year, providing they meet the following criteria:
 - i. able to complete their program of studies in their fourth year,
 - ii. program is offered at the same school that they attended in year three of high school, and
 - iii. meet all other conditions outlined in the School Act.
 - d. on an exceptional basis and with the approval of the school's principal, a student with extenuating:
 - i. medical conditions,
 - ii. special needs that cannot be met in courses provided by Centre High, or
 - iii. personal circumstances may be enrolled for a fourth or subsequent year in a district high school.

***Addendum 1**

Effective for the 2014-15 school year, this clause shall be suspended and therefore not apply, to the following schools and neighbourhoods:

- Blair McPherson School for current elementary students and children residing outside of the Maple, Tamarack, Tamarack Common, and Wild Rose neighbourhoods; and
- Michael Strembitsky School for students and children residing outside of Summerside East and Summerside West.

****Addendum 2**

Effective September 2014, this clause shall be suspended and therefore not apply, to the following schools and neighbourhoods:

- Brander Gardens School for students and children residing outside of the Brander Gardens, Ramsey Heights, Magrath, MacTaggart and Hodgson neighbourhoods;
- Bisset School for students residing outside of the Bisset, Silver Berry West and Silver Berry East neighbourhoods;
- Blair McPherson School for students and children residing outside of the Maple, Tamarack, Tamarack Common, and Wild Rose neighbourhoods; and
- Michael Strembitsky School for students and children residing outside of Summerside East and Summerside West. The decision to accommodate siblings from Summerside West shall be reviewed on an annual basis.

REFERENCES

AB.BP Appeals
 HB.AR Student Placement
 HC.BP Student Accommodation
 HEC.BP Student Admission to the District
 Child, Youth and Family Enhancement Act - January 1, 2014
 School Act
 (please see Sections 1(1)(m), 8, 13, 44, and 60(3)(b), of the School Act)



EDMONTON PUBLIC SCHOOLS

As of March, 2014

SCHOOLS WITH CLOSED BOUNDARIES FOR 2014-2015:

FLORENCE HALLOCK, JOHNNY BRIGHT, KATE CHEGWIN,
LANSDOWNE, MENISA, POLLARD MEADOWS, SATOO

SCHOOLS WITH ENTRANCE CRITERIA AND OPTIMAL ENROLMENT LIMITS FOR 2014-2015:

CRESTWOOD, GRANDVIEW HEIGHTS, OLD SCONA, VICTORIA

SCHOOLS WITH ENROLMENT LIMITS FOR 2014-2015

SCHOOL	TOTAL SCHOOL	APPLIED TO / LIMIT
A. Blair McPherson	900	Kindergarten- 3 classes
Abbott	250	Kindergarten - 40 Students (1 Cree extended, 1 regular class) Grade 1 – 60 Students (1 Cree extended, 2 regular classes)
Aldergrove	300	Not grade or program specific
Allendale	450	Cogito - 2 classes per grade German Bilingual - 2 classes per grade
Athlone	180	Regular Program - 1 class per grade
Avalon	600	French Immersion - 3 classes per grade
Avonmore	Not Applicable	Regular Program - 1 class per grade Nellie McClung - 1 class per grade Waldorf Program - 1 class per grade
Balwin	475	Not grade or program specific
Baturyn	380	Not grade or program specific
Beacon Heights	165	Kindergarten - 2 classes Grades 1 to 6 - 1 class per grade
Belgravia	145	Kindergarten - 1 class – 25 Students Grades 1 to 6 – 5 classes - 120 Students
Belmead	300	Kindergarten- 2 classes (40 students) Grade 1 - 1 class
Belmont	310	Logos Program - 1 class per grade Regular Program - 1 class per grade
Bessie Nichols	850	Kindergarten – 3 classes
Bisset	375	Kindergarten- 2 classes
Brander Gardens	375	Regular Program - 1 class per grade French Immersion Program - 2 classes per grade
Brookside	330	Regular Program - 2 classes per grade
Caernarvon	460	Mandarin Bilingual Program - 1 class per grade Regular Program - 2 classes per grade
Calder	Not Applicable	Arabic Bilingual Program - 1 class per grade Regular Program - 1 class per grade
Callingwood	275	Not grade or program specific
Centennial	310	Kindergarten - 2 classes
Clara Tyner	175	Not grade or program specific
Crawford Plains	350	Not grade or program specific
Crestwood	415	Elementary Program - 7 classes Junior High Program - 9 classes
D.S MacKenzie	550	Grade 7 – 150 students Grade 8 – 200 students Grade 9 – 200 students
Daly Grove	375	Kindergarten- 2 classes
Dan Knott	560	Grade 7- 200 students Grade 8- 180 students Grade 9- 180 students
Delwood	500	French Immersion Program - 2 classes per grade
Dickinsfield	410	Not grade or program specific
Dr. Donald Massey	900	3 classes per grade
Donnan	350	Sakinah Circle Program- 1 class per grade
Dovercourt	300	Mandarin Bilingual - 1 class per grade
Dunluce	425	French Immersion – 2 Kindergarten classes
Earl Buxton	515	Kindergarten – 3 classes
Eastglen	1050	Grade 10 - 350 Students Grade 11- 350 Students Grade 12 – 350 Students
Edith Rogers	450	Cogito- 2 classes per grade (30 students per class) Grade 7- 150 students (including Cogito)
Edmonton Christian School Senior High Campus	450	Grade 10 - 150 Students AP – 1 class per grade
Edmonton Christian School Northeast Campus	581	Not grade or program specific
Edmonton Christian School West Campus	633	Not grade or program specific
Elizabeth Finch	850	3 classes per grade

SCHOOL	TOTAL SCHOOL	APPLIED TO / LIMIT
Elmwood	Not Applicable	Kindergarten – 20 students Grade 1 – 20 students
Ellerslie Campus	560	Kindergarten - 4 classes Grade 7 - 2 classes
Esther Starkman	900	Kindergarten – 70 students
Evansdale	430	Kindergarten- 60 students Grade 1- 50 students Kindergarten to Grade 6- 2 classes per grade
Florence Hallock	Not Applicable	Closed Boundaries
Fraser	300	Not grade or program specific
Garneau	320	Child Study Centre- 2 kindergarten classes (22 students per class) Regular Program Kindergarten – 1 class (22 students) Child Study Centre - Gr. 1-3: 23 students per grade Child Study Centre- Gr. 4-6: 25 students per grade
George H. Luck	425	Kindergarten- 2 classes
George P. Nicholson	450	Division I - 25 students per class Division II - 26 students per class
Glendale	165	Not grade or program specific
Glengarry	650	Kindergarten - 4 classes
Glenora	186	Not grade or program specific
Grace Martin	Not Applicable	Sakinah Circle (Kindergarten) - 22 students Sakinah Circle (Grades 1 and 2) - 25 students per class Grades 3 to 6 - 28
Grandview Heights	315	Grades 1 - 3, 1 class per grade (20 students per class) Grades 4-6, 1 class per grade (25 students per class) Grades 7-9, 2 classes per grade (60 students per grade)
Greenfield	500	Regular Program - 12 classes French Immersion Program - 13 classes
Greenview	440	Regular Program - 1 Kindergarten class French Immersion Program - 2 Kindergarten classes
Harry Ainlay	2100	Grade 10 - 700 Students Grade 11 - 700 Students Grade 12 - 700 Students
Hazeldean	Not Applicable	Kindergarten - 28 Students Grades 1 to 6 - 1 class per grade
Hillcrest	550	Not grade or program specific
Hillview	245	Early Education - 75 Regular Program Kindergarten - 21 Students Regular Program Grade 1 - 25 Students
Holyrood	500	French Immersion Kindergarten - 3 classes (20 students per class) French Immersion Division I - 3 classes per grade French Immersion Division II - 2 classes per grade Regular Program - 7 classes total
Homesteader	242	Early Education Program - 50 Students Regular Program - 1 class per grade
J.A. Fife	450	French Immersion Program - 1 class per grade
J. Percy Page	1145	Grade 10 - 385 Students Grade 11 - 385 Students Grade 12 – 385 Students
Jackson Heights	310	Regular Program - 2 classes per grade
Jasper Place	2225	Grade 10 - 775 Students Grade 11 - 725 Students Grade 12 – 725 Students
John D. Bracco	575	Not grade or program specific
Johnny Bright	Not Applicable	Closed Boundaries
Julia Kiniski	390	Kindergarten- 2 classes
Kameyosek	275	Cogito Program - 1 classes per grade Regular Program - 1 class per grade
Kate Chegwin	600	Closed Boundaries
Keheewin	400	Kindergarten - 2 classes
Kenilworth	450	Not grade or program specific
Kensington	350	Not grade or program specific
Kildare	550	Mandarin Bilingual Program K to Grade 3 - 3 classes per grade Mandarin Bilingual Grade 4 to 6 - 2 classes per grade
Kirkness	340	Kindergarten- 2 classes
Lago Lindo	370	2 Kindergarten classes
Lansdowne	200	Closed Boundaries
Laurier Heights	500	French Immersion Program - K to Grade 1 - 2 classes per grade French Immersion Program - Grade 7- 1 class Regular Program K to Grade 7 - 1 class per grade
Lendrum	300	Regular Program - 1 classes per grade French Immersion - 1 class per grade
Lillian Osborne	1020	Grade 10 - 340 Students Grade 11 - 340 Students Grade 12 - 340 Students
Londonderry	720	Mandarin Bilingual Program - 2 classes per grade Regular Program (Grade 7) - 234 students
Lorelei	390	Regular Program - 2 classes per grade
Lymburn	425	Kindergarten – 2 classes

