



# AGENDA

## BOARD OF TRUSTEES

Michelle Draper  
Board Chair


Ray Martin  
Board Vice-Chair

Sherry Adams  
Orville Chubb  
Ken Gibson  
Nathan Ip  
Michael Janz  
Cheryl Johner  
Bridget Stirling

Edmonton School District No. 7  
One Kingsway  
Edmonton, Alberta

McCauley Chambers  
Tuesday, April 25, 2017  
2:00 p.m.

### Board Meeting #13

- A. O Canada 
- 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 #12 – April 11, 2017
- G. Comments from the Public and Staff Group Representatives  
*(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, April 24, 2017 to speak under this item.)*
- H. Reports:
  - 2. Strategic Plan Update: Priority 3 Goal Two-Supports for the Whole Child (Information – Presentation)  
*Note: 30 minutes is required for this item.*
  - 3. Distribution of Funds (Recommendation)
  - 4. Three-Year Capital Plan 2018-2021 (Recommendation)
  - 5. Motion re Sexual Health Education in Provincial Curriculum (Recommendation)
  - 6. Motion re Funding for the Design of Two High Schools (Recommendation)
  - 7. First Reading, Board Policy ACB.BP National Anthem and Flag (Recommendation)

- 8. First Reading, Policy FBD.BP Designated Holidays  
(Recommendation)
- 9. Catholic Faith Alternative Program  
(Information – Response to Request for Information #205)
- I. **Comments from the Public and Staff Group Representatives – 5:00 p.m.**  
*(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, April 24, 2017 to speak under this item.)*
- J. **Other Committee, Board Representative and Trustee Reports**
- K. **Trustee and Board Requests for Information**
- L. **Notices of Motion**
- M. **Meeting Dates**
- N. **Adjournment**

**MINUTE BOOK****Board Meeting #12**

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, April 11, 2017, at 2:00 p.m.

**Present:****Trustees**

Sherry Adams  
Orville Chubb  
Michelle Draper

Ken Gibson  
Nathan Ip  
Michael Janz

Cheryl Johner  
Bridget Stirling

**Officials**

Lisa Austin  
Angela Anderson  
Grace Cooke  
Todd Burnstad

Ron MacNeil  
Karen Mills  
Kathy Muhlethaler  
Lorne Parker

Kent Pharis  
Darrel Robertson

**Board Chair:** Michelle Draper

**Recording Secretary:** Shirley Juneau

**Staff Group Representatives**

Edmonton Public Teachers – Nels Olsen, President

The Board Chair called the meeting to order with recognition that we are on Treaty 6 Territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries.

The Board Chair advised that the firm alarm system at the Centre for Education is a Two Stage alarm system. Stage One is a single repeating alarm tone indicating a warning only and that evacuation is not required. Stage Two is a triple repeating alarm tone indicating that evacuation is required.

A. O Canada 

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

The Superintendent advised that Trustee Martin was absent. All other Trustees were present.

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### **C. Approval of the Agenda**

**MOVED BY Trustee Chubb:**

**“That the agenda for the April 11, 2017, board meeting be approved as printed.”  
(UNANIMOUSLY CARRIED)**

### **D. Communications from the Board Chair**

The Board Chair advised that April 22<sup>nd</sup> is International Earth Day which is the largest, most celebrated environmental event worldwide and that several years ago, the Board identified Earth Day and Week as an initiative to promote within the District.

The Board Chair reported she was delighted to bring greetings, along with Trustee Stirling, at the welcome reception for the *Languages Without Borders National Conference* on April 6, 2017. She explained that this was the 6th annual conference, and that it connected second language educators from across Canada to learn the latest methods and research in second language learning.

The Board Chair shared that Edmonton Public Schools’ Institute for Innovation in Second Language Education helped organize the conference this year in partnership with the Canadian Association of Second Language Teachers (CASLT). She advised that the District has seven bilingual programs, 11 second language courses and an extensive French Immersion Program. The Board Chair reported that 48,500 students are enrolled in one of the District’s language programs, which indicates that nearly half of the District’s students are gaining second language skills.

The Board Chair advised that the diverse range of programming is made possible through the Institute of Second Language Education and the partnerships it has made with other organizations around the globe. On behalf of the Board, she thanked everyone involved in making this event possible.

### **E. Communications from the Superintendent of Schools**

The Superintendent reported that on March 23, 2017, nine Elders and Knowledge Keepers gathered to share their perspectives on how the District can improve student success and achievement for First Nations, Métis, and Inuit junior high students.

The Superintendent explained that each of the invited Elders and Knowledge Keepers had an opportunity to share their personal experiences and offer cultural teachings with all of the participants.

The Superintendent thanked principals Brad Burns and Fred Hines and the District’s First Nations, Métis, and Inuit Education department who collaborated to organize and host this opportunity at the Languages Centre at Woodcroft.



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The Superintendent advised that the District is working with the province on the Regulation that outlines the specifics of Bill 1, the *Act to Reduce School Fees*. He explained that there are a lot of details still not known and that he is looking forward to providing clarity to staff, students and parents as information is received.

The Superintendent thanked the staff, students and volunteers of Vimy Ridge Academy and the Centre for Global Education for the outstanding program they produced to commemorate the 100th anniversary of the Battle of Vimy Ridge. The Superintendent shared that he had the pleasure of attending this event along with Board Chair Draper and Trustees Chubb and Stirling.

#### **F. Minutes**

1. Board Meeting #11 – March 21, 2017

**MOVED BY Trustee Janz:**

**“That the minutes of Board Meeting #11 held March 21, 2017, be approved as printed.” (UNANIMOUSLY CARRIED)**

#### **G. Comments from the Public and Staff Group Representatives**

There were no registered speakers for this item.

#### **H. Reports**

2. Report #4 of the Caucus Committee (From the Meeting Held March 21, 2017)

Information was received regarding actions taken at the March 21, 2017, Caucus Committee meeting.

3. Strategic Plan Update – Building Capacity for a Culture of Collaboration and Distributed Leadership – Professional Growth and Development

The Trustees received a presentation regarding building capacity for a culture of collaboration, distributed leadership, professional growth and development.

4. Motion re Funding for Playground – Government of Alberta 2020 Fiscal Plan

**MOVED BY Trustee Draper:**

**“That the Edmonton Public School Board advocate for funding of playgrounds committed to in the Government of Alberta’s 2020 Fiscal Plan that is proportional to the new schools announced.” (UNANIMOUSLY CARRIED)**

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There was a short break in the meeting at this point.

5. Motion to Close Junior High Programming at Winterburn School

**MOVED BY Trustee Ip:**

**“That the motion to close Grades 7-9 at Winterburn School, effective June 30, 2017, be approved.” (UNANIMOUSLY CARRIED)**

6. Bereavement – Mr. James Luke

The Board Chair reported on the passing of Mr. James Luke.

#### **I. Other Committee, Board Representative and Trustee Reports**

Trustee Adams reported that she recently attended the New Schools Information Night at Michael Strembitsky School, featuring the three new kindergarten to Grade 9 schools: Shauna May Seneca, Jan Reimer and Svend Hansen in Ward I.

Trustee Adams advised that the Shauna May Seneca School building will be ready for the students in January of 2018. Until then, the staff and students will begin as planned in a designated section of the Jan Reimer School designated as “a school within a school” and stated this is an excellent solution to the problem of a construction delay. Trustee Adams shared that Principal Carter gave a comprehensive presentation to a number of parents excited to hear about the new school.

Trustee Adams shared that the Jan Reimer School will be the home of staff and students of both Jan Reimer and Shauna May Seneca for the first semester. She advised that under the leadership of Principal Sawyer, the students will be given a team of leaders who care and work to bring the best out of each student.

Trustee Adams advised that Principal Thompson presented information to the parents, students and staff present regarding the Svend Hansen School and shared that he is committed to build a strong team who will collaborate to achieve high academic and citizenship standards and that values emphasized under his leadership will be a strong family feel and deliberate connection with parents.

Trustee Adams indicated that parents were given opportunities to personally ask questions of each principal and of several District staff that were present. She stated that the evening was a great success as parents had a chance to view and experience the hearts and the competence of the leadership for each of these schools and the dedicated work of the District that supports the success of all students. She thanked everyone who made the evening so beneficial and the parents who took the time to take advantage of this opportunity.

The Board Chair provided the following report on behalf of Trustee Martin:

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She advised that there was a recent article featured in the Rat Creek Press that profiled the Delton School and the Intercultural Family Nights hosted by the school. The title of the article was *Delton School Stops Ignorance with Education*. Since January 2017, the Delton School has dedicated one night per month for Intercultural Family Nights.

The first intercultural night held at Delton School shared Aboriginal culture since the school currently has approximately 140 students who identify as First Nation, Métis or Inuit peoples.

Listed is a schedule of the Intercultural Family Nights:

- February 2017 – African-Canadian culture
- March 2017 – Arabic culture
- April 2017 – Eastern European culture
- May 2017 – Asian culture
- June 2017 – A celebration of all cultures

It was explained that a City grant funds the Intercultural Night events, which helps to pay for food, music, and performers. The Board Chair, on behalf of Trustee Martín, commended everyone involved in this initiative.

Trustee Ip reported that on April 2, 2017, he attended Cheti Chand Day at the Hindu Cultural Centre. He shared that this was a very important day as it marked and celebrated the New Year on the Indian calendar. He thanked the Hindu Cultural Centre for extending him the invitation.

Trustee Ip advised that on April 4, 2017, he had the opportunity to attend the Southwest Youth Collaborative Meeting (SWYC). He explained that it is a network of service providers and educators that serve youth in the southwest. Trustee Ip acknowledged their work in supporting many Edmonton Public School students.

Trustee Ip extended an invitation to parents and community members to the following coffee meetings he will be hosting jointly with the Nellie Carlson School Council on April 20, 2017, at 6:00 p.m. and at George P. Nicholson School on April 21, 2017, at 9:00 a.m.

Trustee Johner advised that the 7th Annual Student Spring Fashion Show Rule the Runway - will be held on April 27, 2017, from 5 to 8 p.m. at Kingsway Mall. She shared that the clothing collections are designed and created by students from L.Y. Cairns, Harry Ainlay Jasper Place, M.E. LaZerte and W.P. Wagner schools. Trustee Johner explained that this event celebrates the creative talents of Edmonton Public School students and is also a fundraiser to support full-day Kindergarten programs in Edmonton's most socially vulnerable communities.

Trustee Stirling advised that on March 22, 2017, she was pleased to attend the Annual General Meeting (AGM) for the Terra Centre, an important community organization supporting pregnant and parenting teens and who are partners in the Braemar School program. She

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shared that the Terra Centre makes it possible for young families to grow and thrive, and she's always proud to support their work both in Braemar School and in the community as a whole.

Trustee Stirling reported that on March 23, 2017, she was tremendously moved to attend the meeting with the Elders and Knowledge Keepers and shared her thanks to the First Nations, Metis and Inuit education team who made this event possible.

Trustee Stirling thanked Board Chair Draper and Trustee Chubb, who visited Vimy Ridge Academy on April 6, 2017, to join in the recognition of the 100th anniversary of the Battle of Vimy Ridge. She thanked the many school staff and students who made the event possible.

Trustee Stirling reported that on April 7, 2017, Advanced Education Minister Marlin Schmidt visited the adult English Language Learning students in the Language Instruction for Newcomers (LINC) program at Metro Continuing Education. She shared that the students enjoyed having the chance to ask Minister Schmidt questions about education and politics in Alberta and to share their experiences as newcomers to Canada.

Trustee Stirling advised that on April 8, 2017, she was pleased to attend the launch of the Child-Friendly Housing Coalition of Alberta and to speak about the role of housing for families with children in supporting thriving and sustainable schools across the city, particularly in mature and core area communities. She shared that Trustee Janz also attended with his family.

#### **J. Trustee and Board Requests for Information**

Trustee Draper asked that, given the recent provincial announcement of funding for the Kindergarten to Grade 6 school in Pilot Sound (McConachie), the District's advocacy work with the City to explore partnerships as part of the District's new school construction and recent Memorandum of Understanding with the Edmonton Public Library, that the Administration advise of any potential partnership opportunities to create community and school library space at the new school.

#### **K. Notices of Motion**

Trustee Ip served the following notice of motion:

To help address the critical need for high school space, the Board of Trustees advocate to the Ministers of Education and Infrastructure to award funding for the design of two high schools this year, in advance of the next round of capital announcements.

Trustee Stirling served the following notice of motion:

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That the Board of Trustees write to the Minister of Education in support of ensuring evidence-based, age-appropriate, medically accurate, comprehensive, consent-based, and inclusive sexual health education in the provincial curriculum.

Additionally, that, in this letter the Board advocate for a clear set of guidelines for vetting third-party presenters to ensure that classroom presentations are in compliance with the provincial sexual health curriculum and the requirements of the *School Act* around welcoming, caring, respectful and safe schools for all students, similar to the standards currently used by Edmonton Public Schools.

L. **Next Board Meeting Date: Tuesday, April 25, 2017, at 2:00 p.m.**

M. **Adjournment (3:30 p.m.)**

**The Board Chair adjourned the meeting.**

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Michelle Draper, Board Chair

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Karen Mills, Director of Board and  
Superintendent Relations

**DATE:** April 25, 2017

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Strategic Plan Update: Priority 3 Goal Two—Supports for the Whole Child

**ORIGINATOR:** Nancy Petersen, Acting Executive Director Governance, Strategic Services and Supports for Schools

**RESOURCE STAFF:** Marnie Beaudoin, Sherelyn Caderma

**REFERENCE:** N/A

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## ISSUE

The purpose of this report is to provide the Board of Trustees with an update of the District's Strategic Plan for Priority 3, Goal Two—Supports for the Whole Child (Attachment I). The report provides an analysis of 2015 District Feedback Survey data relevant to community stakeholders as summarized in the Annual Education Results Report (AERR), as well as an overview of examples of school-community initiatives that promote wraparound supports and enrichment opportunities for students across the District. This report is part of administration's commitment to providing the Board of Trustees with ongoing updates on progress relative to the District Strategic Plan.

## BACKGROUND

In 2014, Edmonton Public Schools formally launched its District Strategic Plan for the 2014–2018 term. The District Strategic Plan has three priorities with supporting goals and outcomes. The plan serves to provide common direction and alignment between the work of the Board of Trustees, the Superintendent, and District staff. The plan provides the foundation for a District culture of evidence-based decision making, assurance, and accountability.

In 2015, the District joined Alberta Education's Assurance Pilot Project. The Assurance Model provides a framework for the District to report directly on how we are doing relative to the goals and outcomes on the 2014–2018 Strategic Plan, which reflects provincial educational priorities while being responsive to local priorities.

## CURRENT SITUATION

Each year, Alberta Education requires school jurisdictions to submit a Three-Year Education Plan (3YEP) and an AERR by November 30. The 3YEP/AERR reports on results from the previous school year and highlights the District's strategies to advance its strategic priorities over the next three years. This year, with the flexibility afforded through the Assurance Pilot, the District has established an Assurance and Public Board Reporting Cycle in support of completing the 3YEP/AERR. This cycle was developed to achieve the following outcomes:

- establish a planning and reporting cycle that considers when local and provincial data is available for analysis and to inform timely decisions

- use evidence to inform programming decisions that promote success for all students
- support a cycle of continuous improvement and reinforce how results and data drive District planning and reporting
- interpret and report on results in a manner that demonstrates assurance and transparency. With these outcomes in mind, for the 2016–2017 school year, at each public Board meeting, a high level overview and an analysis of results for a District Strategic Plan goal and outcome will be presented. Not only will this reporting cycle support the completion of the 3YEP/AERR, it will enable meaningful dialogue on results and strategies moving forward.

**KEY POINTS**

Attachment 1 provides the Board of Trustees with an update of the District's Strategic Plan for Priority 3, Goal Two—Supports for the Whole Child.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I      Priority 3, Goal Two—Supports for the Whole Child

NP:ja

## Strategic Plan Update—Supports for the Whole Child

### Introduction

The entire community has a role to play in supporting student success. The diversity and complexity of need across our student population requires expertise, knowledge and opportunities beyond that of education. For all students to engage, learn and thrive in the classroom no matter their background, capabilities or circumstances, the District needs to work closely with our fellow community stakeholders who share our commitment to the success and well-being of children and youth in the Edmonton area.

The organizations and individuals with whom the District collaborates are diverse and include members of the business community, not-for profit organizations, community service clubs, volunteers and other areas and levels of government. The District strategically seeks out a broad range of community partners whose expertise and programming align with the demographic complexity and diversity of our students and families. When exploring opportunities to work with a community stakeholder, it is important that there is a shared responsibility between our organizations regarding the well-being and safety of students and shared values around how we will work together.

Working with members of the broader community looks different across District schools, as each school's principal works strategically to form relationships and opportunities with community stakeholders that reflect the needs and circumstances of their student population. Principals look at their school data, engage with staff, students and parents and assess the community assets readily available within their broader community to determine what supports will best enhance student success and achievement.

To support District leaders in their work with community stakeholders, the District has developed the School-Community Relationships document that defines the various types of school-community relationships that are possible and provides information around expectations to appropriately support and execute each type of relationship. To help principals to manage, organize and record the various community supports within their school, an electronic tracking tool was launched this year. This tool will also help sustain relationships when principals transition from one school to another. When there is a change in school leadership, this time of transition is critical to the ongoing well-being and success of students. Care and attention must be given by both the outgoing and incoming school leader. Data from the 2016-2017 operational year will support individual schools in their work with community stakeholders and will also serve as a District data source to provide information around various aspects of community supports for students at a systems level.

The work to leverage the support and capacity of community stakeholders exists at two levels within the District. Schools work directly with potential community stakeholders to bring into their school the supports and programs that align with the needs that are unique to their students and families. Schools also work first hand with each community partner to implement and maintain the school-community initiative. This work requires time to support communication and planning and is founded upon relationships that reflect the trust between the school and the community partner.

Many community stakeholders also maintain a working relationship with staff from Central to support the perspective, complexity and logistics of working as partners at an organizational level. This work includes such things as Memorandums of Understanding (MOU), grant reporting or opportunities to scale up or expand programming. Central staff also engage with community stakeholders who value an ongoing dialogue with the District around a shared concern for the success and well-being of youth.



The following provides an overview of 2015 District Feedback Survey data pertinent to the role of community stakeholders and a “snapshot” of the various ways that community enhances the work of schools and contributes towards the District’s Vision of *transforming the learners of today into the leaders of tomorrow*. This snapshot focuses on some of the many community supports and touch points that extend beyond or outside of education’s instructional mandate. When these types of supports are brought into a school in a deliberate and strategic manner, they align with, enhance and enable the conditions necessary to promote successful learning. This report also highlights next steps at a District level in support of strategic community engagement.

It must be noted that the report highlights several examples of school-community work across the District and shines a light on many community stakeholders who are invested in and committed to the success of our students. However, it is important to recognize that these are just some examples and that there are many more initiatives and community stakeholders engaged in meaningful ways across District schools.

## Priority 3:

### Enhance public education through communication, engagement and partnerships

#### Goal Two: Supports for the Whole Child

Outcome: Community partnerships are established to provide supports and services to foster growth and success of students and families.

#### Section One: Key Performance Indicators

Key Performance Indicator	Results (in percentages)					Evaluation
	2012	2013	2014	2015	2016	Improvement
<b><u>PARTNERSHIPS</u></b>						
Percentage of staff that report Edmonton Public Schools has partnerships that enhance student success. (Source: District Feedback Survey Q 20d)				79.9		Baseline
Percentage of staff that report that their school has access to supports and services for students with challenging circumstances. (Source: District Feedback Survey Q 26c)				80.4		Baseline
Percentage of parents that report that they are aware of community partners in their child's school. (Source: District Feedback Survey Q 26)				37.8		Baseline
Percentage of community agency staff that report they have a positive working relationship with school staff that enables meeting their agency's mandate in support of students. (Source: District Feedback Survey Q 5a)				96.9		Baseline
Percentage of community agency CEOs that report they have a positive working relationship with Edmonton Public Schools' Central Office staff. (Source: District Feedback Survey Q 7a)				91.2		Baseline
Percentage of community agency staff that report they see a direct link between school-based supports and services their agency provides and student growth and success. (Source: District Feedback Survey Q 5d)				99.0		Baseline
Percentage of community agency staff that report there are processes to support effective communication and decision-making between their agency and school staff. (Source: District Feedback Survey Q 5c)				89.8		Baseline

Key Performance Indicator	Results (in percentages)					Evaluation
	2012	2013	2014	2015	2016	Improvement
<b><u>PARTNERSHIPS</u></b>						
Percentage of community and partners that report their organization understands how to navigate the various levels and departments of Edmonton Public Schools that supports how they work together. (Source: District Feedback Survey Q 7c)				61.8		Baseline
Percentage of community and partners that report Edmonton Public Schools is perceived positively by the neighborhood. (Source: District Feedback Survey Q 26h)				83.1		Baseline
Percentage of community and partners that report Edmonton Public Schools is actively connected to the neighbourhood. (Source: District Feedback Survey Q26i)				68.3		Baseline

## Section Two

### Analysis of Results

In the 2015 District Feedback Survey, community, staff and parents were surveyed about community partnerships. Community responses include feedback from both community agency staff and CEOs. The 2015 implementation was the first reach out to community stakeholders to provide feedback to the District through a survey. Participation numbers reflect a small sample of the total number of community stakeholders engaged with the District.

The data from the District Feedback Survey reflects input from 243 community members invested in the well-being and success of District students. The majority of these participants would have been invited to participate in the survey by a school principal or by a key Central staff member, who had a working relationship with them. This data indicates the following strengths and opportunities for further growth or development as presented in spring 2015.

There is high satisfaction from community agency staff who work directly in the school setting, with 99 per cent indicating that they see a direct connection between the work they do with children and youth in the school setting and the goal of student success. This same group indicated 96.9 per cent satisfaction with the working relationship they have with the staff of the school where they work. This same group also responded with 89.8 per cent positive satisfaction regarding communication and decision-making processes between themselves and the school staff. Overall these figures indicate that community agency staff feel positively about the opportunity to work directly in the school setting and the level of collaboration with the school staff they work alongside.

- While staff working front line or directly in District schools expressed a high level of satisfaction, so did the respondents who identified as an agency CEO, with 91.2 per cent indicating that they have a positive working relationship with the District.
- Where the data indicates there is opportunity for the District to strengthen its work with community stakeholders is in the area of clarity around how to navigate working with the District; 61.8 per cent of respondents indicated that they understand how to navigate working with the various levels and departments across the District.

The survey also captured District staff perceptions around the impact and role of community stakeholders related to student success. Staff feedback indicated that 79.9 per cent are aware of and value partnerships that enhance student success. Additionally 80.4 per cent of staff indicated that their school has access to supports and services for students with challenging circumstances. Many of these supports would be provided by an external service provider.

The parent survey also asked if they were aware of community partners at their child's school. In 2015, only 37.8 per cent of parents responded that they were aware of the community partners. This is an indication that the District can better celebrate and acknowledge the role and contributions of community stakeholders towards student success.

Finally, the survey asked questions that provided feedback related to the community's awareness and perception of Edmonton Public Schools. The District is generally perceived positively by the broader community (83.1 per cent) and additionally 68.3 per cent of respondents indicated that they feel the District is actively connected to the broader community.

### **Overview of Community Stakeholder Engagement**

Though the work with community stakeholders is diverse and responsive to the unique needs of each school community, a significant portion of community supports and involvement can be categorized into two areas of impact: wraparound supports and services, and enrichment opportunities. The following provides an overview and exemplars of community impact across District schools in these two areas.

**Wraparound Supports and Services:** *wraparound refers to a philosophy of care designed to assist vulnerable children, youth and families whose needs extend beyond what the school or another service partner alone can provide. It is a collaborative and definable team-driven planning process that results in creation and implementation of an individualized support plan built on child/youth/family strengths and designed to address identified needs to improve success at home, at school and in the community.* (Wrapping Supports and Services around Alberta's Students: Research Summary, 2010, p. 1)

Schools across the District work to support all students, including our most vulnerable or at-risk. Students come from a variety of backgrounds and circumstances and face a range of challenges or barriers on their learning journeys. Wraparound supports address the nature of a student's area of risk or need and often remove significant barriers to a child or youth's ability to engage in learning in a meaningful manner. Examples of wraparound supports across the District schools include, but are not limited to, the following initiatives and areas of support:

- The Star Program at Jasper Place High School and the Way In program at Dan Knott, T.D. Baker and Edith Rogers Junior High schools are both Mental Health Building Capacity funded projects through the Government of Alberta. These projects use a wraparound approach to ensure there are mental health supports and programming available to students and families directly within the school setting. Staff from the various community agencies work directly in District schools to provide supports and programs that range from proactive to therapeutic in nature. Alberta Health Services, The Family Centre, Boys and Girls Big Brothers Big Sisters, Edmonton Police Service, the YMCA and Edmonton & Area Child and Family Services are some of the key service providers partnering with the District in support of these two programs.
- All in for Youth is another community funded initiative that sees wraparound supports and services delivered in varying degrees of implementation across 16 District schools serving students impacted by the complexity of social vulnerability. The model is built upon five areas of practice—in-school supports, family supports, out-of-school time supports, teaching excellence and system responsiveness—and reflects a shared goal of high school completion for every child. Four of the 16

District schools supported by the model are part of a three-year demonstration site initiative being evaluated to inform practice, future funding and impact of the approach. The four schools are: Delton, Eastglen, John A. McDougall and Spruce Avenue. The additional nine District schools receiving components of the model are: Abbott, Balwin, Beacon Heights, Edith Rogers, Highlands, John D. Bracco, Lawton, Montrose, Norwood, R. J. Scott, Rosslyn and Rundle. All in for Youth is a partnership between the District and Boys and Girls Big Brothers Big Sisters, the City of Edmonton, E4C, Edmonton Catholic Schools, the Edmonton Community Foundation, the Family Centre, Mental Health Foundation, Reach Edmonton—Council for Safe Communities and the United Way of the Alberta Capital Region.

- Braemar School and Terra Centre work together to ensure students who are young parents can continue to participate in their K to 12 education while fulfilling their parenting responsibilities. Terra Centre provides childcare services and a wide range of parenting supports and programs, such as financial literacy, cooking skills and family literacy, directly in Braemar School. School staff and Terra staff work together closely in support of each Braemar student and her family.
- School nutrition: Research has proven that hunger is a significant barrier to a student being able to participate in and benefit from schooling. Many children and youth in the Edmonton area come to school hungry. There are several community stakeholders invested in supporting District schools to address the issue of student hunger. Community support ranges from the provision of food, to agency staff working directly in the school to coordinate and deliver a school nutrition program. Some of the key community stakeholders currently supporting our schools include: Breakfast for Learning, E4C, The Edmonton Food Bank, Food for Thought and various service clubs in the Edmonton area. There are also many grocery stores, community groups and private citizens in the Edmonton area who donate food or funds to local schools to support their efforts to ensure students have access to adequate nutrition.
- Supports for families new to Canada: As schools work to support and engage students who are new to Canada, language and culture sometimes present as a challenge. The District works closely with many immigrant-serving agencies across the city to provide support and services to families who are adjusting to life in Canada and the Alberta public school system. These services include such things as translation support, settlement services for parents, and cultural youth mentorship. The Edmonton Immigrant Services Association, the Edmonton Mennonite Centre for Newcomers and the Multicultural Health Brokers Cooperative are key stakeholders in the Edmonton area working closely with District schools in support of students and families new to Canada.
  - The District's relationships with the many immigrant-serving agencies are fostered by both individual schools and the Diversity Education Unit.
- Supports to enhance First Nations, Métis, and Inuit education: As the District works towards eliminating the achievement gap for First Nations, Métis, and Inuit students, working with community is essential. Schools are striving to create environments that are culturally responsive and honour the history of the First Nations, Métis, and Inuit people; they can do so with the support, guidance and involvement of Elders, Knowledge Keepers, Cultural Advisors and community agencies. Bent Arrow Traditional Healing Society, the Canadian Native Friendship Centre and Métis Child and Family Services are all community agencies that share in the responsibility for wellness and thriving for the First Nations, Métis, and Inuit youth served in the Edmonton area.
  - Again, these relationships are supported by both schools working in partnership with one or more of these agencies and by the District's First Nations, Métis, and Inuit Education Unit.
- Inclusive Learning works in partnership with Alberta Health Services to provide specialized supports and services for students. Through this partnership, under the model of Regional Collaborative Service Delivery (RCSA), schools have direct access to Occupational Therapists, Speech Language Pathologists and Mental Health Therapists that are aligned through Inclusive Learning School-Linked Teams.

Professionals from multiple disciplines work across all age groups, including in the early years, to support assessment of, and programming for, the District's most vulnerable learners, many of whom qualify for specialized supports or programming as they grow and develop physically, emotionally and socially.

- **Mental health supports:** Schools are supporting an increasing number of students presenting with or identifying as having mental health needs. Extensive work has been done to build the capacity and understanding of District staff around mental health; however, this is a complex issue and requires the professional support and expertise of those trained in the area of mental health. District leaders are working closely with community mental health stakeholders to bring their professional perspective and expertise directly into schools. Several schools have committed educational funding to purchase school-based mental health supports from a community service provider. Key stakeholders working with District schools include Alberta Health Services, Child and Adolescent Services and the Family Centre.

The work around mental health at Lillian Osborne School is an example of what this can look like in a school community. Lillian Osborne School has deliberately focused on student health and well-being for their school community. This work has resulted in them having a community mental health collaborative team. The team has staff from the Family Centre and Alberta Health Services Addiction and Mental Health. The team provides onsite individual counselling and support for students, helps students and families connect with health care providers in the community, works with teachers in the delivery of classroom health sessions and offers universal school events that promote well-being. Students at Lillian Osborne have the opportunity to participate in Chatters. Chatters is an after school opportunity for students, offered in partnership with a community speech pathologist. Participating students receive training to work one-on-one with children and youth who would benefit from enhanced opportunities to develop their language, vocabulary and social speaking skills. This partnership promotes student leadership, builds student awareness of and empathy for others who struggle with expressing themselves verbally and provides participating students experiential learning in the area of speech therapy.

- **Health and Wellness:** Many schools strive to take a proactive approach to supporting their students' physical and emotional well-being by creating a school culture that informs and promotes a healthy lifestyle. APPLE Schools is one example of a not-for-profit community organization that works in partnership with a school to take a comprehensive approach to teaching, modeling and promoting healthy life choices to students. APPLE Schools currently works in 15 District schools. Be Fit for Life, Alberta Health Services, Ever Active Schools and NStep are other Alberta-based not-for-profit organizations who partner with District schools in support of the comprehensive school health approach.
  - As well as schools working directly with health-focused service providers, the District's Comprehensive School Health team maintains working relationships with many of the health service provider stakeholders.

**Enrichment Opportunities:** enrichment can be defined as, *"when something is made more valuable"* or in the context of education, *"the many things that students choose to do beyond their academic pursuits and the normal requirements of their life."* (vocabulary.com)

For many of the District's 95,000+ students, when they leave school each day they go home to a variety of activities and experiences that enhance their skills, expose them to new experiences and enable them to explore and develop interests and talents beyond what they would typically experience in the school setting. Soccer, piano lessons, family vacations, day trips to the countryside, attending the ballet, or going to a professional sporting event are all activities that promote curiosity and expand a young

person's understanding of the world around them. These are also experiences that serve as context and background knowledge that students draw upon and apply to their learning back in the classroom setting. Unfortunately for some students, these experiences and opportunities to explore and grow in their life outside of school do not exist. This lack of opportunity serves as a barrier or gap along their K to 12 learning journey.

Many District schools work with community stakeholders to mitigate this gap and ensure all students have access to safe, affordable and quality experiences outside of the school day that will serve as a source of enrichment.

- Literacy, as defined by Alberta Education, *"is the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living"*. Literacy is an essential life skill and is developed both in school and in a student's life outside of school. To support meaningful literacy engagement and growth in the learning environment, many schools work in partnership with other literacy stakeholders to engage students and families in literacy focused opportunities outside of the classroom that supplement and build upon the literacy learning of the K to 12 curriculum. The Edmonton Public Library (EPL), the Centre for Family Literacy and Frontier College are community stakeholders in the area of literacy that have a long history of working with District schools. The District recently signed a new five-year MOU with EPL. The MOU acknowledges the current opportunities that exist for schools and EPL community branches to work together in support of literacy. District schools can reach out to one of the 20 community branches across the city to access library cards for students, after school programming, field trips or presentations. The MOU also lays the foundation for the District to work with EPL to explore new, exciting and efficient ways to come together around our shared value of literacy and our commitment to children, youth and families.
- After school programming: Many schools, particularly those serving socially vulnerable populations, recognize the importance of providing a safe place and programming for students at the end of the school day. The school is often the safest and most accessible location for this to occur. Schools typically work with community partners to provide access to after school programming for students. There is a network of agencies and community groups in the Edmonton area committed to providing quality afterschool programming. This programming is offered around various themes and schools often have multiple community groups offering after school programs for their students. At one District elementary school, the after school supports include soccer, art, running and reading, homework club, healthy chefs and strings. The school works with six different community groups to have these programs available to its students.
  - Boys and Girls Big Brothers Big Sisters is a community leader in this work, as they support a model of after school programming in several District schools and host after school programming at their nine Edmonton community clubs. They also act as a mentor or coach to other community groups interesting in providing after school programming for children and youth. The efforts to provide after school programming extend across a diverse group of providers and initiatives.
  - To support the diversity of students' interests and provide participants with a range of opportunities and experiences, after school programming touches across a diverse range of offerings—the arts, soccer, recreation, healthy chefs, homework support, literacy support, community service or student leadership. The following are just some of the examples of after school programming offered in music enrichment alone:
    - Heart of the City Music Program is organized and delivered by University of Alberta student volunteers and supports weekly piano lessons for students across 10 District schools: Abbott, Beacon Heights, Delton, Donnan, Dovercourt, Ekota, John A. McDougall, Norwood, Overlanders and R.J. Scott.

- Yona Sistema is an after school music program provided in partnership with the Edmonton Symphony Orchestra and based upon the Venezuelan El Sistema project that used music to influence social change. The Edmonton model provides under-served children and youth the opportunity for social, emotional, academic, and musical development. Currently, Delton School works in partnership with Yona Sistema to bring this program to its students.
- Sarah McLachlan School of Music offers high quality music programming in a safe, nurturing environment for children and youth who face barriers in their access to music education. The school is currently working in partnership with both Eastglen and Rundle schools.
- music ENRICHMENT program offers affordable and accessible after school string music lessons for children and youth. They currently partner with 11 District schools to bring their programming to families across the Edmonton area; the schools are Bessie Nichols, Caernarvon, Dr. Donald Massey, D. S. Mackenzie, Edmonton Christian Northeast, Esther Starkman, Forest Heights, George P. Nicholson, Kildare, Victoria and Westglen.
- Many of the agencies committed to providing quality after school programs also engage with students during Spring Break and summer holidays. These initiatives tend to be more intensive and complex than an after school focus and are often delivered through the collective capacity of multiple agencies. An example of this collaborative approach took place at Rundle School this past summer, with staff from the Frontier College, the Edmonton Public Library, the Family Centre, E4C and Boys and Girls Big Brothers Big Sisters working together to host a summer program in the month of July. This collaborative model has also supported summer programs at Edith Rogers, Balwin, Spruce Avenue and J. D. Bracco schools.

## Section Three

### Priority Strategies Moving Forward

To support the efforts of District leaders, at both school and central levels, to strategically engage and leverage community supports, work will continue around the development of a partnership framework. This work will build upon the School-Community Relationship document and aim to fill existing gaps in our efforts to work effectively and strategically with community stakeholders. Key next steps in this work are to develop a central point of entry or initial contact to engage and support community stakeholders and to implement a sharing of information protocol to support the appropriate and timely sharing of critical information between the District and community partners. At the completion of the 2016-2017 school year, the District will also have the first data set reflecting schools entering their information into the school community tracking tool. This will provide the District with the opportunity to review this data and look for meaningful connections to inform working with our community stakeholders.

In summary, working collaboratively with external stakeholders is a critical strategy towards the success of all students. To support this work, the District will continue to build a partnership framework that provides District leaders with resources to guide their efforts in exploring, developing, implementing, and maintaining strategic relationships with community stakeholders that result in students thriving and achieving to the best of their ability.



**DATE:** April 25, 2017

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** 2017-2018 Distribution of Funds

**ORIGINATOR:** Todd Burnstad, Chief Financial Officer

**RESOURCE STAFF:** Krista Brandon

**REFERENCE:** [Bill 1: An Act to Reduce School Fees](#)

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## ISSUE

This report identifies the proposed distribution of funds for the 2017-2018 budget.

## BACKGROUND

### Provincial Funding

On March 16, 2017 the provincial government announced funding to school boards for the 2017-2018 school year. With no funding rate decreases to grants and with projected enrolment growth funding, the 2017-2018 budget (Attachment I) reflects the government's commitment to supporting education, even under the current economic situation in Alberta.

In conjunction with the 2017-2018 budget the Alberta government has proposed legislation to reduce school fees for Alberta families with the introduction of *Bill 1: An Act to Reduce School Fees*. Bill 1 contains provision to prevent school authorities from charging for instructional supplies and materials and from charging transportation fees for eligible students taking the bus to their designated school when they reside 2.4 kilometers or more away. In lieu of charging these fees, funding has been provided to the District based on information reported in our 2015-2016 audited financial statements. If passed, Bill 1 will take effect on September 1, 2017.

### Key Message

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

### Budget Highlights

- With no changes to funding, we have been able to maintain the student allocation rates as well as the staff unit costs at the same levels as in the current year, this results in a fairly "status quo" budget for schools and central decision units. Some schools will be impacted by the projected enrolment growth, but student driven allocations are available to support them.
- A projected enrolment growth of 3.2 per cent or 3,074 new students, brings the total projected enrolment to 98,716 (Attachment II).

## RELATED FACTS

### Budget Assumptions

- Edmonton Public Schools assumes that any compensation adjustment related to the teachers' agreement (which expired in August 2016) will be fully funded by the province. The Distribution of Funds has not included any potential impact in the 2017-2018 budget.
- There is uncertainty with the new *Education Act* around the content and timing (both of which could significantly impact Edmonton Public Schools). As such the Distribution of Funds has not factored in any impact either from a funding or expense point of view.

## RECOMMENDATION

**That Distribution of Funds for the 2017-2018 budget be approved.**

## CONSIDERATIONS and ANALYSIS

### Bill 1: An Act to Reduce School Fees:

We are continuing to gather additional information around Bill 1 and the impact to Edmonton Public School Board. The District is required to submit an updated fee policy and related schedules to the Province before the end of June.

### Accumulated Operating Surplus:

In conjunction with the approval of the distribution of the District's surplus plan (approved on November 29, 2016), surplus funds were directed towards supporting the District's most vulnerable students including our English Language Learners (ELL) as well as our students identified as having severe special needs. This plan included accessing \$6 Million of surplus funds for the 2017-2018 school year to maintain the increased student allocation rates. This has been reflected as access to operating reserve funds on Attachment III.

The District is currently completing a forecast in order to update our projected ending accumulated surplus balance for the year ended August 31, 2017. Once completed, a list of initiatives requiring access to surplus funds will be updated, with the goal to release these funds in conjunction with the spring proposed budget.

## NEXT STEPS

Following approval of the Distribution of Funds, Budget Services will update the budget allocations using the pre-enrolment information (not available until April 24, 2017). The allocations will then be sent out to schools and central decision units on May 1, 2017 for completion of the 2017-2018 Spring Proposed Budget.

## ATTACHMENTS and APPENDICES

ATTACHMENT I	2017-2018 Spring Proposed Revenue Budget
ATTACHMENT II	Student Draft Projected Enrolment 2017-2018 vs 2016-2017
ATTACHMENT III	Distribution of Funds
ATTACHMENT IV	Request for Increase's to Central Base Allocations

TB:ja

**Edmonton Public Schools**  
**2017-2018 Spring Proposed Revenue Budget - Distribution of Funds**

	<b>2017-2018 Spring Proposed Budget</b>	<b>2016-2017 Fall Revised Budget</b>	<b>Variance Spring vs Fall \$</b>	<b>Variance Spring vs Fall %</b>	<b>Notes</b>
<b>BASE INSTRUCTION FUNDING</b>					
Early Childhood Services (ECS) Base Instruction	\$ 30,680,300	\$ 29,317,600	\$ 1,362,700	4.6%	
ECS Class Size	6,989,100	6,678,700	310,400	4.6%	
Base Instruction (Grades 1 to 9)	433,781,300	419,352,900	14,428,400	3.4%	
Class Size (Grades 1 to 3)	35,120,100	34,433,800	686,300	2.0%	
	<b>506,570,800</b>	<b>489,783,000</b>	<b>16,787,800</b>	<b>3.4%</b>	1
High School (Grades 10 to 12)	<b>156,107,200</b>	<b>152,755,000</b>	<b>3,352,200</b>	<b>2.2%</b>	1
Base Instruction Metro (Grades 10 to 12)	906,500	906,500	-	-	
Base Instr. Metro Summer (Grades 10 to 12)	5,544,200	5,544,200	-	-	
Outreach Site Funding	377,800	377,800	-	-	
Home Education	691,700	691,700	-	-	
	<b>7,520,200</b>	<b>7,520,200</b>	<b>-</b>	<b>-</b>	2
<b>SUBTOTAL BASE INSTRUCTION FUNDING</b>	<b>670,198,200</b>	<b>650,058,200</b>	<b>20,140,000</b>	<b>3.1%</b>	1
<b>DIFFERENTIAL COST FUNDING</b>					
ECS Program Unit Funding (PUF)	41,136,700	41,136,700	-	-	2
Inclusive Education	65,864,100	65,864,100	-	-	2
English as a Second Language (ESL)	20,902,000	20,902,000	-	-	2
First Nations, Metis and Inuit Education (FNMI)	9,507,300	9,507,300	-	-	2
Building Collaboration and Capacity	30,750	30,750	-	-	3
Socio Economic Status	10,958,600	10,958,600	-	-	2
Plant Operations and Maintenance (PO&M)	68,827,600	68,827,600	-	-	2
Metro Urban Transportation	24,788,300	24,788,300	-	-	2
ECS Special Transportation	2,472,800	2,472,800	-	-	2
School and Transportation Fees Reduction	7,995,000	-	7,995,000	100.0%	4
Equity of Opportunity	9,174,700	9,174,700	-	-	
Federal French Funding	590,000	590,000	-	-	
<b>SUBTOTAL DIFFERENTIAL COST FUNDING</b>	<b>262,247,850</b>	<b>254,252,850</b>	<b>7,995,000</b>	<b>3.1%</b>	
<b>PROVINCIAL PRIORITY TARGETED FUNDING</b>					
High Speed Networking	2,275,200	2,198,400	76,800	3.5%	5
<b>SUBTOTAL PROVINCIAL PRIORITY FUNDING</b>	<b>2,275,200</b>	<b>2,198,400</b>	<b>76,800</b>	<b>3.5%</b>	
<b>OTHER PROVINCIAL SUPPORT</b>					
Institutional Support	10,220,700	10,220,700	-	-	2
Regional Collaborative Service Delivery (RCSD)	3,883,800	3,883,800	-	-	2
Provincial School Lease Support	2,052,600	2,052,600	-	-	2
Narrowing Teacher's Salary Gap	239,000	239,000	-	-	2
Reduction in System Admin & School Board Governance	(4,182,000)	(3,973,000)	(209,000)	5.3%	6
<b>SUBTOTAL OTHER PROVINCIAL SUPPORT</b>	<b>12,214,100</b>	<b>12,423,100</b>	<b>(209,000)</b>	<b>(1.7%)</b>	
<b>TOTAL PROVINCIAL OPERATIONAL FUNDING</b>	<b>946,935,350</b>	<b>918,932,550</b>	<b>28,002,800</b>	<b>3.0%</b>	

**Edmonton Public Schools**  
**2017-2018 Spring Proposed Revenue Budget - Distribution of Funds**

	2017-2018 Spring Proposed Budget	2016-2017 Fall Revised Budget	Variance Fall vs Spring \$	Variance Fall vs Spring %	Notes
<b>CAPITAL AND IMR FUNDING</b>					
Infrastructure Maintenance Renewal (IMR)	9,673,300	9,673,300	-	-	2
Amortization of Capital Allocations and Expended Deferred Capital Revenue	35,137,200	35,137,200	-	-	2
<b>CAPITAL AND IMR FUNDING</b>	<b>44,810,500</b>	<b>44,810,500</b>	-	-	
<b>OTHER PROVINCIAL REVENUES</b>					
Tuition Agreements	1,262,500	1,262,500	-	-	7
Secondments - Provincial	2,889,000	2,889,000	-	-	7
Alberta Education Conditional Grants	428,800	428,800	-	-	7
Alberta Teachers' Retirement Fund (ATRF)	56,915,300	56,915,300	-	-	2
<b>SUBTOTAL OTHER PROVINCIAL REVENUES</b>	<b>61,495,600</b>	<b>61,495,600</b>	-	-	
<b>TOTAL GOVERNMENT OF ALBERTA</b>	<b>1,053,241,450</b>	<b>1,025,238,650</b>	<b>28,002,800</b>	<b>2.7%</b>	
<b>OTHER PROVINCIAL GRANTS</b>	<b>3,042,800</b>	<b>3,042,800</b>	-	-	7
<b>FEDERAL GOVERNMENT AND FIRST NATIONS</b>	<b>2,364,600</b>	<b>2,364,600</b>	-	-	7
<b>OTHER ALBERTA SCHOOL AUTHORITIES</b>	<b>795,800</b>	<b>795,800</b>	-	-	7
<b>FEES</b>					
School Fees - School Generated Funds	10,639,300	13,300,000	(2,660,700)	(20.0%)	4
Transportation Fees	6,937,200	12,271,500	(5,334,300)	(43.5%)	4
Lunch Program Fees	4,166,800	4,166,800	-	-	7
Metro Continuing Education Fees	556,400	556,400	-	-	7
Textbook Rental Fees	1,390,800	1,390,800	-	-	7
Music Instrument & Other Material Fees	292,700	292,700	-	-	7
<b>SUBTOTAL FEES</b>	<b>23,983,200</b>	<b>31,978,200</b>	<b>(7,995,000)</b>	<b>(25.0%)</b>	
<b>OTHER SALES AND SERVICES</b>					
International Student Tuition	7,050,000	7,050,000	-	-	7
Sales and Services - Schools & Central DU's	5,133,800	5,133,800	-	-	7
Other Sales and Services - School Generated Funds	5,300,000	5,300,000	-	-	7
Secondments - Other Entities	1,238,200	1,238,200	-	-	7
Adult Education	2,185,200	2,185,200	-	-	7
<b>SUBTOTAL SALES AND SERVICES</b>	<b>20,907,200</b>	<b>20,907,200</b>	-	-	
<b>INVESTMENT INCOME</b>	<b>3,200,000</b>	<b>3,200,000</b>	-	-	7
<b>GIFTS AND DONATIONS</b>					
School Gifts and Donations	5,590,700	5,590,700	-	-	7
EPSB Foundation Support	450,000	450,000	-	-	7
<b>SUBTOTAL GIFTS AND DONATIONS</b>	<b>6,040,700</b>	<b>6,040,700</b>	-	-	
<b>FUNDRAISING - School Generated Funds</b>	<b>1,900,000</b>	<b>1,900,000</b>	-	-	7
<b>RENTAL OF FACILITIES</b>	<b>4,971,000</b>	<b>4,971,000</b>	-	-	7
<b>TOTAL OPERATING REVENUE</b>	<b>\$ 1,120,446,750</b>	<b>\$ 1,100,438,950</b>	<b>\$ 20,007,800</b>	<b>1.8%</b>	



**Notes to the  
2017-2018 Spring Proposed Revenue Budget - Distribution of Funds**

*Unless otherwise noted, variance explanations have been provided for amounts where the 2017-2018 spring proposed budget differs from the 2016-2017 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 3,074 students (see Attachment II for additional details). For 2017-2018, there are no increases in the per student funding rates, however, the Province is funding enrolment growth.

**2 Various Grants**

The budget amounts have been carried forward from 2016-2017 and will be updated when the budgets are completed in the spring. These budgets are a flow-through where any change from the amount currently shown will be offset by an equivalent amount allocated to schools or central decision units.

**3 Building Collaboration and Capacity in Education (BCCE)**

This is the second year of a three year grant that started in 2016-2017. The purpose of this grant is to increase opportunities for First Nations students to receive culturally responsive and meaningful education programs and services through enhanced collaboration and coordination among education stakeholders. The grant provides \$335 per First Nation student residing on a reserve but attending EPSB. In addition, EPSB submitted a grant application requesting \$14,000/ year for a total of \$42,000 over the three years.

**4 School and Transportation Fees Reduction**

This targeted funding is related to Bill 1: An Act to Reduce School Fees. To support Bill 1, during its initial year of implementation, funding is provided based on 100% of the basic instruction supplies fee revenue reported on our 2015-2016 audited financial statements. The transportation fee portion is based on 45% of the transportation fee revenue that was also reported on our 2015-2016 audited financial statements. There may be additional requirements related to this funding when the regulation is finalized. The increase in funding received to support Bill 1 is offset by the equivalent amount of a decrease in fee revenue.

**5 High Speed Networking**

Also known as SuperNet, the District receives \$800 per month per approved site. The increase reflects the closing of 3 schools and the opening of 11 new schools in September 2017.