SCHOOL	TOTAL SCHOOL	APPLIED TO / LIMIT
M.E. LaZerte	1920	Grade 10 - 640 Students Grade 11 - 640 Students Grade 12 - 640 Students
Malmo	350	<i>Arabic Bilingual Program - 2 classes per grade</i>
Major-General Griesbach	460	Regular Program Kindergarten to Grade 1 - 2 classes per grade Regular Program Grade 7 to Grade 9 - 2 classes per grade
Mary Butterworth	600	Not grade or program specific
Mayfield	300	Kindergarten - 20 Students Grades 1 to 6 - 200 Students
McKernan	600	French Immersion Kindergarten - 24 Students
McArthur	325	2 classes per grade
McLeod	360	Kindergarten- 2 classes
McNally	1145	Grade 10 - 385 Students Grade 11- 385 Students Grade 12 - 385 Students
Meadowlark	432	Mandarin Bilingual Program - 2 classes per grade
Meadowlark Christian	Not Applicable	Kindergarten to Grade 3- 1 class per grade (25 students) Grade 4 to Grade 6 - 1 class per grade (30 students) Grade 7 - 2 classes (32 students each) Grade 8 to Grade 9 - 1 class per grade (32 students)
Menisa	Not Applicable	Closed Boundaries
Meyokumin	490	Cogito Program - 2 classes per grade Regular Program - 1 class per grade
Meyonohk	440	Mandarin Bilingual Program - 2 classes per grade Regular Program - 1 class per grade
Michael A. Kostek	460	Kindergarten to Grade 3 - 3 classes per grade
Michael Strembitsky	900	Kindergarten- 3 classes
Mill Creek	350	Spanish Program - 2 classes per grade (25 students per class)
Millwoods Christian	760	Not grade or program specific
Minchau	290	2 classes per grade
Montrose	175	Kindergarten - 1 class
Mount Pleasant	335	Cogito Program Kindergarten to Grade 6 - 2 classes per grade
Northmount	457	Cogito Program - 1 class per grade Regular Program - 1 class per grade
Norwood	240	Division I- 7 classes Division II- 4 classes
Old Scona	360	Grade 10 - 120 Students
Ormsby	450	Kindergarten - 2 classes
Ottewell	640	Grade 7 Regular Program- 115 Grade 7 Mandarin Program- 1 class Grade 7 Academic Challenge- 2 classes
Overlanders	270	Not grade or program specific
Parkview	725	Kindergarten to Grade. 6 - 1 class per grade Grade 7 - 7 classes
Patricia Heights	295	Not grade or program specific
Pollard Meadows	425	Regular Program- Closed Boundaries Cogito- 1 class per grade
Prince Charles	340	Not grade or program specific
Queen Elizabeth	1350	Grade 10 - 450 Students Grade 11 - 450 Students Grade 12 - 450 Students
R.J. Scott	140	Regular - 1 class per Kindergarten to Grade 6
Richard Secord	560	French Immersion Program - 1 class per grade Cogito Program - 2 classes per grade
Rideau Park	245	German Bilingual Program - 1 class per grade
Rio Terrace	375	Not grade or program specific
Riverbend	630	Grade 7 - 7 classes (includes 2 Challenge) Grade 8 - 7 classes (includes 2 Challenge) Grade 9 - 7 classes (includes 2 Challenge)
Rosslyn	500	Challenge Program - 2 classes per grade (60 Students per grade)
Ross Sheppard	1920	Grade 10 - 640 Students Grade 11- 640 Students Grade 12 - 640 Students
S. Bruce Smith	550	Not grade or program specific
Sakaw	375	Kindergarten- 2 classes
Satoo	325	Closed Boundaries
Scott Robertson	300	Kindergarten - 20 students Grade 1 - 21 students
Sifton	300	Not grade or program specific
Spruce Avenue	300	Not grade or program specific
Steinhauer	375	3 classes per grade
Stratford	625	Kindergarten to Grade 6 - 3 classes per grade Grade 7 to 9 - 2 classes per grade
Strathcona	1400	Grade 10 - 475 Students Grade 11- 475 Students Grade 12 - 450 Students