**6 Reduction in System Admin & School Board Governance**

Alberta Education began processing a deduction from school jurisdictions payments equivalent to 10 per cent of boards' allowable administration maximum in the 2013-2014 school year. The deduction was originally calculated based on total expenditures in the 2011-2012 audited financial statements and has increased year over year since it was implemented.

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

The budget amount has been carried forward from 2016-2017 and will be updated in the spring when the budget amounts are entered directly by the individual school or central decision unit.

**Edmonton Pubic Schools**  
**Projected 2017-2018 vs September 30, 2016 Enrolment, Proposed 2016-2017 Enrolment**  
**Funded vs Other**

<b>Student Enrolment by Division</b>	<i>DRAFT</i> <b>2017-2018 Projected Enrolment</b>	<b>2016-2017 September 30 Actual Enrolment</b>	<b>Enrolment Increase</b>	<b>Variance %</b>	<b>2015-2016 September 30 Actual Enrolment</b>
<b>Funded Students:</b>					
Early Childhood Services (ECS)	<b>9,186</b>	8,778	408	4.6%	8,575
Elementary	<b>45,021</b>	43,385	1,636	3.8%	41,304
Junior High	<b>19,919</b>	19,394	525	2.7%	18,790
Senior High	<b>23,578</b>	23,072	506	2.2%	22,661
Subtotal - Enrolment for Grades 1-12	<b>88,517</b>	85,851	2,666	3.1%	82,755
<b>Subtotal Funded Students</b>	<b>97,703</b>	94,629	3,074	3.2%	91,330
<b>Subtotal Other Students</b>	<b>1,013</b>	1,013	-	0.0%	1,028
<b>Total Student Enrolment</b>	<b>98,716</b>	95,642	3,074	3.2%	92,358

NOTE: The 2017-2018 projected enrolment figures are preliminary and will be updated using actual pre-enrolment data.

**Edmonton Public Schools**  
**2017-2018 Spring Proposed Budget - Distribution of Funds**  
**Total Allocations**

		<b>2017-2018 Spring Proposed Budget</b>	<b>2016-2017 Fall Revised Budget</b>		<b>Variance \$</b>	<b>Variance %</b>	<b>Notes</b>
<b>Projected Revenue</b>	<b>**</b>			<b>**</b>			
Operating Revenue		<b>\$ 1,120,446,750</b>	\$ 1,100,438,950		\$ 20,007,800	1.8%	
Operating Reserve Funds *		<b>6,000,000</b>	60,752,015		(54,752,015)	(90.1%)	*
Operating Revenue		<b>\$ 1,126,446,750</b>	\$ 1,161,190,965		<b>\$ (34,744,215)</b>	<b>(3.0%)</b>	
<b>School Allocations</b>							
School Allocations Levels 1 to 8		<b>\$ 649,344,909</b>	\$ 633,874,832		\$ 15,470,077	2.4%	1
Other Supplemental School Allocations		<b>149,148,369</b>	151,127,460		(1,979,091)	(1.3%)	2
		<b>798,493,278</b>	785,002,292		13,490,986	1.7%	
School Generated Funds/External Revenues		<b>33,046,366</b>	35,707,066		(2,660,700)	(7.5%)	3
<b>Subtotal School Allocations</b>	73.8%	<b>831,539,644</b>	820,709,358	73.6%	10,830,286	1.3%	
<b>Other Allocations</b>							
Metro Continuing Education		<b>11,715,296</b>	11,715,296		-	-	4
External Revenue Allocations - Central		<b>12,198,295</b>	12,198,295		-	-	4
District Level Fixed Costs	6.4%	<b>71,876,867</b>	73,800,067	6.6%	(1,923,200)	(2.6%)	5
District Level Committed Costs	7.3%	<b>82,470,556</b>	82,610,556	7.4%	(140,000)	(0.2%)	6
		<b>178,261,014</b>	180,324,214		(2,063,200)	(1.1%)	
Central Decision Units***	5.3%	<b>59,730,792</b>	57,650,905	5.2%	2,079,887	3.6%	7
<b>Subtotal Other Allocations</b>		<b>237,991,806</b>	237,975,119		16,687	0.0%	
<b>Alberta Teachers' Retirement Fund (ATRF)</b>		<b>56,915,300</b>	56,915,300		-	-	8
<b>Total Allocations</b>		<b>1,126,446,750</b>	1,115,599,777		10,846,973	1.0%	
Planned Use of Reserves *		-	45,591,188		(45,591,188)	(100.0%)	*
<b>Total Budget</b>		<b>\$ 1,126,446,750</b>	\$ 1,161,190,965		<b>\$ (34,744,215)</b>	<b>(3.0%)</b>	

\* In conjunction with the approval of the distribution of the District's surplus plan (approved on November 29, 2016), surplus funds were directed towards supporting the District's most vulnerable students including our English Language Learners (ELL) as well as our students identified as having severe special needs. This plan included accessing \$6 Million of surplus funds for the 2017-2018 school year to maintain the increased student allocation rates.

The District is currently completing a forecast in order to update our projected ending accumulated surplus balance for the year ended August 31, 2017. Once completed, an updated list of initiatives requiring access to surplus funds will be forwarded for approval, with the goal to release these funds in conjunction with the spring proposed budget.

\*\* The amount as a percentage of the total allocations (prior to using any reserve funds).

\*\*\* The maximum expenditure for system administration and school board governance is 3.6 per cent. The total amount allocated to Central Decision Units includes portions allocated to instruction and are not included in the 3.6 per cent cap calculation.

**Notes to the  
2017-2018 Spring Proposed Budget - Distribution of Funds  
Total Allocations**

*Unless otherwise noted, variance explanations have been provided for amounts where the 2017-2018 spring proposed budget differs from the 2016-2017 fall revised budget by more than 5%.*

**1 School Allocations Levels 1 to 8**

School Allocations for the distribution of funds report are based on high level enrolment projections which predict the number of students at each grade level and the number of students in need of specialized supports and services. For 2017-2018, there have been no changes to the per student allocation rates. The allocations will be updated for the spring proposed budget using updated pre-enrolment data.

**2 Other Supplemental School Allocations**

Included in this category of school allocations are Equity Fund, Enhanced Support for Schools, amiskwaciy Academy base rent and Program Enhancement allocations. Specific changes in some of the allocations are included below:

Allocation	Details	\$ Variance Increase /(Decrease)
<u>Base Allocation</u>	The Base Allocation pays for the unit cost of a school principal, head custodian, and an administrative assistant for a school with optimal enrolment. With 3 schools closing and 11 new schools opening in September the amount of funds required for the base allocation will be increased.	2,120,000
<u>Program Enhancement Allocations</u>	There was a small prior year carry forward that has been removed.	(127,945)
<u>School Fees Reduction</u>	In support of Bill 1: <i>An Act to Reduce School Fees</i> a new allocation will be provided to schools to offset the amount previously collected in the form of fees to parents for instructional materials and supplies. The amount now allocated is directly linked to the amount of funding being received from the province for this initiative.	2,660,700
<u>Equity Fund</u>	The Equity Fund has been adjusted back to the base amount of \$4 Million, as the 2016-2017 fall budget allocation included additional surplus funds.	(5,556,232)
<u>High Social Vulnerability - 1 Year Transitional Fund</u>	Based on a recommendation report by the 2015-2016 Budget Allocation Principal Committee, the High Social Vulnerability calculation was updated. Part of the recommendation report included providing a 1 year transitional fund for the 2016-2017 school year, as such, this transitional allocation will be discontinued for 2017-2018.	(1,075,614)
		<b>(1,979,091)</b>

**3 School Generated Funds/External Revenues**

School generated funds are funds raised in the community for expenses at the school level. School external revenues previously included textbook rental fees, lunch program fees, grants, as well as school lease rentals. In compliance with Bill 1, effective September 1, 2017, the District can no longer charge for instructional supplies or materials. The current decrease reflects only the portion of fees that are now being funded by the Province. The full impact of Bill 1 on this revenue category will be updated when the schools complete their spring budgets.



**Notes to the  
2017-2018 Spring Proposed Budget - Distribution of Funds  
Total Allocations**

*Unless otherwise noted, variance explanations have been provided for amounts where the 2017-2018 spring proposed budget differs from the 2016-2017 fall revised budget by more than 5%.*

**4 Metro Continuing Education & External Revenue Allocations - Central**

The budget amount has been carried forward from 2016-2017 and will be updated when the budgets are completed in the spring as the budget is entered directly by the individual central decision unit. The central external revenue is comprised mostly of secondment revenue from the Alberta Government, other grants, and lease and parking revenue.

**5 District Level Fixed Costs**

These allocations have been updated to reflect the anticipated fixed costs for 2017-2018.

**6 District Level Committed Costs**

These allocations include Facility and Maintenance Services (to support schools and central), staff supply services, student transportation, partnership commitments, audit fees, and secondments. The decrease is related to the removal of an initial allocation provided for the first year to cover the costs of shared SRO's for 4 Junior High Schools. This cost will now be covered by the schools starting in 2017-2018.

Also included in this category are the transportation fees charged by the District. This includes the amounts charged for regular bus services to and from school (excluding field trips) as well as the sale of public transit bus passes to qualifying students. In compliance with Bill 1, effective September 1, 2017 the District can no longer charge transportation fees to students going to their designated school if that school is greater than 2.4 kilometers from home. The province has provided an estimated amount of funding to offset the estimated impact of Bill 1. Therefore, the current figure reflects the decrease in fee revenue offset by the equivalent amount of funding being received. EPSB is analyzing the estimate provided by the Province for reasonability. This amount will be updated closer to finalizing the 2017-2018 budget.

**7 Central Decision Units**

As the District continues to grow, the work of the central decision units also increases in order to support the additional students. On average, the percentage of funds allocated to central decision units remains around 5% of the District's total annual operating budget. As such, the proposed distribution of funds includes a placeholder of \$2.1 million for potential increases for central decision units. Included on Attachment IV is a listing of the requests by central. Upon approval, increases in base allocation will be reflected in the 2017-2018 budget.

**8 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.

**EPSB - Requests for Increases to Central Base Allocations - 2017-2018**

These requests are for ongoing initiatives/work and NOT for one time projects.

Director/Managing Director	Description/Rationale for ongoing increase to Base Allocation	Amount of Increase to Base (\$)
1 Leona Morrison	<u>Inclusive Learning</u> - Mobile Mental Health Transition Team. This team has been in place for a little more than a year and consists of a clinical psychologist, mental health nurse and clinical social worker. The team has served nearly 50 families so far. The focus of their work is to support students (and their families) with complex mental health concerns transition into, and out of, tertiary services and programming.	376,000
2 Leona Morrison	<u>Diversity Education</u> - Diversity & Comprehensive School Health Teams - Request includes funds for 0.5 Admin Assistant, a full time coordinator for the Comprehensive School Health initiatives and additional dollars to continue with enhanced opportunities for training in the area of Mental Health supports (MHFA, Go To Educator and roll out of the District's Mental Health Framework).	232,000
3 Lisa Austin	<u>Communications</u> - 1 FTE for videographer. We hired a videographer on contract last spring. Since then, they have produced more than 55 minutes' worth of videos on various topics for the District, from infrastructure to staff group appreciation and how to get ready for the first day of school. One minute of finished/produced video costs about \$1500. So, the videographer has almost cost recovered their entire FTE in less than a year. Videos, particularly when distributed through our social media channels, continue to be a very effective way for us to engage with our stakeholders.	115,052
4 Lisa Austin	<u>Communications</u> - 1 FTE for Intranet Coordinator. Over the last two years, the District has invested a significant amount of money to redevelop and rebuild the District Intranet (Staffroom). With the launch of the new, robust Intranet set for 2017-18, this FTE is essential to the ongoing caretaking and improvement of the Intranet so we protect our investment and ensure the tool continues to be an effective and useful resource for staff.	115,052
5 Angela Anderson	<u>HR Staff Relations</u> - Currently an Administrative Assistant is shared between Leadership Development and Staff Relations. Due to the increased volume in both areas, a 1.0 FTE Administrative Assistant is required in each (an addition of 1.0 FTE). This will ensure adequate support is provided to handle the increasing growth and complexity of these two portfolios and will ensure that service meets required timelines.	94,939

Director/Managing Director	Description/Rationale for ongoing increase to Base Allocation	Amount of Increase to Base (\$)
6	Angela Anderson	171,039
<p><u>HR Leadership Development</u> - Over the past four years, the leadership development framework has experienced significant growth. Attendance in the leadership development modules has reached over 500 employees and nearly 100 aspiring and newly appointed principals are being supported through Principal Readiness Programs. Base allocation currently provides for one full-time supervisor with principal experience and one full-time consultant who has no school experience, as well as a 0.5 Administrative Assistant. Over the past year, development and delivery in this portfolio was supported by working with 6 principal consultants who were externally contracted. In order to ensure effective succession planning, high quality program delivery and consistency, a second full-time supervisor is required. This will allow us to reduce the budget required for external resources by over two-thirds.</p>		
8	Angela Anderson	75,591
<p><u>HR Compensation &amp; Labour Relations</u> - The existing payroll team processes 38 payrolls per year. With a total of 13,427 staff, each Payroll Clerk supports 3,400 to 3,500 employees. This is an increase from approximately 2,500 employees per Payroll Clerk over the past five years. With three new schools last year and 11 more opening this fall, the team will continue to experience significant increases in volume. Due to the increasing complexity of the payroll function, the increased volume, and to support ongoing accuracy and service, an additional Payroll Clerk is required.</p>		
7	Angela Anderson	280,182
<p><u>HR Consulting</u> - 1 FTE Business Staffing Consultant and 1 FTE Teacher Staffing Consultant. These positions are required for the increased staffing needs created by new school openings and equity fund projects. This will decrease the number of schools supported by consultant from approximately 68 to 52, resulting in more timely service and support. Additionally, the number of teacher contracts issued increased by approximately 51 percent in the 2016-17 school year. This trend is expected to continue. In the Business Staffing area, an increased focus on fit for the specific needs Educational Assistant roles has resulted in more effective hiring to position, but has significantly increased the time required by Staffing Consultants. Educational Assistants have been an area of need in our staffing efforts (approximately two-thirds of all business staffing to support positions is for Educational Assistants) and we expect the number of EAs required for the coming school year to continue to increase by 75 to 100.</p>		

Director/Managing Director	Description/Rationale for ongoing increase to Base Allocation	Amount of Increase to Base (\$)
9 Angela Anderson	<u>HR Consulting</u> - Due to the ongoing District shortage of EAs and the number of individuals new to the role, an additional EA mentor is required. The District is looking at launching an EA training program this summer which will require support. In addition, the EA Mentors deliver the NVCI training which takes them out of schools where the support is needed.	72,777
10 Angela Anderson	<u>HR Consulting</u> - In the 2016-17 school year, the District launched a staff development registration system (PDR). This system will allow for much better coordination and tracking of training and professional development across the District. In order to best leverage the opportunities from the investment made, a dedicated PDR Coordinator is required. Currently there are 10,559 participants in 545 courses managed on this system. This position was previously included in the project budget.	67,011
11 Angela Anderson	<u>HR Consulting</u> - 1 FTE Administrative Assistant Mentor is required to support transition of Administrative Assistants due to retirements and new school openings. Schedules of the two existing AA mentors are booked four weeks out, allowing little room to respond to emergent needs. We also have seen a decrease in the number of retired Administrative Assistants interested in long term assignments, increasing support needs for new staff. In the current Administrative Assistant pool, almost 50 percent are 55 or older, with about 40 percent of those individuals over the age of 60. Given these demographics, we expect an ongoing requirement to support new Administrative Assistants.	81,336
12 Nancy Petersen	<u>District Support Services</u> - increase of 1.0 FTE Supervisor position. Rationale: Increase in calls, expulsions and the addition of the VTRA (Violence Threat Risk Assessment) work. Also includes an increase of \$25K for SES to allow for staff training.	167,242
13 Nancy Petersen/Grace Cooke	<u>Information Security</u> - increase to base to enable unit to hire a 1.0 FTE. The unit currently has 2.0 FTE. This level of staffing is not sufficient to support the demand of work, or to enable the team to benefit from the potential of some of the equipment and software that can be proactive in nature. An additional staff member would also build capacity and reflect transition planning as one looks long term at the staffing make-up of the unit.	65,000
<b>Request for increase to Base Allocation for 2017-2018</b>		<b>\$1,913,221</b>
Estimated NET increase of DST Reorganization for 2017-2018		<b>\$166,666</b>
<b>Total increase to Central Decision Units Base Allocation</b>		<b>\$2,079,887</b>

**DATE:** April 25, 2017

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Three-Year Capital Plan 2018–2021

**ORIGINATOR:** Lorne Parker, Executive Director

## RESOURCE

**STAFF:** Brent Dragon, Josephine Duquette, Jon Dziadyk, Jenifer Elliott, Leanne Fedor, Terri Gosine, Geoff Holmes, Kim Holowatuk, Scott Humphrey, Roland Labbe, Valerie Leclair, Maegan Lukian, Kyle McFarlane, Shaminder Parmar, Crystal Plante, Hayden Sanchez-Avery, David Sloan, Marlene Tetrault, Jennifer Thompson, Christopher Wright

**REFERENCE:** School Capital Manual – March 2015

## ISSUE

The District's Three-Year Capital Plan must be approved by the Board of Trustees on an annual basis (Attachment I). The deadline for submission of the *Three-Year Capital Plan 2018–2021* to Alberta Education is May 12, 2017.

## BACKGROUND

On March 21, 2017, the Government of Alberta announced funding for three capital projects for Edmonton Public Schools (Attachment II). One of the projects is a modernization and addition to Highlands School. The funding for this project will honour the concept developed through the community consultation process in 2014–2015. After the modernization and addition are completed, Highlands School will welcome the students from Mount Royal and Montrose schools. The remaining two projects are new construction, a Grades 7–9 school in the Larkspur neighbourhood and a Kindergarten to Grade 6 school in the developing neighbourhood of McConachie. The table below summarizes the funded priorities from the *Three-Year Capital Plan 2017–2020*.

	Funded Priorities	Capacity	Sector	Cost (millions)
Year 1				
1	K–9 Highlands Modernization / Consolidation	800	NE	\$27
2	Larkspur 7–9	950	SE	\$33
3	McConachie K–6	650	NC	\$20

This announcement allows the District to respond to the unique challenges in mature neighbourhoods by investing in the modernization of a historic school and creating efficient 21<sup>st</sup> century learning environments. The two new construction projects will help the District provide local accommodation for the students residing in these areas. However, we know that the City of Edmonton continues to grow and our existing students are progressing through their primary education years. These two factors continue to place pressures on providing local K-9 accommodation in new areas, as well as new high school spaces.

### ***Infrastructure Planning Principles***

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

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

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

### ***District Infrastructure Plan***

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

- ensure the District has sufficient infrastructure to offer high quality learning environments, geographically located to serve District demographics
- align District infrastructure operations to effectively support the infrastructure management plan
- support asset management plans for all buildings
- ensure sufficient space is available for partnerships and community supports

- be consistent with sustainable transportation system designed to serve District needs
- demonstrate commitment to continuous evergreening of infrastructure needs beyond 2022
- support financial efficiencies to ensure District funds are directed to the areas that provide benefits for the most students

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

Edmonton Public Schools recognizes that minimizing environmental impacts will act to enhance its operational efficiency. The District has identified the need to monitor and calculate our carbon footprint so that strategies can be put in place to manage and reduce it. The District EnviroMatters Office has partnered with Eco Ammo Sustainable Consulting to perform quarterly carbon and sustainability reporting to increase the accuracy and reliability of our environmental footprint data. Having consistent, quarterly reporting will play an informative role in the infrastructure planning process and will lead to sustainable improvement suggestions. Moving forward, carbon footprint reports on individual District sites can be used to assist in determining the sustainable cost of all buildings to the District, including closed schools and help the District adapt and manage the new Alberta Carbon Tax. Environmental report trends can inform new school construction and modernization designs based on the District's specific sustainability needs and areas for improvement.

In terms of Leadership in Energy and Environmental Design (LEED), certified District schools provide a healthier learning and working environment through use of natural light and improved air quality, in addition to being more energy-efficient and more cost effective to operate. Michael Strembitsky, Major-General Griesbach, Bessie Nichols, Elizabeth Finch, A. Blair McPherson and Johnny Bright schools have all received LEED Gold designations, with Lillian Osborne, Esther Starkman, Florence Hallock and Dr. Donald Massey schools each receiving LEED Silver designations. All new District schools are built to achieve a LEED Silver certification, including Dr. Margaret Ann-Armour, Nellie Carlson and Roberta MacAdams schools, which opened in the fall of 2016. In the fall of 2017, 11 new schools will be opening throughout the city and will also be pursuing LEED certification.

Additionally, the District is continuing to identify, work with, and build relationships with consultants that bring a high level of specialized engineering and project management expertise on robust energy efficient retrofit designs and systems.

### ***Ten-Year Facilities Plan***

The *Ten-Year Facilities Plan 2015–2024* provides a broad overview of the District's facilities and identifies long-range facility needs. As per Alberta Education guidelines, the plan provides an overview of District facility information by sector and includes enrolment trends and projections, demographic data, facility condition information, current and projected utilization rates and programming opportunities. The plan identifies future modernization and expansion needs and informs the development of the District's Three-Year Capital Plan.

## ***Capital Planning Methodology***

The *Three-Year Capital Plan 2018–2021* outlines the District's capital priorities for the next three-year period. It includes a detailed breakdown of project costs by facility required, and demonstrates that the District has evaluated its ability to deliver the requested projects during the three-year period. Once approved, the priorities are entered into the provincial database system, including copies of Site Readiness Checklists for new or replacement school projects included in Year 1 of the submission. Alberta Education reviews and prioritizes the District's school capital projects in accordance with the *Alberta School Capital Manual, March 2015* (Attachment IV). Projects are prioritized using the following criteria: health and safety, building condition, utilization rates, enrolment projections, education program delivery and impact, site readiness and infrastructure performance. The review will also include any additional information provided such as regional plans or partnership opportunities.

New construction is primarily being requested in developing, suburban areas. Requests for schools in the developing, suburban neighbourhoods are intended to accommodate the continued growth in population of elementary school-age students, and the continued rollover of these students into junior and senior high schools over the next four years. New construction requests are also contemplated in mature communities where replacement schools represent better value compared to modernization costs. In some cases the modernization costs approach the value of a full replacement.

According to the City of Edmonton *Annual Growth Monitoring Report, 2016*, there has been significant residential growth in developing, suburban neighbourhoods. Over 2015, developing areas of the city have seen an increase of close to 25,000 people, while mature communities have gained an estimated 2,200 people, and established neighbourhoods have experienced a population loss of 400 people. During this time, the District has worked to accommodate the growing population of elementary school-age children in developing areas. According to federal census data, the City of Edmonton has grown by 120,345 residents between 2011 and 2016. Edmonton's population is expected to grow by another two per cent over the next three years, according to the City of Edmonton. From 2001 to 2015, Edmonton Census Metropolitan Area had the highest number of young families with small children concentrated in developing neighbourhoods, creating pressure for services such as new schools (Attachment III). Developing neighbourhoods have experienced the highest population growth and have gained just under 85,000 people since 2012 - over 76,000 more than all core, mature and established neighbourhoods combined (City of Edmonton, Open Data Portal). Established neighbourhoods have seen a decline of about 950 residents while core and mature neighbourhoods have increased by approximately 4,600 and 5,100 residents respectively.

Despite various infill initiatives happening in Edmonton, developing neighbourhoods have accounted for 81 per cent of total residential growth in 2015. In 2015, approximately 55 per cent of all newly serviced residential lots were located in new neighbourhoods in the southeast and southwest. Residential development trends in 2015 have seen an increase in the number of lot registrations; however, servicing activity and building permits issued have decreased from 2014 numbers. Despite the decline of lot servicing and building permits from 2014 all three indicators are up from 2010 to 2013 numbers. In early 2016, the neighbourhood of Aster was approved by City Council. In 2015, three neighbourhood structure plans were approved (Marquis, Uplands, and River's Edge) and one area structure plan was approved in the southeast (Decoteau). Approval of these new areas provides new housing options for families with children and the District is provided additional locations to offer local educational programming, in the long term. In the short term these students are accommodated within existing District schools.



The opening of three new schools (two K–9 and one K–6) in the 2016–2017 school year and the scheduled opening of 11 new schools (seven K–9, two K–7, one K–6 and one 7–9) in the 2017–2018 school year have relieved some of the immediate enrolment pressures that resulted from no new school construction from 2002 to 2010, despite the rapid student population growth in new suburban areas that occurred during the same time.

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

- number of current students residing in an area and projected students
- the historical pace of development and the amount of development remaining in an area
- utilization of the schools that the majority of students residing in the area attend
- average distance travelled by the students to their designated school
- accommodation of alternative and special education programs, and partnerships
- current state of development of the proposed site
- new capacity represented by recently funded capital projects, not yet operational

Focusing on attendance area high school enrolment and space, the High School Accommodation Framework 2016–2019 has concluded that additional capacity is needed now and in the near future to accommodate increasing high school student enrolment in the District. Assuming that current enrolment trends hold and there is no drastic demographic change in our city, high school enrolment in the District will stabilize when it reaches approximately 30,000 students in attendance area high schools. The District will need at least 8,000 additional spaces to accommodate these students, thus new high school requests require increased prioritization.