SCHOOL	TOTAL SCHOOL	APPLIED TO / LIMIT
Sweet Grass	450	Spanish Program- 2 kindergarten classes Regular Program- 1 class per grade
T.D. Baker	690	Not grade or program specific
Tipaskan	275	Kindergarten- 1 class
Velma E. Baker	400	Kindergarten - 2 classes
Vernon Barford	765	Grade 7 - 240 Students (includes 2 Challenge) Grade 8 - 6 classes regular, 2 Challenge Grade 9 - 6 classes regular, 2 Challenge
Victoria School of Performing & Visual Arts	920 (High School)	Grade 10 - 310 Students Grade 11 - 310 Students Grade 12 - 310 Students
Vimy Ridge	950	Grade 7 to Grade 9 - 550 students Grade 10 to Grade 12 - 400 students
Virginia Park	205	Kindergarten- 1 class
W.P Wagner	1395	Grade 10 - 470 Students Grade 11 - 470 Students Grade 12 - 470 Students
Weinlos	375	Not grade or program specific
Westbrook	465	Kindergarten - 2 classes Challenge - 1 class per grade
Westglen	275	Kindergarten - 2 classes
Westminster	535	Grade 7 - 175 Students
Windsor Park	180	Kindergarten – 1 class (24 students) Grade 1 to Grade 6 - 1 class per grade
Winterburn	500	Kindergarten - 2 class
York	335	Challenge - 15 students per grade
Youngstown	550	Kindergarten Logos - 1 class (half day) Kindergarten Regular - 2 classes (1 half day/1 full day)

DATE: June 24, 2014

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Alberta Schools Alternative Procurement (ASAP) and Public, Private Partnership (P3) Successes and Challenges (Response to Request for Information #023)

ORIGINATOR: David Fraser, Executive Director Corporate Services

RESOURCE STAFF: Ken Erickson, Terri Gosine, Roland Labbe, Garry Padlewski, Larry Schwenneker

REFERENCE: April 22, 2014, Board Meeting (Trustee Martin)

ISSUE

The following information was requested:

Provide information on the successes and challenges experienced working within a P3 model for the ASAP schools.