The criteria for prioritizing new construction projects places an emphasis on locations experiencing rapid growth and students traveling a significant distance to a school with space to accommodate them.

Several replacements and modernizations are also proposed to aid in dealing with the Districts' aging infrastructure. The recent funding announcement for the K–9 Highlands School modernization concept 2 will help address the need to reinvest in aging facilities with excess capacity. The three remaining initiatives currently underway in the city's mature neighbourhoods in the Britannia, Rosslyn and Westlawn areas remain as capital priorities. The initiatives are modelled after two recent projects that saw the District engage communities in the Greater Lawton and Greater Highlands areas. The engagement process from the Greater Lawton area yielded a community-supported decision to combine the three local aging school facilities into one new replacement facility (which will open as Ivor Dent School in September 2017); while the communities in Greater Highlands area supported a modernized historic building and re-imagined new addition. These initiatives have provided the District opportunities to collaborate with provincial and municipal governments, partner agencies, as well as community groups, to contribute positively to community sustainability.

Britannia, Rosslyn and Westlawn cluster areas are included in the capital priorities to support the future outcomes of Space for Students initiatives. The cluster areas will be prioritized based on the utilization within the clusters, deferred maintenance, operating costs, total enrolment, and outcomes of the public engagement meetings held in March 2017. The priority of these projects will be determined once the feedback from public engagement meetings in March is analyzed, and they can be specified and submitted in a fall amendment to the *Three-Year Capital Plan 2018–2021*. Similar conversations in

mature communities will continue over the coming years. To reflect the ongoing work involving our aging infrastructure in the mature communities, three additional placeholders are included in the list of priorities. The placeholders are intended to accommodate the outcomes from future consolidation discussions. Two replacement school projects for Delton and Spruce Avenue schools are retained in the capital priorities in acknowledgment of involvement in previous consolidation processes. These projects were identified through the sector review process in 2009–2010. A detailed assessment of these two facilities supports a replacement school in place of a modernization. When the projects are funded, the best location for the replacement school building within the existing site will be confirmed.

Previous capital plans have included modernization projects for District schools based on the provincial facility condition, utilization trends, and enrolment trends. Currently, the District is conducting detailed building condition assessments for 153 District schools. This comprehensive building condition information will allow the District to refine a well-informed list of modernization projects for the capital plan moving forward. Modernization projects allow the District to provide equitable access to high quality learning environments to all students, reduce our environmental impact, and improve operational efficiencies. Based on the information gathered, an amendment to the Three-Year Capital Plan could be submitted in the fall to the province to re-integrate modernization projects within the priorities.

Alberta Education has amended the capital plan submission process by including a fall amendment. The purpose of the amendment is to allow the capital plan to reflect current circumstances or changes in board priorities. Amendments are intended to accommodate unavoidable changes that are essential for consideration by Alberta Education. The spring submission remains the main focus for evaluating the Board's capital priorities.

## RELATED FACTS

- The province expects a Three-Year Capital Plan to be submitted annually and an up to date Ten-Year Facilities Plan must be available upon request.
- An amendment to the Three-Year Capital Plan can be submitted to the province between September 30 and October 15.
- School Community Renewal projects are considered in mature areas where enrolment and utilization trends are lower, facilities are oversized and require significant infrastructure investment.
- New school construction projects are considered in growing suburban areas where the District is challenged to provide local accommodation to students.
- A District Infrastructure Plan guides all decisions regarding District facilities based on the Infrastructure Planning Principles.
- Provision of Quality Infrastructure for All by providing welcoming, high quality learning and working environments is a District priority.
- This plan provides the best tool to advocate for adequate, stable and predictable funding to ensure quality infrastructure is assured to carry our District well into the 21<sup>st</sup> century.

## RECOMMENDATION

**That the proposed capital priorities for modernizations and new construction identified in the *Three-Year Capital Plan 2018–2021* be approved.**

## OPTIONS

Based on the information provided in this report, the following options are considered most appropriate:

1. Approve the *Three-Year Capital Plan 2018–2021*, as presented for submission to Alberta Education.
2. Approve the *Three-Year Capital Plan 2018–2021*, as amended for submission to Alberta Education.

## CONSIDERATIONS and ANALYSIS

The uncertainty of access to capital funding creates challenges in prioritizing projects, for both modernizations/replacement schools and new school construction. While future unfunded projects, identified in the *Alberta Budget 2017 – Fiscal Plan – Capital Plan* (Attachment V), provides some assurance for capital project funding, the timelines remain uncertain. If the attached draft *Three-Year Capital Plan 2018–2021* is approved then the projects identified in the provincial plan will need to be amended to reflect the new District priorities. Funding for modernization projects has been consistently below levels required to maintain high quality learning environments in all of the District's aging infrastructure. The pace of residential development in new suburban areas has outpaced capital funding for constructing new local accommodation for the large numbers of students residing in these areas. The *Three-Year Capital Plan 2018–2021* reflects investment in both mature areas and new growth areas in the District's capital priorities. In 2016, the District awarded nine tendered construction packages for new school projects opening in 2017. All of these tendered packages closed below the budgeted amounts. Also in the spring of 2017, the tendered construction package for a modernization and addition at Caernarvon School is following the same pattern, indicating that there is a value in investing in infrastructure at this time.

According to the City of Edmonton *Annual Growth Monitoring Report, 2016*, population growth in Edmonton since 2012 has been very rapid (7.4 per cent). Although this trend is city-wide, the majority of population and student growth is occurring in the developing neighbourhoods in the south. Nine of the top 10 fastest growing neighbourhoods between 2012 and 2016 are in the south (Windermere, Walker, Laurel, Summerside, Chappelle, Allard, Rutherford, Charlesworth and Callaghan). McConachie is the tenth neighbourhood, which is located in the north. The 10 neighbourhoods have a combined total population growth of approximately 41,000 residents over the last five years.

There are now 41 developing neighbourhoods in the City of Edmonton and an additional 21 neighbourhoods in the planned stage, as of December 2015. Twenty-five of these developing neighbourhoods are less than 75 per cent complete, so we can expect that student residency numbers will continue to climb across the city as development of these areas continues. More schools will face organizational and program delivery challenges as they struggle to accommodate these students. In order to meet the demand for student learning spaces in these areas, students will continue to be designated to schools with space to accommodate them. Many of these schools are ageing facilities in mature neighbourhoods located a significant distance away from where these students live.

All core, mature and established neighbourhoods (encompassing 202 neighbourhoods) have a combined net population increase of 8,800 over the same time frame. Of these neighbourhoods, downtown, Windsor Park, Boyle Street, McCauley and Silver Berry had the largest increase of approximately 6,800 residents while Kiniski Gardens, Jamieson Place, Aldergrove, Kameyosek and Woodcroft had the largest decline of more than 2,500 residents.

Modernization projects/replacement schools in core and mature neighbourhoods will allow the District to provide equitable access to high quality learning environments to all students, reduce our

environmental impact and improve operational efficiencies. The previous plan requested funding for five modernization projects. These projects have been deferred from the plan for the time being and will be reconsidered once the District's current detailed building condition assessments of 153 District schools are completed, prior to the start of the 2017–2018 school year. This comprehensive building condition information will allow the District to refine the assessment as to which schools require reinvestment in their facilities, whether it be through modernization or the Infrastructure Maintenance Renewal funds, or whether the school could be included within a future Space for Students review. The replacement of Delton School and Spruce Avenue School (which were supported outcomes of previous consolidation discussions) are retained in this plan's list of capital priorities.

Busing is generally provided to elementary students residing in neighbourhoods where there is no neighbourhood school. Currently, the greatest pressures on these fixed route ride times exist in southwest Edmonton due to the long distances to designated schools. Edmonton Transit System (ETS) is the preferred means of student transportation for junior high and senior high school students. Where ETS to the designated school is not available or does not provide an acceptable level of service, yellow bus service will be provided. The number of yellow bus riders has increased by 2,800 students for the five-year period 2012–2016, or 32 per cent.

As a result of increasing student enrolment in the District, there is a need to plan for the growing number of prospective high school students. Accordingly, the High School Accommodation Framework 2016–2019 was developed as a means to provide improved balance to student distribution and increase District infrastructure capacity as it relates to high school programming.

The High School Accommodation Framework 2016–2019 has two principle priorities:

1. To effectively respond to current and future student enrolment in highly utilized high schools.
2. To repurpose space to improve efficient use of existing infrastructure in response to underutilized space.

Focusing on attendance area high school enrolment and space, the framework is divided regionally and includes timely and appropriate stakeholder engagement. Assuming that current enrolment trends hold and there is no drastic demographic change in our city, enrolment in the District will stabilize when it reaches approximately 30,000 students in attendance area high schools. The District will need at least 8,000 additional spaces to accommodate these students. The High School Accommodation Framework 2016–2019 proposes a number of supports for the District that is responsive to student enrolment indicators, including new school requests. A request for additional high school space has been made by the board in the last five capital plan submissions, not including this year's draft submission.

School community renewal projects, new construction opportunities in developing areas, growth of alternative and special education programs, and efficient management of our existing resources is complex. To continue to provide high quality learning environments and supports for students and community members, the District works closely with our partner organizations, where possible. A strong working relationship with our partners at the City of Edmonton has contributed to the initiatives in mature and developing communities. The District continues to look for additional opportunities to work with agencies and organizations that support students, their families and the broader community.

## **NEXT STEPS**

The approved *Three-Year Capital Plan 2018–2021* will be submitted to Alberta Education by May 12, 2017.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I	<i>Three-Year Capital Plan 2018–2021</i>
ATTACHMENT II	List of Funded Capital Projects, March 21, 2017
ATTACHMENT III	<i>Percentage of Families with Children by Neighbourhood (City of Edmonton 2015 Annual Growth Report)</i>
ATTACHMENT IV	Excerpt from Alberta School Capital Manual
ATTACHMENT V	Alberta Budget 2017 – Fiscal Plan – Capital Plan

JD:ks

## ***Three-Year Capital Plan 2018–2021***

### **Introduction**

As the provincial capital and major hub to northern Alberta, Edmonton has been experiencing growth despite the decline in oil prices. While fiscal pressures continue to present challenges and opportunities for Alberta, Edmonton remains a preferred destination due to the opportunities and amenities of the city. The reach of global economic instability has been somewhat limited in Edmonton over the last few years. Infrastructure investments can help stimulate the economy by providing local jobs. Infrastructure investment can also address deferred maintenance issues in our aging buildings. Addressing our deferred maintenance will improve our environmental impact.

Edmonton is a vibrant, growing city with a standard of living among the highest in North America. Schools are a vital service that helps to make Edmonton an appealing place to live, work, do business in and visit. An investment in schools plays a substantial role in bringing to life the vision for a complete community. The Census Metropolitan Area (CMA) of Edmonton population increased by 13.9 per cent since the 2011 census. The area's growth rate was above the national rate of five per cent, while the population of Alberta increased by 11.6 per cent.

This year, nine of the 11 funded schools will open in September 2017, with the remaining two buildings scheduled to welcome students in January 2018. While the new schools will relieve pressure in some of our communities, other areas of the city continue to face enrolment growth and capacity challenges, and pressure for additional high school capacity is apparent.

### **District Responsibilities and Challenges**

As a District, we have a responsibility to meet the needs of students living across the city. There is a cost associated with operating and maintaining each square metre of District space, whether it is used or not for educational purposes. The District continues to focus on providing the best educational learning environments for students in all schools. The operation and maintenance of older schools costs more per square metre. An investment into modernizing or replacing our schools is an environmentally sustainable approach to providing high quality learning environments across the city.

### **Ten-Year Facilities Plan**

The *Ten-Year Facilities Plan 2015–2024* provides a broad overview of the District's facilities and identifies long-range facility needs. As per Alberta Education guidelines, the plan provides an overview of District facility information by sector and includes enrolment trends and projections, demographic data, facility condition information, current and projected utilization rates and programming opportunities. The plan identifies future modernization and expansion needs, and informs the development of the District's Three-Year Capital Plan.

### **District Infrastructure Plan**

The Infrastructure Planning Principles will guide development of a District Infrastructure Plan, as a framework aimed at transforming the District's inventory of aging infrastructure assets into outstanding educational facilities that facilitate 21<sup>st</sup> century learning environments, available for all students. The plan will identify timelines and goals to provide these high quality learning environments, respond to community needs, address deferred maintenance, and right size District space to efficiently meet short-term and long-term needs. The desired outcomes of the District Infrastructure Plan include the following:

- ensure the District has sufficient infrastructure to offer high quality learning environments, geographically located to serve District demographics
- align District infrastructure operations to effectively support the infrastructure management plan
- asset management plans for all buildings
- sufficient space available for partnerships and community supports
- sustainable transportation system designed to serve District needs
- commitment to continuous evergreening of infrastructure needs beyond 2022
- create financial efficiencies to ensure District funds are directed to the areas that provide benefits for the most students

The District will create opportunities for ongoing engagement with partners, community members, the City of Edmonton and the provincial ministries to implement the District Infrastructure Plan.

### **The Three-Year Capital Plan 2018–2021**

The proposed Three-Year Capital Plan identifies the District’s capital priorities for two project types: modernizations and new school construction/major additions. In accordance with provincial direction, the overall priorities for these two categories must be submitted as one aggregated list. A separate list for each of the categories is included to provide clarity of priorities within each category. It is important to note that capital priorities may not be carried forward. The priorities indicated in the *Three-Year Capital Plan 2018–2021* are based on a review of all current data, with no consideration given to rankings indicated in previous years. It is difficult to prioritize new construction projects as each one listed is required to meet the immediate and imminent future demands of new growth areas.

The *Three-Year Capital Plan 2018–2021* is guided by a set of planning principles to guide decision-making around infrastructure capital investment. The Infrastructure Planning Principles are as follows:

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

The District places a high priority on providing access to school space for a number of wrap-around services to support children and families. These tenants and partners provide a broad range of supports and services fostering student success and achievement.

### **Growth and New Development**

According to the City of Edmonton *Annual Growth Monitoring Report, 2016*, there has been significant residential growth in developing, suburban neighbourhoods. Over 2015, developing areas of the City have seen an increase of close to 25,000 people, while mature communities have gained an estimated 2,200 people, and established neighbourhoods have experienced a population loss of 400 people. During this time, the District has worked to accommodate the growing population of elementary school-age children in developing areas. According to federal census data, the City of Edmonton has grown by 120,345 residents between 2011 and 2016. Edmonton’s population is expected to grow by another two per cent over the next three years, according to the City of Edmonton. From 2001 to 2015, Edmonton Census Metropolitan Area had the highest number of young families with small children concentrated in

developing neighbourhoods, creating pressure for services such as new schools (Attachment III). Developing neighbourhoods have experienced the highest population growth and have gained just under 85,000 people since 2012 - over 76,000 more than all core, mature and established neighbourhoods combined (City of Edmonton, Open Data Portal). Established neighbourhoods have seen a decline of about 950 residents while core and mature neighbourhoods have increased by approximately 4,600 and 5,100 residents respectively.

Despite various infill initiatives happening in Edmonton, developing neighbourhoods have accounted for 81 per cent of total residential growth in 2015. In 2015, approximately 55 per cent of all newly serviced residential lots were located in new neighbourhoods in the southeast and southwest. Residential development trends in 2015 have seen an increase in the number of lot registrations; however, servicing activity and building permits issued have decreased from 2014 numbers. Despite the decline of lot servicing and building permits from 2014 all three indicators are up from 2010 to 2013 numbers. In early 2016, the neighbourhood of Aster was approved by City Council. In 2015, three neighbourhood structure plans were approved (Marquis, Uplands, and River's Edge) and one area structure plan was approved in the southeast (Decoteau). Approval of these new areas provides new housing options for families with children and the District is provided additional locations to offer local educational programming, in the long term. In the short term these students are accommodated within existing District schools.

#### **Previously Approved New Construction Projects**

Between 2002 and 2010, no new school buildings were opened in the District despite the significant amount of student population growth in new suburban areas during this time; however, ASAP I and ASAP II schools were funded in 2007 and 2008. In June 2007, the Government of Alberta announced funding for six schools that opened in 2010: A. Blair McPherson, Elizabeth Finch, Esther Starkman, Florence Hallock, Dr. Donald Massey and Johnny Bright schools. An additional three schools were announced in 2008 that opened in 2012: Bessie Nichols, Michael Strembitsky, and Major-General Griesbach schools.

A joint collaboration between the District, Edmonton Catholic School District and the Northern Alberta Institute of Technology in the Blatchford neighbourhood has resulted in project confirmation. The Collegiate School for Science, Technology and Trades is an example of a unique partnership opportunity. This project was announced in 2014, and will support the growth and success of students through high school completion and beyond by utilizing partnership opportunities to offer students alternative educational programming.

Suburban growth within the City of Edmonton accounts for the majority of the residential growth; the rate of growth has been substantial and is projected to continue at a rapid pace. This has resulted in a significant rise in student population in new suburban areas. Over the course of 2014 and 2015, the province announced funding for 14 new construction projects and a 600 capacity addition to Lillian Osborne School. Three of these projects opened in 2016: Dr. Margaret-Ann Armour, Nellie Carlson and Roberta MacAdams schools. Eleven new schools are under construction with opening dates set for the 2017–2018 school year: Constable Daniel Woodall, David Thomas King, Dr. Lila Fahlman, Donald R. Getty, Hilwie Hamdon, Ivor Dent, Jan Reimer, Kim Hung, Michael Phair, Shauna May Seneca, and Svend Hansen schools. These projects were all based on priorities outlined in the *Three-Year Capital Plan 2014–2017* and *Three-Year Capital Plan 2015–2018*.



On March 21, 2017, the Government of Alberta announced funding for two new construction capital projects for Edmonton Public Schools. One of the projects is located in the established neighbourhood of Larkspur and the other project is located in the developing neighbourhood of McConachie. The table below summarizes the two new construction funded priorities from the *2017–2020 Three-Year Capital Plan*.

	<b>Funded Priorities</b>	<b>Capacity</b>	<b>Sector</b>	<b>Cost (millions)</b>
<b>Year 1</b>				
1	Larkspur 7–9	950	SE	\$33
2	McConachie K–6	650	NC	\$20

This announcement allows the District to respond to the unique challenges in mature neighbourhoods as well by investing in the modernization of the historic Highlands School and creating efficient 21<sup>st</sup> Century learning environments. The two new construction projects will help the District provide local accommodation for the students residing in these areas. However, we know that the City of Edmonton continues to grow and our existing students are progressing through their educational careers. These two factors continue to place pressures on providing local accommodation and student spaces in high school.

The following table indicates the number of new construction projects requested versus approved since 2010:

<b>Three-Year Capital Plan</b>	<b>Number of Projects Funded</b>	<b>Number of Projects Requested</b>	<b>Number of Projects Carried Over from Previous Year</b>
<b>2017–2020</b>	3	27	23
<b>2016–2019</b>	5*	27	18
<b>2015–2018</b>	4 (+6*)	27	13
<b>2014–2017</b>	6	18	7
<b>2013–2016</b>	0	7	6
<b>2012–2015</b>	0	6	6
<b>2011–2014</b>	0	7	3
<b>2010–2013</b>	0	3	2

*\*Project funded only for design. Construction funding for five of these projects was funded in 2015.*

In 2016, the District awarded nine tendered construction packages for new school projects opening in 2017. All of these tendered packages closed below the budgeted amounts. Also, in the spring of 2017, the tendered construction package for a modernization and addition at Caernarvon School is following the same pattern, indicating that there is a value in investing in infrastructure at this time.

Current funded new construction project details are as follows:

Location	Sector	Grade Configuration	Project Scope*
Michael Phair School	W2	7–9	Scheduled to open in 2017
Ivor Dent School	NE	K–9	Scheduled to open in 2017
Constable Daniel Woodall School	SW	K–6	Scheduled to open in 2017
*Kim Hung School	W2	K–9	Scheduled to open in 2017
Dr. Lila Fahlman School	SW	K–9	Scheduled to open in 2017
Jan Reimer School	SE	K–9	Scheduled to open in 2017
Svend Hansen School	SE	K–9	Scheduled to open in 2017
*Shauna May Seneca School	SE	K–9	Scheduled to open in 2017
David Thomas King School	W2	K–9	Scheduled to open in 2017
Donald R. Getty School	SW	K–9	Scheduled to open in 2017
Hilwie Hamdon School	NW	K–9	Scheduled to open in 2017
Collegiate for Science and Technology	HS	10–12	Opening Date TBD
Larkspur	SE	7-9	Scheduled to open in 2019
McConachie	NC	K-6	Scheduled to open in 2019

\*Revised scheduled opening date of the school building is January 2018

### New School Priorities

The District has a variety of resources at its disposal to monitor and project student population pressures. Stakeholders can have confidence that District decisions are fact based. In calculation of capital priorities, the District uses a weighted decision matrix, which is a useful tool for making complex decisions, especially in cases where there are many alternatives and criteria of varying importance to be considered.

The following criteria were used in determining new construction priorities:

- number of current students residing in an area and projected students
- the historical pace of development and the amount of development remaining in an area
- utilization of the schools that the majority of students residing in the area attend
- average distance travelled by the students to their designated school
- accommodation of alternative and special education programs, and partnership opportunities
- current state of development of the proposed school sites
- new capacity represented by recently funded capital projects, not yet operational

These criteria take into consideration both current demand and projected future growth in the new suburban areas that have a site available and a Neighbourhood Structure Plan (NSP) in place. A NSP is required for development activity in a neighbourhood to begin. This document provides the land use framework, population and density estimates and the number of housing units by type. In 2015, four neighbourhood structure plans were approved, three in the west and one in the southeast.

Although the new construction projects will increase the District's capacity to accommodate students in new neighbourhoods, the pace of residential development in suburban areas has outpaced capital funding for constructing local accommodation. Existing schools will face organizational and programming challenges as

they struggle to accommodate students residing in new neighbourhoods. The District's Space for Students initiative outlines recommendations for certain schools to manage student growth and meet the demand for student learning spaces due to large enrolment increases. As the city continues to develop, a growing number of schools will face enrolment pressures and similar measures will need to be taken to ensure all students are provided with a quality learning environment.

Neighbourhoods or groups of neighbourhoods are given priority if they have the population required to sustain a school, keeping in mind that maximum capacities for schools are larger than they have been in the past. In some cases, a neighbourhood will not be considered for new school construction if sufficient student accommodation options exist in nearby communities.

Within the scope of the District's Infrastructure Plan, the High School Accommodation Framework will address the changing needs and shifting demographics within our high school population. To date, high school principals have provided initial expertise and perspective regarding possible supports required as students in younger grades reach high school. Conversations were expanded through a series of community stakeholder consultations and conversations with program society representatives over the 2015–2016 school year.

While new construction funding will continue to be requested from the Provincial Government through the annual submission of a capital priorities plan, the increasing need for new capacity in developing areas will warrant exploration of alternative approaches to funding and delivering new school facilities. This could include developer participation in new schools, or other creative funding avenues which might be possible through discussions with provincial and municipal governments and the development industry.