BACKGROUND

ASAP is a program that the Alberta Government developed to reduce delivery time and cost of building new schools. A P3 project bundles school construction along with the financing and maintenance over a 30 year life span. After 30 years the maintenance of the school is returned back to the District.

A total of nine schools have been received by the District under this program. Esther Starkman, Florence Hallock, A. Blair McPherson, Johnny Bright, Dr. Donald Massey and Elizabeth Finch were the six schools received by the District in 2010. Major-General Griesbach, Bessie Nichols and Michael Strembitsky schools were received in 2012.

CURRENT SITUATION

Since the inception of the ASAP schools, Edmonton Public Schools (EPSB) staff have encountered challenges and successes with the changes resulting from the ASAP and P3 structure.

KEY POINTS

The successes are identified as:

- The schools were constructed in a short timeline allowing EPSB to provide nine new schools to serve developing neighbourhoods.
- The traditional method of design-build would not have provided the schools in the same time frame.
- Since each school was the same standard design, over time the contractor became more efficient with the construction.
- Unique, individually designed schools would have resulted in higher architectural costs.
- In the ASAP I and ASAP II programs all schools were built identical in design and programming.

The challenges are identified as:

- A great deal of time was required clarifying the roles of EPSB staff, Alberta Infrastructure staff and the third-party maintenance provider contractor staff.
- The process for schools to request maintenance, repair or modifications must occur with the third-party maintenance provider, rather than through the standard Facilities Service Order desk. There are times when responsibility is not clear and emergent work is delayed.
- The third-party maintenance provider does not employ a full complement of trades staff. When a problem arises or a modification is requested, the maintenance provider requires an external trade contractor to assess a problem or provide a modification quote prior to determining cost and timeline for the repair or modification.
- Changes or modifications to the building or its equipment require the cost of the item, cost of the modification and cost of maintenance for the remainder of the contract until the school is turned over to EPSB. This makes the cost of changes appear as inflated.

ATTACHMENTS & APPENDICES

N/A

KE:kk

DATE: June 24, 2014

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Delegation of Authority – 2014 Summer Recess

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

REFERENCE: [School Act](#) Sections 61, 65(2), 65(3), 67(1)

ISSUE

Each year, at the conclusion of the last scheduled public board meeting prior to the summer recess, the Board delegates authority to the Superintendent of Schools to make decisions on behalf of the Board during the summer recess.

RECOMMENDATION

1. That, in accordance with Sections 67(1), 65(2) and 65(3) of the *School Act*, any special board meetings during the 2014 summer recess be at the call of the Board Chair or, in her absence, the Board Vice-Chair.
2. That, in accordance with Section 61(1) of the *School Act*, effective June 24, 2014, delegation of authority to the Superintendent of Schools to make decisions during the 2014 summer recess on behalf of the Board be approved.
3. That a report of all such decisions be brought to the first public board meeting in the fall of 2014.

BACKGROUND

The first recommendation provides for the calling of special board meetings during the summer recess in the event that special meetings are necessary for Trustees to address critical matters.

The second recommendation is intended to cover other matters which normally would come to the Board but which the Board is authorized to delegate under Section 61 of the *School Act*.

RELATED FACTS

The delegation of authority is effective June 24, 2014 following the last official meeting of the Board.

CONSIDERATIONS & ANALYSIS

Should a special board meeting be required, the Superintendent of Schools will contact the Board Chair or, in her absence, the Board Vice-Chair.

SS:mmf