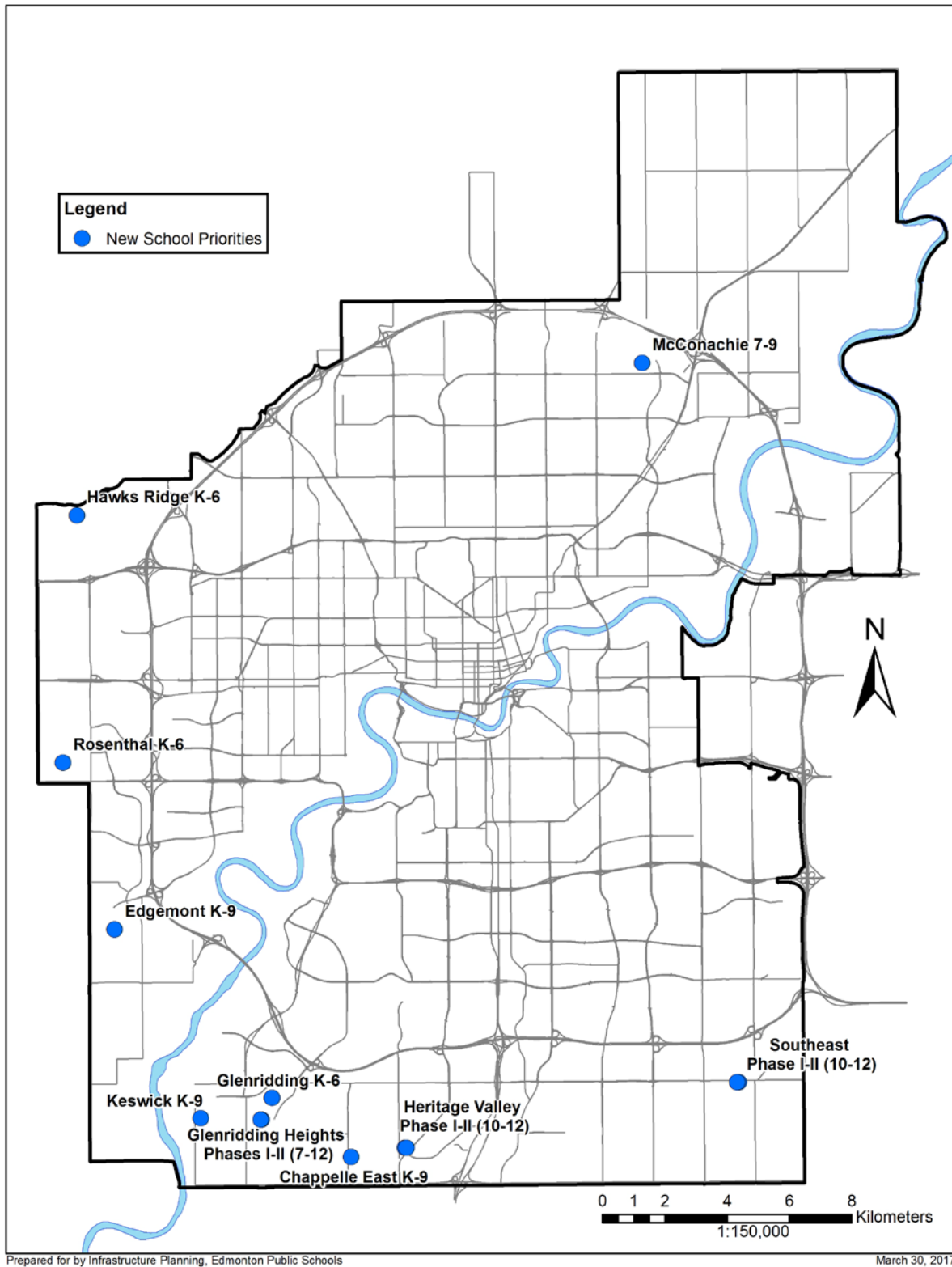
The following chart indicates the District's proposed new construction priorities based on the considerations listed above.

Priority 2018–2021	New Construction Project Location	Capacity	Sector	Cost (millions)
<b>Year 1</b>				
1	Heritage Valley 10–12 – Phase I	1800**	HS	\$79
2	Chappelle East K–9 *	750**	SW	\$28
3	Keswick K–9 *	950	SW	\$31
4	Glenridding Heights 10–12 – Phase I *	1600	HS	\$58
<b>Year 2</b>				
5	Southeast High School 10–12 – Phase I	1800**	HS	\$79
6	Glenridding Heights K-6	650	SW	\$20
7	Rosenthal K–6	650	W2	\$20
8	McConachie 7–9	950	NC	\$33
<b>Year 3</b>				
9	Hawks Ridge K–6	650	W2	\$20
10	Edgemont K–9	950	W2	\$31
11	Glenridding Heights 7–9 – Phase II *	800	SW	\$28
12	Heritage Valley and Southeast High School Additions – Phase II	600	HS	\$9
		600	HS	\$9

\* Unfunded Capital Projects (as of March 16, 2017)

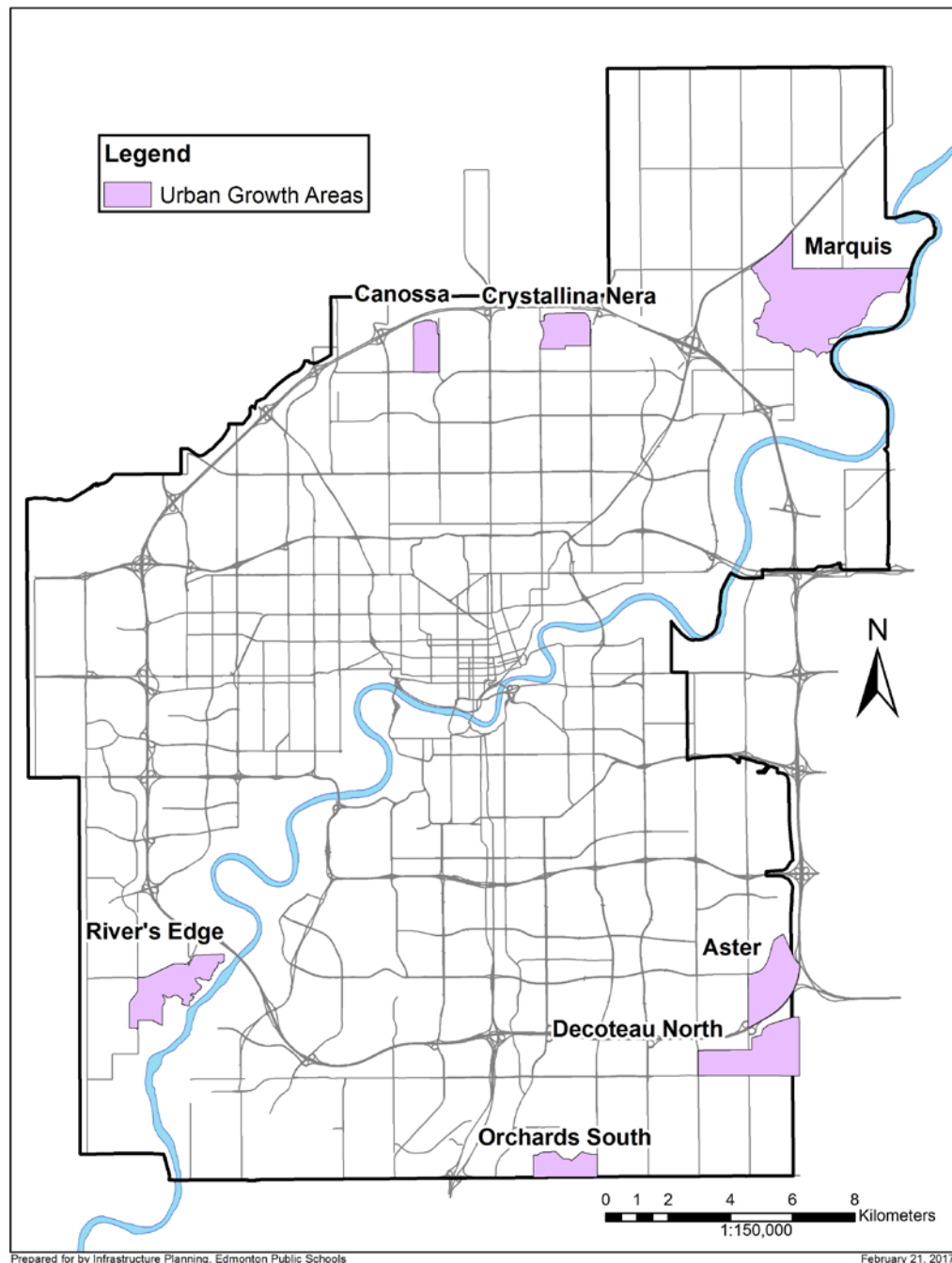
\*\* Opening Capacity

## New School Priorities



The previous capital plan had identified in Year 3 a request for a new construction priority in both Aster and Orchards South neighbourhoods. We have removed these requests from the plan; however, these neighbourhoods continue to be included in our evaluation of new school priorities. There are a number of areas developing within the City of Edmonton that are not at the same stage of development as the areas included as priorities for this year's capital plan. In some cases, the rate of construction has slowed resulting in other areas becoming a stronger area of focus.

The following map shows areas that will continue to be evaluated for future new construction priorities, but will not be included in this plan.



## High Schools

As a result of increasing student enrolment in the District, there is a need to plan for the growing number of prospective high school students. Accordingly, the High School Accommodation Framework was developed as a means to provide improved balance to student distribution and increase District infrastructure capacity as it relates to high school programming.

The High School Accommodation Framework has two principle priorities:

1. To effectively respond to current and future student enrolment in highly utilized high schools.
2. To repurpose space to improve efficient use of existing infrastructure in response to underutilized space.

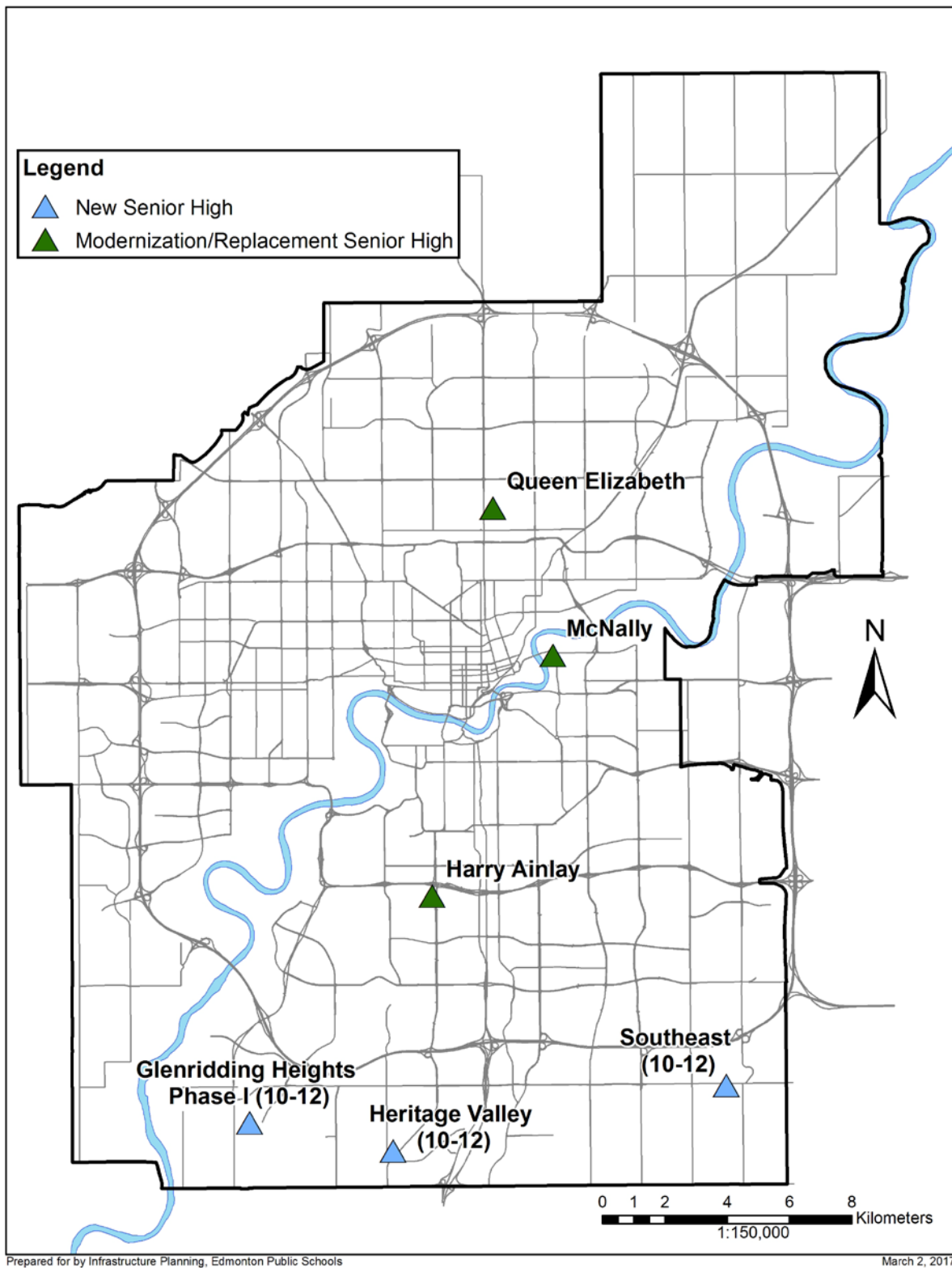
Focusing on attendance area high school enrolment and space, the framework is divided regionally and includes timely and appropriate stakeholder engagement. The High School Accommodation Framework proposes a number of supports for the District that is responsive to student enrolment indicators.

The projected enrolment in attendance area high schools is expected to reach approximately 28,261 students in September 2025. By the 2021–2022 school year, the projected number of students will likely exceed the available space within the District.

Assuming that current enrolment trends hold and there is no drastic demographic change in our city, enrolment in the District will stabilize when it reaches approximately 30,000 students in attendance area high schools. The District will need at least 8,000 additional spaces to accommodate these students. A request for additional high school space has been made by the Board in the last five capital plan submissions, not including this years' draft submission.

There are three high schools included as new construction priorities. These three new high schools would provide a total of 5,200 student spaces. In addition, three high schools have been added to the requested modernizations. Harry Ainlay, McNally and Queen Elizabeth schools are the only remaining attendance area high schools to not receive a major modernization. Including them as priorities will ensure that deferred maintenance items can be addressed, that the carbon footprints can be significantly improved, and that the facilities can be better aligned with 21<sup>st</sup> century quality teaching and learning environments.

## High School Priorities





### **The Impact of Infill on Student Populations in Mature Communities**

Overall, it is projected that the population of school-age children in the City of Edmonton increased by two per cent in 2016, with significant variation in the magnitude of population change across neighbourhoods. According to the School-Age Population Projections study conducted for the District by Applications Management Consulting Limited, the core area of Edmonton, encompassing 12 neighbourhoods, was projected to grow by 4.1 per cent, equal to an estimated 138 school-age students (5–17 years). The student population in the 99 mature area neighbourhoods is projected to increase in 2015 by 277 students from 2014 levels, representing an increase of about one per cent. The 90 established neighbourhoods are projected to decline in the K–12 student population in 2015.

According to the City of Edmonton *Annual Growth Monitoring Report, 2016*, developing neighbourhoods have accounted for 81 per cent of total residential growth in 2015. In 2015, approximately 55 per cent of all newly serviced residential lots were located in new neighbourhoods in the southeast and southwest, where the majority of development activity is happening. Residential development trends in 2015 have seen an increase in the number of lot registrations; however, servicing activity and building permits issued have decreased from 2014 numbers. Despite the decline of lot servicing and building permits from 2014, all three indicators are up from 2010 to 2013 numbers. In 2015, four neighbourhoods structure plans were approved, three in the west and one in the southeast. In 2014, three developing neighbourhoods (Windermere, McConachie and Summerside) had the greatest number of housing unit gains for a combined total of 1,971 units. These three neighbourhoods gained more new housing units than in all of the core and established neighbourhoods in the city combined.

The District currently has more space than is required within mature areas, and the cost of deferred maintenance on many of our buildings continues to increase, and operational costs impact funding available for classrooms. The Space for Students initiative will ensure that all students receive the same standard of access to high quality teaching and learning environments.

The District recognizes that schools are important hubs for the community. Where a school building is no longer required to provide educational programming, the District will work with the City of Edmonton and other partners to provide community supports and amenities. Partnerships are also intended to augment supports and services provided to the community through school facilities.

### **Space for Students in Mature Communities**

Two replacement school projects for Delton and Spruce Avenue schools are retained in the capital priorities in acknowledgment of involvement in previous consolidation processes. These projects were identified through the sector review process in 2009–2010. A detailed review of the facility condition assessments indicates support for a replacement school in place of a modernization. When the projects are funded, we can determine the best location for the replacement schools within their overall sites.

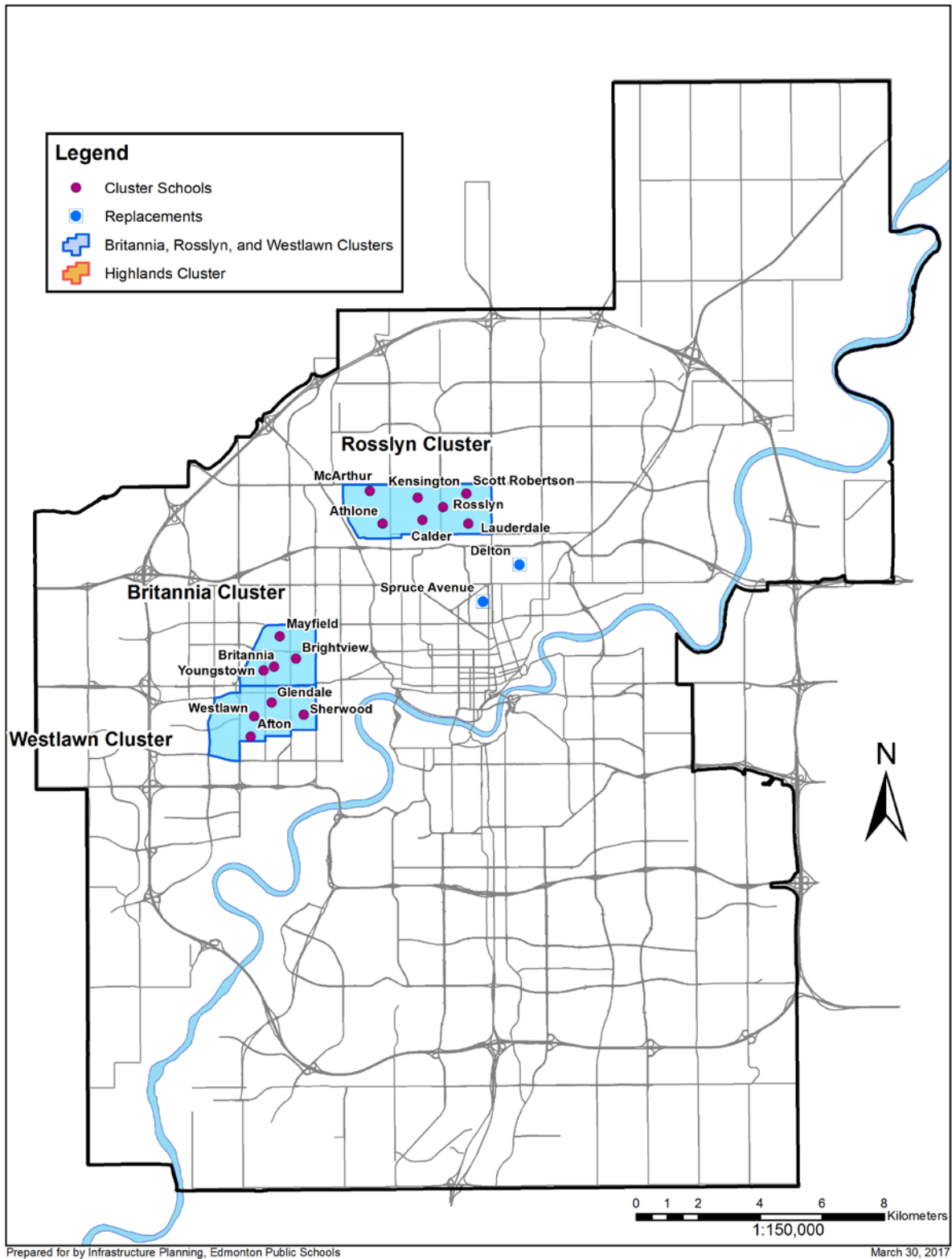
Several replacements and modernizations are also proposed to aid in dealing with Districts' aging infrastructure. The recent funding announcement for the K–9 Highlands School modernization concept 2 will help address the need to reinvest in aging facilities with excess capacity. The three remaining initiatives currently underway in the city's mature neighbourhoods in the Britannia, Rosslyn and Westlawn areas remain as capital priorities. The initiatives are modelled after two recent projects that saw the District engage communities in the Greater Lawton and Greater Highlands areas. The engagement process from the Greater Lawton area yielded a community-supported decision to combine the three local aging school facilities into one new replacement facility (which will open as Ivor Dent School in September 2017), while the communities in the Greater Highlands area supported a

modernized historic building and re-imagined new addition. These initiatives have provided the District opportunities to collaborate with provincial and municipal governments, partner agencies, as well as community groups, to contribute positively to community sustainability.

Britannia, Rosslyn and Westlawn cluster areas are included in the capital priorities to support the future outcomes of Space for Students initiatives. We hosted an initial meeting in each of these clusters in March 2016 to talk about the condition of the 15 schools included in the three clusters. In May 2016, we hosted a second meeting in the communities to talk about potential concepts. City of Edmonton staff joined us to share information about other community projects happening in the area. From October 2016 to February 2017, working committees for each of the clusters gathered feedback from the second public meeting along with data and other information, to come up with concepts for each cluster. These concepts were presented at a public meeting in March 2017. The concepts are summarized in Appendix I.

The cluster areas will be prioritized based on the utilization and total enrolment within the clusters, deferred maintenance costs and operating costs, cost benefit analysis of new concepts versus status quo facilities with incremental addressing of deferred maintenance, as well as outcomes of the public engagement meetings held in March 2017. The priority of these projects will be determined once the feedback from the public engagement meetings in March is analyzed, and they can be specified and submitted in a fall amendment to the *Three-Year Capital Plan 2018-2021*. Similar conversations in mature communities will continue over the coming years. To reflect the ongoing work involving our aging infrastructure in the mature communities, three additional placeholders are included in the list of priorities. The placeholders are intended to accommodate the outcomes from future consolidation discussions.

## Space for Students in Mature Communities



### Modernization Projects

Over the past 27 years, the Province has provided funding to the District for modernization projects at 60 schools within the mature areas. Over \$250 million has been invested in mature area schools through Infrastructure, Maintenance and Renewal (IMR), Capital Projects or other provincial capital funding programs. The District has not historically received modernization project funding on an annual basis. The funding for modernizing mature area schools has been consistently below the levels needed to keep the District's entire aging infrastructure in fair to good condition.

Three-Year Capital Plan	Number of Projects Funded	Number of Projects Requested	Number of Projects Carried Over from Previous Year
2017–2020	1	5	2
2016–2019	0	7	7
2015–2018	2	9	4
2014–2017	4	16	8
2013–2016	0	17	17
2012–2015	2	19	19
2011–2014	0	19	17
2010–2013	0	18	16

Current building condition data is based on a revised provincial, five-year Facility Condition Index (FCI). The FCI is based on the deferred maintenance of the building divided by the replacement building cost, categorized as good, fair or poor. Condition changes and ratings are reassessed annually. Buildings are considered to be in good condition with an FCI of less than 15 per cent; fair condition with an FCI between 15 per cent and 40 per cent; and poor condition with an FCI greater than 40 per cent.

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

The District recognizes the critical need to reinvest in our existing buildings. At 50 years, major building components such as mechanical and electrical systems reach the end of the expected life-cycle and require replacement.

The District believes that all students should have access to a quality learning environment regardless of the age of the building or the socio-economic status of the neighbourhood. In that regard, the IMR

program is an annual block capital grant distributed across the District, based on component by component building needs. The IMR program grant funds are separate and distinct from the annual three-year capital planning process. IMR funds are used to prevent or address emergent building issues, to address health and safety situations as they arise, and to address component by component programs across the entire inventory of District school buildings.

Previous capital plans have included modernization projects for District schools based on the provincial facility condition, utilization trends and enrolment trends. The provincial audits are produced by several different assessors and are completed within a five-year interval. Currently, the District is conducting detailed building condition assessments for 153 District schools. The assessments will provide the District with a consistent approach to the building conditions from the same point in time.

Edmonton Public Schools recognizes that minimizing environmental impacts will act to enhance its operational efficiency. The District has identified the need to monitor and calculate our carbon footprint so that strategies can be put in place to manage and reduce it. In 2015, the District EnviroMatters Office partnered with EcoAmmo Sustainable Consulting to create an Annual Carbon and Sustainability Report in an effort to increase the accuracy and reliability of our environmental footprint data. Having consistent environmental reporting and being able to analyze the District's annual carbon footprint will play an informative role in the infrastructure planning process and will lead to sustainable improvement suggestions. Formal carbon reports will assist in determining the sustainable cost of all buildings to the District, including closed schools, and help the District adapt to the new Alberta Carbon Tax in coming years. Environmental report trends can inform new school construction and modernization designs based on the District's specific sustainability needs and areas for improvement.

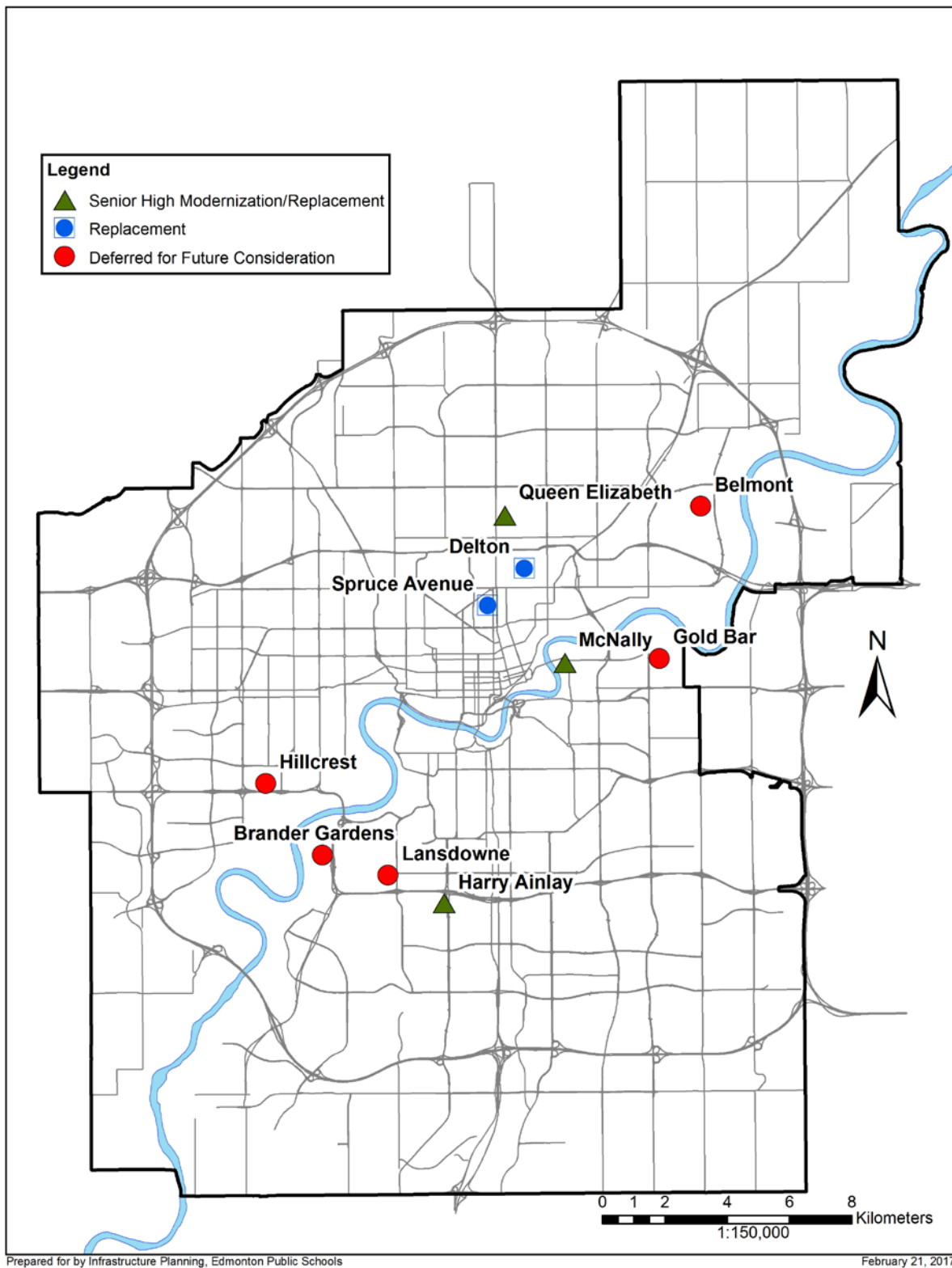
Modernization projects in core and mature neighbourhoods will allow the District to provide equitable access to high quality learning environments to all students, reduce our environmental impact and improve operational efficiencies. The following chart indicates the District's proposed modernization priorities.

<b>Priority 2018–2021</b>	<b>Modernizations</b>	<b>Capacity</b>	<b>Sector</b>	<b>Cost (millions)</b>
<b>Year 1</b>				
1	Delton Replacement K–6	650	C	\$17
2	Spruce Avenue Replacement 7-9	450	C	\$15
<b>Year 2</b>				
3	Harry Ainlay Modernization	Modernization	HS	TBD
4	Queen Elizabeth Modernization/Replacement	Modernization or Replacement	HS	TBD
<b>Year 3</b>				
5	McNally Modernization/Replacement	Modernization or Replacement	HS	TBD

In addition to the requests relating to the Space for Students initiatives (Britannia, Rosslyn and Westlawn clusters) and the Sector Review process in 2010 (Delton and Spruce Avenue schools), three high schools have been added to the requested modernizations. Harry Ainlay, McNally and Queen Elizabeth schools are the only remaining attendance area high schools to not receive a major modernization. Requests for the modernization of Brander Gardens, Lansdowne, Gold Bar, Hillcrest and Belmont schools have been deferred from the plan, pending the outcome of the building condition assessments project. This is recommended to ensure that the broader information gathered from the 153 building condition assessments can be used to ensure prioritization for future modernization projects is based on the comprehensive quantification of need, based on condition. An amendment to the Three-Year Capital Plan could be submitted in the fall to the Province to re-integrate modernization projects within the priorities based on the outcomes of the building assessments.

The map on the following page indicates the location of proposed modernization priorities, and projects removed from the previous plan.

## Modernization Priorities



### Aggregated Priorities

The uncertainty of access to capital funding creates challenges in prioritizing projects, for both modernization/replacement schools and new school construction. While future unfunded projects identified in the *Alberta Budget 2017 – Fiscal Plan – Capital Plan* (Attachment V) provide some assurance for capital project funding, the timelines remain uncertain. If the draft *2018-2021 Three Year Capital Plan* is approved, then the projects identified in the provincial plan would need to be amended to reflect the new District priorities. Funding for modernization projects has been consistently below levels required to maintain high quality learning environments in all of the Districts aging infrastructure. The pace of residential development in new suburban areas has outpaced capital funding for constructing new local accommodation for the large numbers of students residing in these areas. The challenges are intensified when blending the priorities of modernizations with new construction projects, a requirement of the submission to the province. Provision of stable, predictable funding for separate categories of priorities - new separated from mature (modernizations and replacement schools) - as annual funding blocks would contribute positively to the aggregation approach and its inherent challenges.

The proposed *Three-Year Capital Plan 2018–2021* reflects investment in both mature areas and new growth areas in the District's capital priorities. The following balance outcomes were used to aggregate the different project types:

- balancing the new and the mature priorities by year and priority
- balancing the value of requests by year
- balancing the number of requests per year
- balancing need for high school space with the need for K–9 space
- balancing existing versus emerging new priorities, when plans go many years without funding

A balance of investment in both mature areas and new growth areas is represented in the proposed aggregate priority order presented in the following chart.

Priority 2018–2021	Aggregated Priorities	Capacity	Sector	Cost (millions)
Year 1				
1	Heritage Valley 10–12 – Phase I	1800 **	HS	\$79
2	Chappelle East K–9 *	750 **	SW	\$28
3	Britannia or Rosslyn or Westlawn Cluster Space for Students in Mature Communities *	1100-2150 New or Modernization	C or W1	\$36 - 79
4	Keswick K–9 *	950	SW	\$31
5	Glenridding Heights 10–12 – Phase I *	1600	HS	\$58
6	Delton Replacement K–6	650	C	\$17



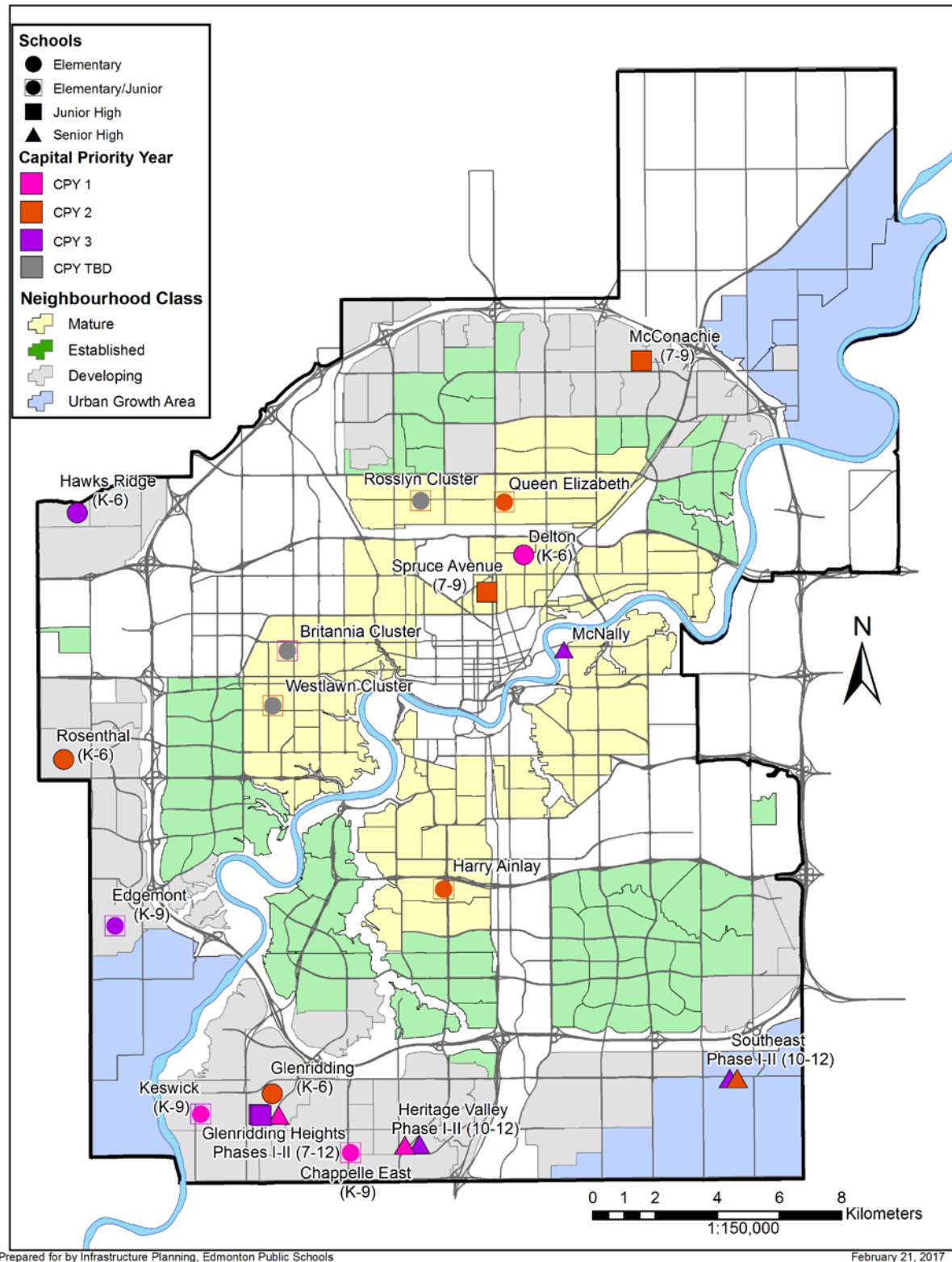
Priority 2017– 2020	Aggregated Priorities	Capacity	Sector	Cost (millions)
<b>Year 2</b>				
7	Southeast High School 10–12 – Phase I	1800**	HS	\$79
8	Britannia or Rosslyn or Westlawn Cluster Space for Students in Mature Communities	1100-2150 New or Modernization	C or W1	\$36 - 79
9	Glenridding Heights K–6	650	SW	\$20
10	Spruce Avenue Replacement 7-9	450	C	\$15
11	Rosenthal K–6	650	W2	\$20
12	Britannia or Rosslyn or Westlawn Cluster Space for Students in Mature Communities	1100-2150 New or Modernization	C or W1	\$36 - 79
13	McConachie 7–9	950	NC	\$33
14	Harry Ainlay Modernization	Modernization	HS	TBD
15	Queen Elizabeth Modernization/Replacement	Modernization or Replacement	HS	TBD
<b>Year 3</b>				
16	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD
17	Hawks Ridge K–6	650	W2	\$20
18	Edgemont K–9	950	W2	\$31
19	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD
20	Glenridding Heights 7–9 – Phase II *	800	SW	\$28
21	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD
22	McNally Modernization/Replacement	Modernization or Replacement	HS	TBD
23	Heritage Valley and Southeast High School Additions – Phase II	600 600	HS HS	\$9 \$9

\* Unfunded Capital Projects (as of March 16, 2017)

\*\* Opening Capacity

The criteria for both modernization and new construction projects are aligned with the provincial capital funding criteria (Attachment IV – Excerpt from Alberta School Capital Manual). The following map includes all projects on the aggregated list of capital priorities.

## Aggregated Capital Priorities



BRITANNIA AREA CONCEPTS

Working committee groups used the feedback gathered at previous public meetings, along with data and other information, to come up with four new concepts that reflect the needs expressed by the community. The new concepts were presented on March 8, 2017 at an information meeting.

*CONCEPT 1*

**BRITANNIA:** New construction

- Britannia becomes a Grade 4 to 9 school with 500 to 600 students

**YOUNGSTOWN:** New construction

- Youngstown becomes a Pre-Kindergarten to Grade 3 school with 400 to 500 students

**Estimated Cost: \$43 Million**

*CONCEPT 2*

**BRITANNIA:** New construction

- Britannia becomes a Grade 4 to 9 school with 500 to 650 students

**MAYFIELD:** Modernization

- Mayfield becomes a Pre-Kindergarten to Grade 3 school with 400 to 500 students

**Estimated Cost: \$39 Million**

*CONCEPT 3*

**YOUNGSTOWN:** New construction

- Youngstown becomes a Pre-Kindergarten to Grade 9 school with 1,100 students

**Estimated Cost: \$36 Million**

*CONCEPT 4*

**BRITANNIA:** New construction

- Britannia becomes a Pre-Kindergarten to Grade 9 school with 1,100 students

**Estimated Cost: \$36 Million**

ROSSLYN AREA CONCEPTS

A Rosslyn working committee used the feedback gathered at previous public meetings, along with data and other information, to come up with five new concepts that reflect the needs expressed by the community. The new concepts were presented on March 22, 2017 at an information meeting.

*CONCEPT 1*

**ATHLONE:** Modernization

- Athlone becomes a Kindergarten to Grade 6 school with 400 to 500 students

**KENSINGTON:** Modernization

- Kensington becomes a Kindergarten to Grade 6 school with 400 to 500 students

**ROSSLYN:** New construction

- Rosslyn becomes a Grade 7 to 9 school with 400 to 650 students

**SCOTT ROBERTSON:** New construction

- Scott Robertson becomes a Pre-Kindergarten to Grade 6 school with 500 to 650 students

**Estimated Cost: \$66 Million**

*CONCEPT 2*

**ATHLONE:** New construction

- Athlone becomes a Pre-Kindergarten to Grade 6 school with 500 to 650 students

**KENSINGTON:** New construction

- Kensington becomes a Kindergarten to Grade 6 school with 500 to 650 students

**ROSSLYN:** New construction

- Rosslyn becomes a Kindergarten to Grade 9 school with 1,100 students

**Estimated Cost: \$71 Million**

*CONCEPT 3*

**KENSINGTON:** New construction

- Kensington becomes a Kindergarten to Grade 9 school with 1,100 students

**MCARTHUR:** New construction

- McArthur becomes a Pre-Kindergarten to Grade 6 school with 400 to 500 students

**SCOTT ROBERTSON:** New construction

- Scott Robertson becomes a Kindergarten to Grade 6 school with 400 to 500 students

**Estimated Cost: \$69 Million**

*CONCEPT 4*

**ATHLONE:** New construction

- Athlone becomes a Pre-Kindergarten to Grade 9 school with 800 to 950 students

**KENSINGTON:** New construction

- Kensington becomes a Kindergarten to Grade 6 school with 400 to 500 students

**ROSSLYN:** New construction

- Rosslyn becomes a Kindergarten to Grade 9 school with 800 to 950 students

**Estimated Cost: \$70 Million**

*CONCEPT 5*

**KENSINGTON:** New construction

- Kensington becomes a Kindergarten to Grade 6 school with 400 to 500 students

**MCARTHUR:** New construction

- McArthur becomes a Kindergarten to Grade 9 school with 500 to 650 students

**ROSSLYN:** New construction

- Rosslyn becomes a Grade 4 to 9 school with 500 to 650 students

**SCOTT ROBERTSON:** New construction

- Scott Robertson becomes a Pre-Kindergarten to Grade 3 school with 400 to 500 students

**Estimated Cost: \$79 Million**

### WESTLAWN AREA CONCEPTS

A Westlawn working committee used the feedback gathered at previous public meetings, along with data and other information, to come up with three new concepts that reflect the needs expressed by the community. The new concepts were presented on March 15, 2017 at an information meeting.

#### *CONCEPT 1*

##### **WESTLAWN:**

- Westlawn becomes a Kindergarten to Grade 9 school with 1,000 students

**Estimated Cost: \$37 Million**

#### *CONCEPT 2*

##### **AFTON:**

- Afton becomes a Kindergarten to Grade 3 school with 400-500 students

##### **WESTLAWN:**

- Westlawn becomes a Grade 4 to 9 school with 500-650 students

**Estimated Cost: \$43 Million**

#### *CONCEPT 3*

##### **GLENDALE:**

- Glendale becomes a Kindergarten to Grade 3 school with 400-500 students

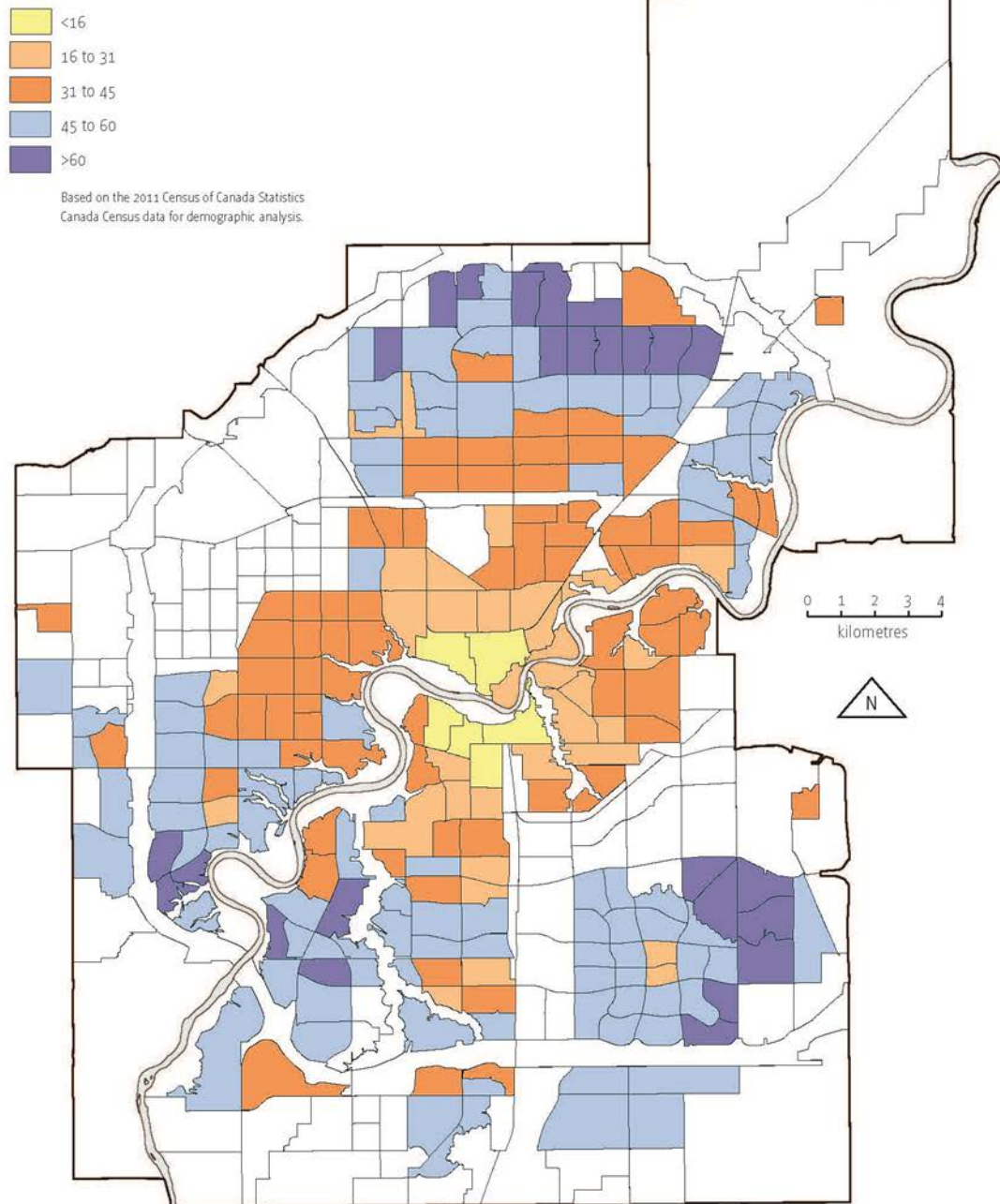
##### **WESTLAWN:**

- Westlawn becomes a Grade 4 to 9 school with 500-650 students

**Estimated Cost: \$42 Million**

NAME	TYPE	MUNICIPALITY	JURISDICTION
Airdrie Elementary Core School	New	Airdrie	Calgary Catholic School Division
New west Airdrie (Hillcrest)	New	Airdrie	Rocky View Schools
Banff Elementary School Phase 2	Replacement	Banff	Canadian Rockies Regional Division
Bonnyville Centralized	Modernization (TBC)	Bonnyville	Northern Lights School Division
Cranston Elementary School	New	Calgary	Calgary Board of Education
Calgary Evergreen Elementary School	New	Calgary	Calgary Board of Education
Auborn Bay Elementary Core School	New	Calgary	Calgary Catholic School Division
Coventry Hills Elementary	New	Calgary	Calgary Board of Education
Forest Lawn High School	Modernization	Calgary	Calgary Board of Education
Evergreen Elementary School	Modernization	Drayton Valley	Wild Rose School Division
Ecole Joseph Moreau	Replacement	Edmonton	Conseil scolaire Centre-Nord (Greater North Central Francophone Education Region)
Highlands Junior High	Replacement	Edmonton	Edmonton Public Schools
Ben Calf Robe	Modernization	Edmonton	Edmonton Catholic Schools
Junior High School (The Meadows)	New	Edmonton	Edmonton Public Schools
Pilot Sound Elementary	New	Edmonton	Edmonton Public Schools
Elementary school in Ellerslie	New	Edmonton	Edmonton Catholic Schools
Replacement Composite High School	Replacement	Grande Prairie	Grande Prairie Public School District
St. Patrick Catholic School	Modernization	Grande Prairie	Grande Prairie Catholic School District
Irma School Replacement	Replacement	Irma	Buffalo Trail Public Schools Regional Division
Hunstville School	Replacement	Iron Springs	Palliser Regional Schools
South Lethbridge Elementary School	New	Lethbridge	Lethbridge School District
Ecole Les Cypres	Replacement	Medicine Hat	Conseil scolaire FrancoSud (Southern Francophone Education Region)
St. Patrick's Community School	Modernization	Red Deer	Red Deer Catholic Regional Schools
Camilla School	Replacement	Riviere Qui Barre	Sturgeon School Division
Wye School	Replacement	Sherwood Park	Elk Island Public Schools
Woodhaven JH School	Modernization	Spruce Grove	Parkland School Division

### PERCENTAGE OF FAMILIES WITH CHILDREN BY NEIGHBOURHOOD





#### 4.1 School Capital Funding Priorities

School capital projects are reviewed and prioritized by Education, with technical input from Infrastructure, prior to being submitted to the government's capital planning process led by Infrastructure.

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

Partnerships have become an important component of the capital planning submission. Please see section 3.3 for partnership considerations.

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

**Health and Safety** – Impact on health and safety of occupants of not proceeding with the project (e.g., replacement or essential modernization to correct unsafe conditions or prevent a major building failure).

**Building Condition** – Facility audit scores and the facility condition evaluation is a key tool for government and school boards' long-term capital planning processes. It assists with determining priorities for investing in maintenance, upgrades and new infrastructure. Reviews are ongoing within a five-year cycle so that each school is re-evaluated five years following its last review. The evaluation report generated from each review provides a "snapshot" of the physical condition and building systems at that specific point in time. The review anticipates the amount and cost of maintenance work that may be required over the next five years to keep the school in good condition.

**Utilization Rates** – The utilization formula is used as a measure of the relative occupancy levels of a school. When a facility reaches or exceeds a utilization of 85 per cent this indicates that a capital expansion may be considered. See section 9.3 for more information on the utilization formula. A high utilization rate at a school will not automatically result in the approval of additional infrastructure. Demographic trends, total utilization of the area, funding considerations and overall provincial priorities also need to be taken into consideration, along with the relative priorities for school capital projects identified by each of the school jurisdictions in their Three-Year Capital Plans.

**Enrolment Projections** – Trends and subsequent school board plans for the accommodation of students.

**Education Program Delivery and Impact** – Alignment with the direction the board has described in the Three-Year Education Plan and the importance of the project to achieving ministry program delivery requirements.

**Site Readiness** – An appropriately sized site that is serviced and has appropriate access should be available.

## 5. Project Implementation

### 5.1 Limits of Approval

In addition to the approval notice letter forwarded to the board chair, the school jurisdiction superintendent will receive the budget and any associated information applicable to the approval, such as file number, fiscal year and any special conditions specific to the project or advance project funding from Education and Infrastructure.

Any contemplated changes to the project scope or costs require specific approval before proceeding. This includes any contemplated increases to the school building area beyond the approved area.

### 5.2 Project Delivery

The decision to pursue a grant funded versus an Infrastructure managed project will be made by Education and Infrastructure, with input from school jurisdictions. Education and Infrastructure will determine if some projects can be bundled and delivered using alternative approaches.

### 5.3 Prior to Project Start-up

After a project is announced there is critical work that a jurisdiction must finalize, even before the delivery method has been determined. This work will have been completed for the capital plan submission, but the following should be finalized.

- definition of the program requirements
- capacity and grade configuration
- ensuring site readiness, which includes serviced sites, site access and size considerations
- school design, including the possible use of a standard design.

Regardless of the project delivery approach, all capital projects must abide by legislation and requirements related to procurement and construction. This includes, but is not limited to the New West Partnership Trade Agreement (NWPTA), and Agreement on Internal Trade (AIT).



# **FISCAL PLAN**

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## CAPITAL PLAN

**BUDGET** **20**  
**17**

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# CAPITAL PLAN

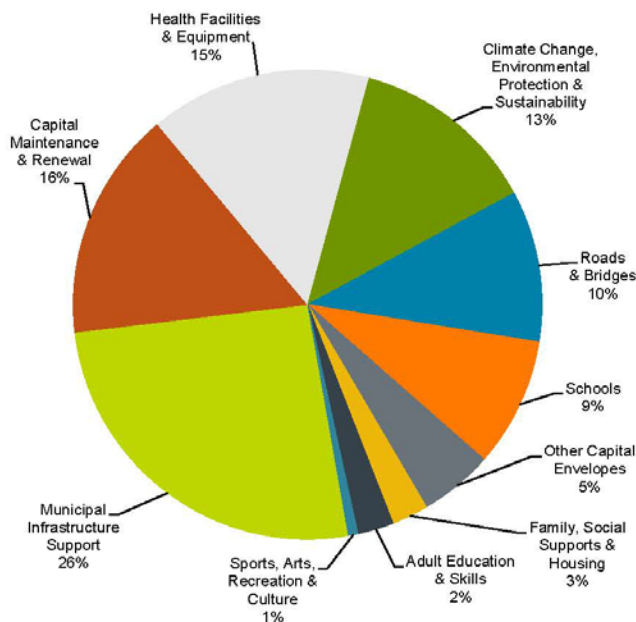
With ongoing economic challenges facing the province, Albertans expect their government to take clear action to support jobs, ensure needed supports are available, and help with the family budget. Government is working to make the lives of Albertans better by investing in capital projects that improve access to healthcare, education, affordable housing, and social services for all Albertans, while stimulating economic activity.

The *Budget 2017* Capital Plan is a continuation of a significant infrastructure investment that started with *Budget 2016*. This evidence-based approach is investing in the future of Alberta by focusing on key social programs and services, encouraging economic development in communities across the province through job and construction stimulus, and ensuring Albertans have access to the health facilities, schools and government services they need, now and in the future. The \$29.5 billion *Budget 2017* Capital Plan invests an additional \$1.4 billion over *Budget 2016* in projects across the province.

Projects in the Capital Plan have been carefully reviewed to ensure alignment with government priorities. The criteria used to review projects is posted online at: [http://www.infrastructure.alberta.ca/documents/2016\\_Capital\\_Projects\\_Criteria.pdf](http://www.infrastructure.alberta.ca/documents/2016_Capital_Projects_Criteria.pdf)

*The Budget 2017 Capital Plan supports \$29.5 billion in projects over four years*

**Budget 2017 Capital Plan – Allocation by Envelope**  
(% of Total Capital Plan)





## HEALTH CARE

*There is \$4.5 billion budgeted over four years for health infrastructure.*

The Capital Plan invests \$4.5 billion over four years to continue to build the health infrastructure Albertans need.

Government is committed to addressing the future health care needs of residents in Edmonton and will invest \$400 million over four years towards the planning and implementation of a new hospital in Edmonton, starting in 2018-19.

Funding for the Royal Alexandra Hospital includes investment in two new projects: Child and Adolescent Mental Health and the Norwood Long Term Care Facility. An additional \$131 million will build a new continuing care facility in Calgary. Future pharmacy services will be bolstered through investment in a Provincial Pharmacy Central Drug Production and Distribution Centre. Capital maintenance and renewal funding across the province will ensure health care facilities continue to provide the services Albertans need, including \$65 million to support modernization and emergency room renovations at the Misericordia Community Hospital. \$580 million is allocated for future health facility projects.

## EDUCATION

*The Capital Plan includes \$500 million for new schools over four years*

Government is committed to ensuring Alberta students have a quality education in order to learn, grow and succeed. The Capital Plan includes \$500 million for new school projects over the next four years, and an additional \$488 million for future school projects to start in 2018-19. Additional funding of \$20 million will go towards playgrounds for new schools, which will provide a place for kids to explore and develop, and will benefit all families in the local community.

Government is also investing in post-secondary projects so Albertans have access to high quality learning and training opportunities to help them get a good job. The Capital Plan includes \$270 million in funding for design and redevelopment planning, and renovations of the MacKimmie Complex at the University of Calgary, which will support future growth in the faculties of nursing and social work. \$149 million is earmarked for renewal work at the University of Alberta's Dentistry Pharmacy Building, and new investments at the Northern Lakes College in High Prairie and Medicine Hat College will support post-secondary opportunities for students across the province.

## FAMILY, SOCIAL SUPPORTS AND HOUSING

Government is committed to supporting the well-being of all Albertans by ensuring access to vital social and living supports, including affordable housing and seniors' lodges, and facilities that support those seeking treatment for addiction. New Family, Social Supports and Housing projects include affordable housing in Edmonton at the Londonderry regeneration project, the Deer Lane project in Banff, the regeneration of Linsford Gardens in Leduc, and a new development in Lethbridge. New funding will enable the renewal of aging seniors' lodges in Sherwood Park and Barrhead.

## PUBLIC SAFETY AND EMERGENCY SERVICES

The Capital Plan invests \$97 million for a new Red Deer Justice Centre to meet the needs of residents in central Alberta. Another \$125 million is earmarked for

modernizing the Provincial Operations Centre – a key project that will ensure Alberta remains a leader in emergency response.

## CLIMATE CHANGE, ENVIRONMENTAL PROTECTION AND SUSTAINABILITY

The Capital Plan invests in new projects to increase environmental sustainability, protect vulnerable landscapes and species, and reduce greenhouse gas emissions. Projects include replacing the provincial highway lighting system with more efficient and longer-lasting LED bulbs, investing in a caribou rearing facility, developing a plan for trails and public land, support for the renewal and maintenance of Alberta's fish culture program, and investments in Castle Provincial Park.


## INVESTMENTS IN DRINKING WATER

In support of those Albertans living on reserves who do not have reliable access to clean drinking water, the Capital Plan allocates \$100 million in new funding. This funding supports integration of regional drinking water systems with federally-supported water systems for Alberta's Indigenous communities. This also supports the government's commitment to the United Nations Declaration on the Rights of Indigenous People.

## OTHER CAPITAL PROJECTS

*Budget 2017* Capital Plan also provides:

- ◆ \$4.7 billion for capital maintenance and renewal, including:
  - ◆ Roads and bridges – \$2.1 billion
  - ◆ Schools – \$473 million
  - ◆ Post-secondary facilities – \$676 million
  - ◆ Health care facilities – \$600 million
  - ◆ Government-owned facilities – \$353 million
  - ◆ Seniors facilities and housing – \$239 million
  - ◆ Provincial parks – \$131 million
  - ◆ Information technology – \$60 million
  - ◆ Innovation infrastructure maintenance – \$11 million
  - ◆ Airtanker base maintenance – \$4 million
- ◆ \$40 million for the Reynolds-Alberta Museum in Wetaskiwin;
- ◆ \$2 million for the Edmonton Public Library Stanley A. Milner revitalization project; and
- ◆ \$11 million to enhance Alberta's regional library system.
- ◆ The Government of Alberta will also be moving forward on plans with the federal government and the cities of Edmonton and Calgary on two critical road infrastructure projects: the elimination of the at grade rail crossing at 50th Street in Edmonton and construction of the Airport Trail in Calgary.

 There is \$4.7 billion over four years for capital maintenance and renewal

## Capital Plan Details

(millions of dollars)

	2017-18 Estimate	2018-19 Target	2019-20 Target	2020-21 Projected	4-Year Total
<b>Adult Education and Skills</b>					
Keyano College – Campus Upgrades	8	-	-	-	8
Lethbridge College Trades and Technology Renewal and Innovation Project	10	-	-	-	10
Medicine Hat – East Campus Development	-	4	-	-	4
NAIT Centre for Applied Technology (Edmonton)	55	-	-	-	55
NorQuest College Expansion and Retrofit (Edmonton)	40	-	-	-	40
Northern Lakes College High Prairie Consolidation	-	-	11	10	21
Northern Lakes College High Prairie Consolidation (Planning)	1	-	-	-	1
Portage College Infrastructure Needs Assessment	1	-	-	-	1
University of Alberta Dentistry / Pharmacy – Functional Renewal	52	42	36	19	149
University of Calgary MacKimmie Complex and Professional Building	-	95	83	84	262
University of Calgary MacKimmie Complex and Professional Building (Planning)	8	-	-	-	8
University of Calgary Schulich School of Engineering	52	-	-	-	52
University of Lethbridge Destination Project	65	35	23	-	123
<b>Total Adult Education and Skills</b>	<b>292</b>	<b>176</b>	<b>153</b>	<b>113</b>	<b>734</b>
<b>Capital Maintenance and Renewal</b>					
Air Tanker Bases	1	1	1	1	4
Fish Culture Capital Maintenance and Renewal Program	5	4	3	2	14
Government-Owned	55	77	106	115	353
Health Care Facilities	143	146	146	165	600
Information Technology	15	15	15	15	60
Innovation Infrastructure Maintenance	2	3	3	3	11
Post-Secondary	154	158	174	190	676
Provincial Parks	29	34	34	34	131
Roads and Bridges	450	507	559	588	2,104
Schools	76	106	135	156	473
Seniors Facilities and Housing	70	49	55	65	239
<b>Total Capital Maintenance and Renewal</b>	<b>1,000</b>	<b>1,100</b>	<b>1,231</b>	<b>1,334</b>	<b>4,665</b>
<b>Climate Change, Environmental Protection &amp; Sustainability</b>					
Access to Regional Drinking Water Systems (UNDRIP)	25	25	25	25	100
Carbon Capture and Storage Initiative	214	129	43	53	439
Caribou Rearing Facility	4	3	1	1	9
Castle Provincial Park	1	2	2	2	7
Clean Water and Wastewater Fund	165	27	-	-	192
Climate Leadership Plan	118	360	530	694	1,702
Climate Leadership Plan: Foothills Medical Centre Power Plant Redevelopment (co-generation initiative) (Calgary)	10	10	8	-	28
Climate Leadership Plan: Other Projects	86	75	77	12	250
Flood Recovery	151	146	86	62	445
National Disaster Recovery Program	4	6	6	-	16
Municipal Water and Wastewater Program	50	45	25	25	145
Public Lands Trail Development	1	2	-	-	3
Regional Water/Wastewater Projects – Water for Life	55	105	80	80	320
Swan Hills Treatment Centre	6	13	5	5	29
Water and Air Monitoring Program	1	1	1	1	4
Water Management Infrastructure	39	20	20	30	109
Water Line to Castle Region	-	6	3	-	9
Whirling Disease Management	1	1	-	-	2
<b>Total Climate Change, Environmental Protection &amp; Sustainability</b>	<b>931</b>	<b>976</b>	<b>912</b>	<b>990</b>	<b>3,809</b>

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## Capital Plan Details, continued

(millions of dollars)

	2017-18 Estimate	2018-19 Target	2019-20 Target	2020-21 Projected	4-Year Total
<b>Family, Social Supports &amp; Housing</b>					
Aboriginal Business Investment Fund	5	5	5	5	20
Investment in Affordable Housing Agreement (IAH) Amendment	21	20	2	-	43
Long-Term Governance and Funding Arrangements Agreement (LTA) – Infrastructure and Housing for Metis Settlements	3	3	3	2	11
New Housing Supply – Community and Specialized Housing	21	37	29	5	92
New Housing Supply – Off-Reserve	-	30	30	30	90
Planning (Seniors and Housing)	2	2	2	2	8
Sustainable Housing Renewal – Rural and Urban	196	155	103	19	473
<b>Total Family, Social Supports &amp; Housing</b>	<b>248</b>	<b>252</b>	<b>174</b>	<b>63</b>	<b>737</b>
<b>Farming, Natural Resources &amp; Industry</b>					
Alberta Tree Improvement and Seed Centre (ATISC) – Planning	1	-	-	-	1
Flat Top Complex	2	2	2	2	8
Footner Lake (High Level) Facility Renovation and Enhancements	1	-	-	-	1
Irrigation Rehabilitation Program	19	19	19	19	76
Land Stewardship Fund	10	10	10	10	40
Municipal and Irrigation Infrastructure Support (City of Lethbridge)	7	-	-	-	7
Rural Utilities Program	4	4	4	4	16
Wildfire Management and Facility Upgrade	6	6	6	6	24
<b>Total Farming, Natural Resources &amp; Industry</b>	<b>50</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>173</b>
<b>Government Facilities, Equipment and Other</b>					
Agrivalve Processing Business Incubator (Leduc)	4	6	-	-	10
Alberta Innovates – Millwoods Fuels and Lubricants Group Safety Upgrade	2	3	-	-	5
Alberta Innovates / InnoTech Alberta Fume Hood Replacement Program	1	3	4	4	12
Electronic Health Record	6	6	6	6	24
Enterprise Resource Planning	-	9	17	12	38
Fort McMurray Seasonal Employee Housing	1	-	-	-	1
General Information Technology and other Capital	84	79	75	75	313
Government Accommodation	32	35	50	50	167
Government Vehicle Fleet	20	13	13	13	59
Health IT Systems Development	22	22	22	22	88
Infrastructure Capital Planning	10	10	10	10	40
Justice and Solicitor General – Specialized Equipment	1	1	2	2	6
Land Purchases	10	8	8	8	34
Modernization of Registry Systems	15	12	2	2	31
One Information Management Technology (IMT) Enterprise Planning Funds	5	5	5	5	20
One Information Management Technology (IMT) Enterprise Priorities	62	42	33	21	158
<b>Total Government Facilities, Equipment and Other</b>	<b>277</b>	<b>254</b>	<b>247</b>	<b>230</b>	<b>1,008</b>

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## Capital Plan Details, continued

(millions of dollars)

	2017-18 Estimate	2018-19 Target	2019-20 Target	2020-21 Projected	4-Year Total
<b>Health Facilities and Equipment</b>					
Additions and Detox Centres	5	5	1	-	11
Calgary Cancer Centre	100	295	416	379	1,190
Clinical Information System	100	100	100	100	400
Complex Continuing Care Facility (Calgary)	2	42	67	20	131
Continuing Care Beds	122	100	100	-	322
Edmonton Clinical Laboratory Hub	10	10	-	-	20
Edmonton hospital	-	50	150	200	400
Edson Healthcare Centre	10	4	-	-	14
Equipment for Cancer Corridor Projects	11	3	-	-	14
Foothills Medical Centre (Calgary)	9	8	-	-	17
Foothills Medical Centre Urgent Power Plant Capacity (Calgary)	15	9	-	-	24
Fort McMurray Residential Facility-Based Care Centre	2	15	26	-	43
Future Health Facility Projects	15	65	250	250	580
Grande Prairie Regional Hospital	126	126	74	27	353
Health Facility Design – Rural Hospital / Urgent Care	2	-	-	-	2
Health Facility Project Planning Funds	6	5	2	-	13
High Prairie Health Complex	15	-	-	-	15
Lethbridge Chinook Regional Hospital	6	-	-	-	6
Lloydminster Continuing Care Centre	3	2	1	-	6
Medical Equipment Replacement and Upgrade Program	30	30	30	30	120
Medicine Hat Regional Hospital	12	10	9	8	39
Misericordia Community Hospital Modernization Program	5	20	20	20	65
Misericordia Community Hospital – Planning	2	4	4	-	10
Northern Alberta Urology Centre	4	-	-	-	4
Northern Lights Regional Health Centre Repairs (Fort McMurray)	15	14	9	-	38
Norwood Long Term Care Facility (Edmonton)	15	30	160	159	364
Other Health Initiatives	1	1	1	1	4
Peter Lougheed Centre (Women's Services and Vascular Renovations) (Calgary)	17	2	-	-	19
Provincial Heliports	6	4	-	-	10
Provincial Pharmacy Central Drug Production and Distribution Centre	1	2	11	26	40
Royal Alexandra Hospital – Child and Adolescent Mental Health – New Building	5	40	50	60	155
Royal Alexandra Hospital – Planning	2	4	4	-	10
Stollery Children's Hospital Critical Care Program (Edmonton)	14	17	16	6	53
<b>Total Health Facilities and Equipment</b>	<b>688</b>	<b>1,017</b>	<b>1,501</b>	<b>1,286</b>	<b>4,492</b>

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## Capital Plan Details, continued

(millions of dollars)

	2017-18 Estimate	2018-19 Target	2019-20 Target	2020-21 Projected	4-Year Total
<b>Municipal Infrastructure Support</b>					
Centralization of Industrial Assessment	3	-	-	-	3
Community Facility Enhancement Program	38	38	38	38	152
Edmonton Public Library – Stanley A. Milner Revitalization	2	-	-	-	2
Federal Gas Tax Fund	222	229	230	229	910
Grande Prairie – Highway 43 De-designation	-	5	5	5	15
GreenTRIP	477	220	141	10	848
Municipal Sustainability Initiative:					
Municipal Sustainability Initiative – Capital	846	846	846	846	3,384
Basic Municipal Transportation Grant	335	344	353	363	1,395
Alberta Community Transit Fund	40	85	155	25	305
New Building Canada – Small Communities Fund	31	17	10	-	58
New Building Canada Fund (Edmonton Valley Line LRT)	60	30	30	-	120
Public Transit Infrastructure Fund (PTIF)	285	35	-	-	320
Regional Library Systems Headquarters	11	-	-	-	11
Strategic Transportation Infrastructure Program	35	30	35	-	100
<b>Total Municipal Infrastructure Support</b>	<b>2,385</b>	<b>1,879</b>	<b>1,843</b>	<b>1,516</b>	<b>7,623</b>
<b>Public Safety and Emergency Services</b>					
Alberta First Responders Radio Communications System	13	6	5	-	24
Calgary Remand Centre Divided Living Units	4	-	-	-	4
Courthouse Renewal	30	15	4	-	49
Disaster Recovery Program	4	2	2	-	8
Kananaskis Emergency Services Centre	10	7	-	-	17
Planning Funds	4	-	-	-	4
Provincial Operations Centre	-	50	50	25	125
Red Deer Justice Centre	25	21	25	26	97
<b>Total Public Safety and Emergency Services</b>	<b>90</b>	<b>101</b>	<b>86</b>	<b>51</b>	<b>328</b>

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## Capital Plan Details, continued

(millions of dollars)

	2017-18 Estimate	2018-19 Target	2019-20 Target	2020-21 Projected	4-Year Total
<b>Roads and Bridges</b>					
41st Avenue Interchange (Edmonton)	2	-	-	-	2
Assessment and Support Systems	21	21	21	21	84
Calgary Ring Roads	382	356	378	583	1,699
Edmonton Ring Roads	1	-	-	-	1
Fort McMurray Land Exchange with the Regional Municipality of Wood Buffalo	13	36	-	-	49
Gaetz Avenue / Taylor Drive Interchange (Red Deer)	37	27	-	-	64
Grande Prairie – Highway 43 Bypass	21	14	-	-	35
Highway 19 (East and West ends)	60	-	-	-	60
Highway 63 Twinning (Grassland to Fort McMurray)	30	30	-	-	60
Highway Twinning, Widening and Expansion	253	153	184	163	753
Interchanges, Intersections and Safety Upgrades	15	12	12	12	51
Other Road and Bridge Projects	6	6	6	6	24
Parsons Creek Land Development Interchange (Fort McMurray)	-	1	15	15	31
Peace River Bridge	60	70	28	-	158
<b>Total Roads and Bridges</b>	<b>901</b>	<b>726</b>	<b>644</b>	<b>800</b>	<b>3,071</b>
<b>Schools</b>					
200 New and Modernization Projects	1,120	288	93	-	1,501
Education Capital Projects 2017-21	32	83	275	110	500
Future School Projects	-	32	115	341	488
Playgrounds	5	5	5	5	20
Schools – Modulars and Other Grant Funded Projects	50	50	-	-	100
Education Planning Funds	3	3	3	3	12
<b>Total Schools</b>	<b>1,210</b>	<b>461</b>	<b>491</b>	<b>459</b>	<b>2,621</b>
<b>Sports, Arts, Recreation &amp; Culture</b>					
Calgary Zoo – Expansion	3	3	-	-	6
Fort Edmonton Park – Expansion	15	14	-	-	29
Other Parks Projects	1	1	-	-	2
Parks Lower Athabasca Regional Plan Implementation	8	5	5	5	23
Parks South Saskatchewan Regional Plan Implementation	10	10	10	10	40
Reynolds-Alberta Museum (Wetaskiwin)	1	29	10	-	40
Royal Alberta Museum (Edmonton)	37	-	-	-	37
Royal Tyrrell Museum of Palaeontology – Expansion (Drumheller)	7	2	-	-	9
Winsport (CODA) – Sliding Track Refurbishment	5	5	-	-	10
<b>Total Sports, Arts, Recreation &amp; Culture</b>	<b>87</b>	<b>69</b>	<b>25</b>	<b>15</b>	<b>196</b>
<b>Total Capital Plan – Core Government</b>	<b>8,159</b>	<b>7,052</b>	<b>7,348</b>	<b>6,898</b>	<b>29,457</b>
<b>Schools, Universities, Colleges, Hospitals (SUCH) Sector – Self-financed Investment</b>	<b>1,019</b>	<b>943</b>	<b>791</b>	<b>599</b>	<b>3,352</b>
<b>Total Capital Plan – Fully Consolidated basis</b>	<b>9,175</b>	<b>7,996</b>	<b>8,137</b>	<b>7,497</b>	<b>32,809</b>

## UNFUNDED CAPITAL PROJECTS (as of March 16, 2017)

As part of the commitment to transparency and openness, the government is presenting a list of unfunded capital projects as an addendum to the *Budget 2017* Capital Plan. It is comprised of projects presented by departments that met priority criteria and fit within the three pillars of the Capital Plan: key social programs and services that Albertans rely on; encouraging economic development in communities, and protecting the environment.

Some of these projects will receive funding for planning as part of the *Budget 2017* Capital Plan. If the projects meet the criteria and there is funding available, they will be reflected in future capital plans. Adjustments to the *Budget 2017* Capital Plan will be made to address emerging needs and issues around the province. Finally, this list is not all-encompassing, as there are many worthy projects in Alberta that are not reflected here.

Infrastructure Project Name	Department
Aspen View Public School Division No. 78; H.A.Kostash Modernization and Rightsizing in Smoky Lake	Education
Athabasca University – Information Technology Capital	Advanced Education
Aurora Project (Telus World of Science) – Edmonton	Culture and Tourism
Battle River Regional Division No. 31 (2285); Chester Ronning School Modernization in Camrose	Education
Black Gold Regional Division No. 18 (2245); Ecole Corinthia Park School Modernization in Leduc	Education
Black Gold Regional Division No. 18 (2245); Robina Baker Elementary School Addition in Devon	Education
Black Gold Regional Division No. 18; Ecole Secondaire Beaumont Composite High School Addition	Education
Boyle Street Community Services Redevelopment/Community Wellness Centre	Community and Social Services
Calgary Ring Road – Upgrades <ul style="list-style-type: none"> <li>• New bridge crossing over the Bow River (North West)</li> <li>• Interchange upgrade at Crowchild Trail (North West)</li> <li>• New bridge over scenic Acres Link/Tuscany Boulevard/CPR (North West)</li> <li>• Median lane widening along east side of Stony Trail between 16th Ave NE to 17th Ave SE (East)</li> </ul>	Transportation
Calgary Roman Catholic Separate School District No. 1 (4010): New Evanston Elementary School	Education
Calgary Roman Catholic Separate School District No. 1 (4010): St. Andrew Modernization	Education
Calgary Roman Catholic Separate School District No. 1; St. Bonaventure Modernization	Education
Calgary Roman Catholic Separate School District No. 1; St. Boniface Modernization	Education
Calgary School District No. 19: New Elementary School – Mahogany	Education
Calgary School District No. 19: New Middle School – Auburn Bay	Education
Calgary School District No. 19: New Middle School – Evanston	Education
Calgary School District No. 19: New Skyview Ranch Elementary/Middle School	Education
Canadian Hostelling Association – Jasper	Culture and Tourism
Canmore Nordic Centre High Performance Sport Upgrades	Environment and Parks
Christ The Redeemer Catholic Separate Regional Division No. 3; Holy Cross Collegiate Modernization in Strathmore	Education
Compliance Information Management System	Labour
Cover for Shipping and Receiving Docks and Corridor (Leduc)	Agriculture and Forestry
Crop Diversification Centre South New Applied Research Facilities	Agriculture and Forestry
cSPACE King Edward Arts Hub and Incubator – Calgary Expansion	Culture and Tourism
East Central Alberta Catholic Separate Schools Regional Division No. 16; St Thomas Aquinas School Replacement in Provost	Education
Edmonton Catholic Separate School District No. 7 (0110): New Elementary / Junior High School Windermere	Education
Edmonton Catholic Separate School District No. 7 (0110): St. Alphonsus – Major Modernization	Education
Edmonton Catholic Separate School District No. 7: New Elementary School – The Orchards at Ellerslie – Construction	Education
Edmonton Catholic Separate School District No. 7; New Elementary School in Meadows	Education

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## Unfunded Capital Projects (as of March 16, 2017), *continued*

Infrastructure Project Name	Department
Edmonton Ring Road – South West Upgrades <ul style="list-style-type: none"> <li>• Widening both directional lanes from 2 to 3 lanes (Whitemud Drive to Highway 2)</li> <li>• Widening of bridges at North Saskatchewan River and Wedgewood Ravine</li> <li>• New bridges to accommodate ramps at Whitemud Drive</li> <li>• Safety/operational improvements at 119th Street and 127th Street</li> </ul>	Transportation
Edmonton School District No. 7 (3020): Mature Neighborhood Project	Education
Edmonton School District No. 7 (3020): Windermere - New Keswick K-9 School	Education
Edmonton School District No. 7 (3020): New Heritage Valley Chappelle West K-9 School	Education
Edmonton School District No. 7 (3020): New Windermere 7-12 School	Education
Elk Island Catholic Separate Regional Division No. 41: Ecole Pere Kenneth Kearns Catholic School Addition and Modernization in Sherwood Park	Education
Elk Island Public Schools Regional Division No. 14 (2195): Rudolph Henning Junior High Modernization in Fort Saskatchewan	Education
Environmental Monitoring and Science CMR Program	Environment and Parks
Equipment Renewal Program	Environment and Parks
Foothills Medical Centre Kitchen Redevelopment	Health
Fort McMurray Public School District No. 2833: Ecole Dickinsfield School Modernization	Education
Government Performance Management System	Labour
Health and Safety (Lethbridge and Brooks)	Agriculture and Forestry
Highway 1, Medicine Hat Intersection Improvements at Hwy 1 and 3 (Intersection Improvement)	Transportation
Highway 1, Interchange Upgrade at Hwy 1 and 22 (Interchange Upgrading)	Transportation
Highway 2, Balzac Interchange Replacement (Interchange Upgrading)	Transportation
Highway 2, Interchange at Cardiff Road, S of Morinville (Interchange - Grade, Base, Paving)	Transportation
Highway 3, Hwy 2 – E of Hwy 2 (realignment within Fort Macleod)	Transportation
Highway 3, Rock Creek Culvert on Highway 3, wildlife underpass (BF84165-1)	Transportation
Highway 3, Coleman Bypass	Transportation
Highway 22, Bridge Widening and Priddis Intersection Improvement, E of Fish Creek to W of Fish Creek (Passing/Climbing Lane)	Transportation
Highway 26, Camrose - Hwy 834 (Widening)	Transportation
Highway 28, Construct Roundabout, W of Waskatenau (Intersection Improvement)	Transportation
Highway 40, S of Wapiti River – City of Grande Prairie Corporate Limits (Twinning – Grade, Base, Stage Paving)	Transportation
Highway 60, Capital Improvements, Over CNR (new railway overpass) N of Hwy 16A to S of Hwy 16 (Acheson)	Transportation
Highway 61, E of Etzikom to W of Orion (Widening)	Transportation
Highway 566, Construct Roundabout, Range Road 11 near Balzac	Transportation
Highway 567, High Load Staging Area, 4 km W of Hwy 22 (Safety Rest Area)	Transportation
Highway 817, Hwy 24 – Hwy 901 (Reconstruct / Re-Alignment)	Transportation
Highway 881, Safety and Roadway Improvements at various locations – passing and climbing lanes, truck staging areas, improved rest areas, and intersection improvements at various locations (Passing / Climbing Lane)	Transportation
Hinton Training Centre Renovation and Expansion	Agriculture and Forestry
Holy Spirit Roman Catholic Separate Regional Division No. 4: New Elementary School, West Lethbridge	Education
Horizon School Division No. 67: Erle Rivers High School – Modernization/Replacement Construction in Milk River	Education
Housing for Homeless Families – Permanent Supportive Housing (Calgary)	Community and Social Services
Innovation Infrastructure Systems New Equipment	Economic Development & Trade
Inpatient Unit Fit-Outs, Chinook Regional Hospital (Lethbridge)	Health

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## Unfunded Capital Projects (as of March 16, 2017), *continued*

Infrastructure Project Name	Department
Jubilee Auditoria Back of House Upgrades (Edmonton & Calgary)	Culture and Tourism
Justice System Technology Renewal Various Locations	Justice and Solicitor General
Lakeland College – Trades building	Advanced Education
Lakeland Roman Catholic Separate School District No. 150: Holy Family Catholic School Replacement in Waskatenau	Education
Lethbridge School District No. 51 (3040): New South Lethbridge Elementary School – Construction	Education
Living Waters Catholic Regional Division No. 42 (0047): New Elementary School in Whitecourt	Education
Livingstone Range School Division No. 68; J.T. Foster Modernization in Nanton	Education
Medicine Hat School District No. 76: Connaught School Modernization	Education
Northern Gateway Regional Division No. 10; Valleyview Solution – Replacement	Education
Northern Lakes College – Community Learning Centres Project Phase 1	Advanced Education
Palliser Regional Division No. 26 (2255): Baron School Modernization	Education
Parks Demand Driven Expansion Program	Environment and Parks
Peace Wapiti School Division No. 76; New K-8 School In Heritage Heights or Flying Shot Lake Replacement In the County of Grande Prairie	Education
Permanent Supportive Housing (Grande Prairie)	Community and Social Services
Permanent Supportive Housing (Lethbridge)	Community and Social Services
Peter Lougheed Centre, Emergency Department and Laboratory	Health
Portage College Cold Lake Expansion	Advanced Education
Prairie Land Regional Division No. 25 (1115): Altario Building Envelope & Mechanical Upgrade	Education
Prairie Land Regional Division No. 25 (1115): Youngstown Building Envelope Upgrade	Education
Prairie Land Regional Division No. 25: Delia Replacement	Education
Prairie Rose Regional Division No. 8 (0195): Burdett School Modernization & Addition	Education
Provincial Archives of Alberta – Vault & Public Spaces Expansion	Culture and Tourism
Provincial Sterile Instrument / Medical Device Reprocessing Upgrades Phase 1	Health
Raven Brood Trout Station	Environment and Parks
Ray Gibbon Drive	Transportation
Rocky View School Division No. 41: New K-9 School in Chestermere	Education
Rotary/Mattamy Greenway Project, Calgary, Expansion	Culture and Tourism
Security Upgrades Calgary Young Offender Centre (CYOC) – Retrofit	Justice and Solicitor General
St. Albert Public School District No. 5565: New High School Space Solution	Education
St. Paul Education Regional Division No. 1 (2185): École Mallaig Community School Modernization	Education
St. Thomas Aquinas Roman Catholic Separate Regional Divsn No. 38; Father Lacombe Catholic School Modernization	Education
Strategic Land Purchase for Future Edmonton Law Courts Expansion	Justice and Solicitor General
The Southern Francophone Education Region No. 4 (0284): New K-6 Francophone School in Airdrie	Education
The Southern Francophone Education Region No. 4; New School in Brooks	Education
Trans Canada Trail – Alberta	Culture and Tourism
University of Alberta Heating Plant – Turbine Generator #3	Advanced Education
University of Calgary – Haskayne School of Business Advanced Learning Centre	Advanced Education
University of Calgary – Science A Redevelopment – Phase 2	Advanced Education
University of Calgary Life and Environmental Sciences Resource Centre	Advanced Education
VIVO Centre for Healthier Generations – Calgary Expansion	Culture and Tourism
William Watson Lodge Rehabilitation	Environment and Parks
Winspear Centre – Extension	Culture and Tourism
Wolf Creek School Division No. 72 (0054): Iron Ridge Elementary Campus Modernization and Right-Sizing in Blackfalds	Education
Wolf Creek School Division No. 72; Rimbey Junior Senior High School Modernization	Education

**DATE:** April 25, 2017

**TO:** Board of Trustees

**FROM:** Trustee Bridget Stirling

**SUBJECT:** Motion re: Sexual Health Education in Provincial Curriculum

**REFERENCE:** [Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)

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## ISSUE

Notice of motion was served at the April 11, 2017, Board meeting.

## BACKGROUND

Alberta Education is currently undergoing a curriculum review, including Grades 4-9 health and CALM 20 curricula. Under this area of curriculum, the existing sexual health curriculum offers minimal guidance for teachers on aspects of sexual health, including issues such as consent and sexual health for sexual and gender minority students. Additionally, while educators are expected to vet classroom presenters in any subject, many schools across the province have faced difficulty in assessing appropriate presenters in the classroom.

To offer further clarity and guidance, Edmonton Public Schools decided that existing guidance for teachers needed to be addressed. The District developed *A Guide for Teaching Sexual Health Education Grades 4-12* and additionally adopted the *Guide for Choosing School Health Resources* to better support teachers in teaching sexual health. On February 21, 2017, the District also held a Teaching Sexual Health Day in partnership with the University of Alberta to offer professional development to current and pre-service teachers.

The Board of Trustees also voiced its support of consent education in February 2015, recognizing that sexual health education should include teaching all students about consent.

Board policy AEBB.BP, *Wellness of Students and Staff*, supports a comprehensive school health approach and reflects an approach to wellness that is grounded in research, informed best practice and a balanced approach to delivery. The policy also requires that curricular instruction reflect the *School Act*, including supporting welcoming, caring, respectful and safe environments that respect diversity and are inclusive of a range of sexual orientations, gender identities, and gender expressions.

In order to best support instruction that is reflective of recent changes to the *School Act* and best practices in sexual health education, such as those outlined in Alberta Health Services' [teachingsexualhealth.ca](http://teachingsexualhealth.ca) resources for educators, provincial sexual health curriculum should be updated to include current research and best practices in sexual health education. Updated curriculum should support the emotional, intellectual, physical, social, and spiritual wellness of Alberta students.

Additionally, educators and school districts should be supported in making choices of classroom presenters who can appropriately support evidence-based, age-appropriate, medically accurate, comprehensive, consent-based, and inclusive sexual health education.



**RECOMMENDATION**

**That the Board of Trustees write to the Minister of Education in support of ensuring evidence-based, age-appropriate, medically accurate, comprehensive, consent-based, and inclusive sexual health education in the provincial curriculum.**

**NEXT STEPS**

That a letter to the Minister of Education be prepared in support of ensuring evidence-based, age-appropriate, medically accurate, comprehensive, consent-based, and inclusive sexual health education in the provincial curriculum.

Additionally, that, in this letter the Board advocate for a clear set of guidelines for vetting third-party presenters to ensure that classroom presentations are in compliance with the provincial sexual health curriculum and the requirements of the *School Act* around welcoming, caring, respectful and safe schools for all students, similar to the standards currently used by Edmonton Public Schools.

BS:sj

**DATE:** April 25, 2017

**TO:** Board of Trustees

**FROM:** Trustee Nathan Ip

**SUBJECT:** Motion re Funding for the Design of Two High Schools

**REFERENCE:** [Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)

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#### ISSUE

Notice of motion was served at the April 11, 2017, Board meeting.

#### BACKGROUND

According to the District High School Accommodation Framework presented to the Board of Trustees on February 14, 2017, student enrolment and the number of prospective high school students continue to grow at a significant pace. Assuming current demographic trends hold, the projected number of high school students will likely exceed the available space within the District by 2021-2022. Over the next decade, the District will require at least 8,000 additional spaces to accommodate the number of students, with enrolment expected to stabilize at 30,000. While the District is considering a number of strategies to ensure students are accommodated in the coming years, the construction of new high school buildings will be the only impactful solution to ease enrolment pressure across the city, particularly in growing areas of southwest and southeast Edmonton.

The projected shortfall of high school spaces by 2021 underscores the urgent need for new high schools to be funded by the provincial government. As it typically takes three years to complete the construction of a new high school building, the timing of any high school capital announcement can have a critical impact on whether the District is able to address the expected shortfall by 2021. Funding the design phase of two high schools this year would allow the District to realize efficiencies in the planning and design phases, avoid delays in construction once full high school funding is awarded, and ultimately ensure that the required spaces are available to accommodate students by 2021-2022.

#### RECOMMENDATION

**That the Board of Trustees write to the Ministers of Education and Infrastructure requesting that funding be awarded for the design of two high schools this year, in advance of the next round of capital announcements.**

#### NEXT STEPS

Prepare a letter for the Board Chair's signature, addressed to the Ministers of Education and Infrastructure, requesting that funding be awarded for the design of two high schools this year, in advance of the next round of capital announcements.

NI:km

**DATE:** April 25, 2017

**TO:** Board of Trustees

**FROM:** Trustee Ken Gibson, Policy Review Committee  
Trustee Cheryl Johner, Policy Review Committee  
Trustee Bridget Stirling, Chair, Policy Review Committee

**SUBJECT:** First Reading, Board Policy ACB.BP National Anthem and Flag

**ORIGINATOR:** Karen Mills, Director Board and Superintendent Relations

**RESOURCE STAFF:** Marnie Beaudoin, Nancy Petersen

**REFERENCE:** [ACB.BP National Anthem and Flag Trustees' Handbook](#) Section 6.1 – Caucus Committee  
Board Policy CH.BP – Framework for Policy Development and Review

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## ISSUE

The Policy Review Committee is presenting draft Board Policy ACB.BP National Anthem and Flag for first reading.

## BACKGROUND

The Policy Review Committee reviewed draft Board Policy ACB.BP National Anthem and Flag in alignment to ensure the policy is current.

## RELATED FACTS

Revisions to Board policy ACB.BP National Anthem and Flag include:

- ensuring accuracy of *School Act* references
- adjusting language use to reflect the Board's vision and intent
- aligning to the current policy template through the inclusion of a Purpose, Expectations and Accountability statement
- District General Counsel has reviewed ACB.BP National Anthem and Flag

## RECOMMENDATION

1. That Board policy ACB.BP National Anthem and Flag be introduced.
2. That Board policy ACB.BP National Anthem and Flag be read for the first time and approved for posting on the District website for stakeholder input.

## OPTIONS

Based on the information provided in this report, the following options are considered most appropriate:

1. Approve the first reading of policy ACB.BP National Anthem and Flag at the April 25, 2017 Board meeting.
2. Decline to approve the policy ACB.BP National Anthem and Flag and provide feedback and/or request changes.

**CONSIDERATIONS and ANALYSIS**

- The current policy ACB.BP National Anthem and Flag requires revisions to align it with the District policy template.
- The scheduled review year for policy ACB.BP National Anthem and Flag is 2017.

**NEXT STEPS**

1. A recommendation report will be brought to public Board on June 6, 2017, requesting second and third and final reading of policy ACB.BP National Anthem and Flag.
2. Once approved, policy ACB.BP National Anthem and Flag will be communicated through the District's communication channels.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I      Draft Board Policy ACB.BP National Anthem and Flag

MB:mb

**CODE:** ACB.BP**EFFECTIVE DATE:** (00-00-0000)**TOPIC:** National Anthem and Flag**ISSUE DATE:** (00-00-0000)**REVIEW YEAR:** (0000)**PURPOSE**

To reflect the Board of Trustees' (the Board) responsibility to support the use of the Canadian national anthem and Canadian flag in Edmonton Public Schools.

**POLICY**

The Board believes that the Canadian flag and Canadian national anthem are powerful symbols of our Canadian identity as a multicultural and democratic nation.

The Board believes that demonstrations of Canadian identity contribute to a climate of mutual respect and trust conducive to student learning, personal development, social living and citizenship within a Canadian context.

**EXPECTATIONS**

All Edmonton Public Schools shall display the Canadian flag and are expected to play or conduct regular singing of the national anthem.

**ACCOUNTABILITY**

The Superintendent shall ensure the District uses appropriate protocols related to the use of the national anthem and Canadian flag.

**REFERENCES**

FA.BP - Human Resources Framework  
 FBCA.AR - Respectful Working Environments  
 GGAB.BP - Multicultural Education  
 GNDB.AR - Flying and Displaying Flags in Schools  
*School Act* Sections 26 and 50.1(d)



**DATE:** April 25, 2017

**TO:** Board of Trustees

**FROM:** Trustee Ken Gibson, Policy Review Committee  
Trustee Cheryl Johnner, Policy Review Committee  
Trustee Bridget Stirling, Chair, Policy Review Committee

**SUBJECT:** First Reading, Board Policy FBD.BP Designated Holidays

**ORIGINATOR:** Karen Mills, Director Board and Superintendent Relations

**RESOURCE STAFF:** Marnie Beaudoin, Nancy Petersen

**REFERENCE:** FBD.BP Vacations and Holidays  
[Trustees' Handbook](#) Section 6.1 – Caucus Committee  
Board Policy CH.BP – Framework for Policy Development and Review

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**ISSUE**

The Policy Review Committee is presenting FBD.BP Designated Holidays for first reading.

**BACKGROUND**

The Policy Review Committee reviewed FBD.BP Designated Holidays to ensure it is current and comprehensive in its scope. The administration consulted the *Employment Standards Code* and the *School Act* in the development of FBD.BP Designated Holidays, and collaborated with staff from Human Resources to verify references to the various terms of employment used in the District.

**RELATED FACTS**

Revisions to FBD.BP Designated Holidays include:

- changing the Board policy title from FBD.BP Vacations and Holidays to FBD.BP Designated Holidays to more accurately describe the intent and function of the policy
- inclusion of Remembrance Day
- additions of three sections: Purpose, Definitions and Accountability
- adjusting language to ensure consistency with provincial legislation, the *School Act* and terms of employment

**RECOMMENDATION**

1. That Board policy FBD.BP Designated Holidays be introduced.
2. That Board policy FBD.BP Designated Holidays be read for the first time and approved for posting on the District website for stakeholder input.

**OPTIONS**

Based on the information provided in this report, the following options are considered most appropriate:

1. Approve the first reading of policy FBD.BP Designated Holidays at the April 25, 2017 Board meeting.
2. Decline to approve the policy FBD.BP Designated Holidays and provide feedback and/or request changes.

**CONSIDERATIONS and ANALYSIS**

- The current Board Policy FBD.BP Vacations and Holidays requires revisions to align it with the District policy template.
- The scheduled review year for Board Policy FBD.BP Vacations and Holidays was 2016.

**NEXT STEPS**

1. A recommendation report will be brought to public Board on June 6, 2017, requesting second, and third and final reading of policy FBD.BP Designated Holidays.
2. Once approved, policy FBD.BP Vacations and Holidays will be communicated through the District's communication channels.

**ATTACHMENTS and APPENDICES**

- ATTACHMENT I      Draft Board policy FBD.BP Vacations and Holidays  
APPENDIX I        List of Holidays

MB:mb

**CODE:** FBD.BP**EFFECTIVE DATE:** (24-03-2009)**TOPIC:** Designated Holidays**ISSUE DATE:** (26-03-2009)**REVIEW YEAR:** (2016)

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**PURPOSE**

To support the Board of Trustees' (the Board) capacity to designate additional holiday time beyond general holidays.

**DEFINITIONS**

A **general holiday** is determined by provincial and federal governments and is legally required to be provided to employees. General holidays are often referred to as statutory holidays.

**Optional holidays** are not legally required by legislation to be provided as holidays, but are provided by employers as part of employee collective agreements or terms of employment.

A **Board-declared holiday** is designated at the discretion of the Board, and is generally used to provide additional time in relation to a general holiday.

**POLICY**

The Board recognizes that the provision of additional time in relation to specific general holidays are valued by many staff members and promote well-being.

**EXPECTATIONS****A. CHRISTMAS AND NEW YEAR'S**

When either Christmas or New Year's Day occurs at the point in the week where there is only one working day between the holiday and the weekend, this working day will be designated as a Board-declared holiday. The afternoons of December 24th and December 31st will be designated as holidays for the staff scheduled to work those days.

**B. CANADA DAY**

In years when Canada Day occurs on a weekend, the Monday immediately following that weekend will be designated as a holiday for staff normally scheduled to work on that day. In years when Canada Day occurs at a point in the week where there is only one working day between the holiday and the weekend, this working day will be designated as a holiday for those employees normally scheduled to work on that day.

**C. REMEMBRANCE DAY**

When Remembrance Day occurs on a work day, the Board shall designate a holiday for staff scheduled to work that day. In years on which Remembrance Day occurs on a weekend, the Board shall not designate a holiday for Remembrance Day unless by collective agreement or terms of employment.



## **ACCOUNTABILITY**

The Superintendent shall ensure staff is made aware of general, optional and Board-declared holidays, and that the school year calendar aligns with the policy requirements.

## **REFERENCES**

FA.BP - Human Resources Framework

GCA.AR - School Year Calendar

[\*Employment Standards Code Section 25\*](#)

[\*School Act Section 45.1\(1\)\*](#)

The following holidays are designated in Edmonton Public Schools, and align with the definitions included in FBD.BP Designated Holidays:

**General holidays (in Alberta):**

<b>Holiday</b>	<b>Date</b>
New Year's Day	January 1
Family Day	Varies, but generally falls on the third Monday in February
Good Friday	Friday before Easter Sunday
Victoria Day	Monday before May 25
Canada Day	July 1, except when it falls on a Sunday, then it is July 2
Labour Day	First Monday in September
Thanksgiving Day	Second Monday in October
Remembrance Day	November 11
Christmas Day	December 25

**Optional holidays:**

<b>Holiday</b>	<b>Date</b>
Easter Monday	First Monday following Easter
Heritage Day	First Monday in August
Boxing Day	December 26

**Board-declared holidays:**

Christmas Eve	December 24 (afternoon only)
New Year's Eve	December 31 (afternoon only)
Citizen's Day	Generally falls on the fourth Wednesday in July (afternoon only)

**DATE:** April 25, 2017

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Catholic Faith Alternative Program  
(Response to Request for Information #205)

**ORIGINATOR:** Trustee Michael Janz

**RESOURCE  
STAFF:** Karen Mills

**REFERENCE:** [School Act, Section 21\(1\)](#)

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**ISSUE**

This report is in response to a Trustee Request for Information.

**BACKGROUND**

At the February 28, 2017, meeting of the Edmonton Public School Board, Trustee Michael Janz submitted the following Request for Information:

That the Administration advise the Trustees whether or not the Minister of Education or *School Act* would permit a public school system to create a Catholic faith alternative program or operate a Catholic school within the public school system.

**CURRENT SITUATION**

On April 5, 2017, the Minister of Education responded that Section 21(1) of the *School Act* indicates that an alternative program means an education program that:

- a) Emphasizes a particular language, culture, religion or subject matter; or
- b) Uses a particular teaching philosophy, but that is not a special education program, a program referred to in Section 10 of the *School Act* or a program of religious education offered by a separate school board.

**KEY POINTS**

- It is the department's position that Section 21 of the *School Act* does not allow a public school board to create a Catholic faith alternative program.

**ATTACHMENTS**

ATTACHMENT I Letter of April 5, 2017 from the Minister of Education

KM:km



ALBERTA  
EDUCATION

Office of the Minister



APR 05 2017

AR97728

Ms. Michelle Draper  
Board Chair  
Edmonton Public Schools  
Centre for Education  
1 Kingsway NW  
Edmonton AB T5H 4G9

Dear Ms. Draper:

Thank you for your March 10, 2017 letter on behalf of the Edmonton Public School Board, inquiring whether the *School Act* would permit a public school system to create a Catholic faith alternative program or operate a Catholic school within a public school system.

Section 21(1) of the *School Act* indicates that an alternative program means an education program that:

- a) emphasizes a particular language, culture, religion or subject matter; or
- b) uses a particular teaching philosophy, but that is not a special education program, a program referred to in Section 10 of the *School Act* or a program of religious education offered by a separate school board.

It is the department's position that Section 21 does not allow a public school board to create a Catholic faith alternative program. I encourage you to confer with your legal counsel on this matter.

I appreciate you taking the time to write, and I wish all Edmonton Public Schools students and staff continued success in the current school year.

Sincerely,

David Eggen  
Minister

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Karen Mills. General  
copy to Superintendent + Counsel