



AGENDA

BOARD OF TRUSTEES

Michelle Draper
Board Chair


Bridget Stirling
Board Vice-Chair

Sherry Adams
Shelagh Dunn
Trisha Estabrooks
Ken Gibson
Nathan Ip
Michael Janz
Cheryl Johner

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, March 20, 2018
2:00 p.m.

Board Meeting #08

- A. O Canada 
- B. Roll Call
- C. Recognition:
 - 1. Robert C. Clark Award
NO ENCLOSURE
- D. Approval of the Agenda
- E. Communications from the Board Chair
- F. Communications from the Superintendent of Schools
- G. Minutes:
 - 2. DRAFT – Board Meeting #07 – March 6, 2018
- H. 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, March 19, 2018, to speak under this item.)
- I. Reports:
 - 3. Report #3 of the Caucus Committee (From the meeting held March 6, 2018)
(Information)
 - 4. Edmonton Student Transportation Authority (ESTA)
(Information)
 - 5. Three-Year Capital Plan for 2019-2022
(Recommendation)
 - 6. Motion re: Funding for the Early Development Instrument Program and Early Childhood Coalitions
(Recommendation)
 - 7. Motion re: First School Built in New Community
(Recommendation)
 - 8. Bereavement
(Information)

- J. 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. Monday, March 19, 2018, to speak under this item.)
- K. Other Committee, Board Representative and Trustee Reports
- L. Trustee and Board Requests for Information
- M. Notices of Motion
- N. Meeting Dates
- O. Adjournment

MINUTE BOOK**Board Meeting #07**

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, March 6, 2018 at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Shelagh Dunn
Michelle Draper

Trisha Estabrooks
Ken Gibson
Nathan Ip

Michael Janz
Cheryl Johner
Bridget Stirling

Officials

Angela Anderson
Lisa Austin
Todd Burnstad
Grace Cooke
Ron MacNeil

Karen Mills
Leona Morrison
Kathy Muhlethaler
Lorne Parker
Kent Pharis

Darrel Robertson
Mike Suderman
Liz Yule

Board Chair: Michelle Draper

Recording Secretary: Shirley Juneau

Staff Group Representatives

CUPE Local 3550 – Carol Chapman, President and Janice Kube, 1st Vice-President and Gloria Lepine, Chief Steward

CUPE Local 474 – John Vradenburgh, President

Exempt Staff – Cindy Camp, Occupational Therapist and Barret Weber, Research Consultant

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 fire 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.

The Board Chair advised those attending the meeting in person that the floor area is restricted to the Board of Trustees, Superintendent, Director of Board and Superintendent Relations and Recording staff, with an area reserved for media. She advised that she would signify to any other

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staff or registered speakers to come down to the floor at the designated time on the agenda. The Board Chair thanked everyone for their cooperation.

A. **O Canada** 

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

The Superintendent advised that all Trustees were present.

C. **Approval of the Agenda**

MOVED BY Trustee Dunn:

**“That the agenda for the March 6, 2018, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

D. **Communications from the Board Chair**

The Board Chair announced that the Edmonton Public Schools’ 54th Annual Night of Music will be held at the Jubilee Auditorium on March 7, 2018, with this year’s theme being *We Are the Music Makers*. She shared that the purpose of the event is to promote the importance of music education and recognize the musical accomplishments of District students.

The Board Chair advised that March 8, 2018, will be the 105th anniversary of International Women’s Day. She shared that the 2018 theme is *Press for Progress* and that the day was created as an opportunity to recognize women around the world for their political, economic, and social achievements. The Board Chair congratulated all of the women working for the District who make vital contributions to student learning, the work of public education and to the success of Edmonton Public Schools.

The Board Chair advised that The Alberta Teachers’ Association Provincial Executive Council has proclaimed March 12-16, as Substitute Teachers’ Appreciation Week for the 2017-2018 school year. She remarked that substitute teachers play an essential role in maintaining the continuity and excellence of the learning process. The Board Chair explained that the role of a substitute teacher carries the same daily responsibilities of instruction, marking, discipline and supervision as that of regular classroom teachers. On behalf of the Board, she thanked all substitute teachers for the contributions they make in the lives of students and teachers.

The Board Chair reported that on March 6, 2018, she and several of the Trustees joined the Minister Responsible for the Climate Change office to hear an update on the Climate Leadership Plan and mark the arrival of the IPCC Cities and Climate Change Science Conference in Edmonton, Alberta.

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E. Communications from the Superintendent of Schools

The Superintendent shared that he will be attending the Night of Music and looks forward to the performances from students across the District. On behalf of the District, the Superintendent thanked everyone involved for the hard work in preparing the students for their performances.

The Superintendent congratulated Team Nugent-Hopkins at Mary Butterworth School who won the Hockey Helps Kids' Charity Cup Challenge last week. He explained that their team will receive \$25,000 from the Edmonton Oilers Community Foundation for the charity of their choice, Dogs with Wings. The Superintendent shared that the runners up will each receive \$10,000 for their respective charities. The Superintendent thanked all the schools for doing a phenomenal job and for supporting some excellent local charities.

The Superintendent reminded parents of students currently enrolled in Edmonton Public Schools that the opportunity for pre-enrolment begins on March 12, 2018, and is available until April 16, 2018.

F. Minutes

1. Board Meeting #06 – February 20, 2018

MOVED BY Trustee Stirling:

“That the minutes of Board Meeting #06 held February 20, 2018, be approved as printed.”

(UNANIMOUSLY CARRIED)

G. Recognition

2. Edwin Parr Teacher Award

Mr. David Hamblin of Delton School was selected as the District's honorary nominee for the 2018 Edwin Parr Teacher Award.

H. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

I. Reports

3. Strategic Plan Update – Curriculum

The Trustees received an overview of efforts being taken in support of curriculum through the strategic use of surplus funds.

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Trustee Gibson requested that the Shared Approach to Curriculum Implementation to Alberta Education – Next Steps report which was presented at the September 12, 2017, Board meeting be sent to the Trustees via a transmittal memorandum (TM). Trustee Gibson explained that the September 12, 2017, report outlines several key advocacy points for Trustees.

4. Motion re Solar Energy Strategy

MOVED BY Trustee Draper:

**“That the Board of Trustees presents the District's Solar Strategy to the Province and requests funding for implementation of the plan.”
(UNANIMOUSLY CARRIED)**

There was a short break in the meeting.

5. Staff Group Presentations re 2018-2019 Proposed Budget

Ms Cindy Camp and Mr. Barret Weber, representatives for the Exempt Staff presented the Exempt Staffs' brief.

Mr. John Vradenburgh, President of CUPE Local 474 (Custodial Staff), presented the Local's brief.

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

Ms Heather Quinn, President of the Edmonton Public Teacher's Local No. 37 was unavailable to attend in person. Ms Quinn sent the Recording Secretary a copy of the presentation for consideration.

The Board Chair thanked Ms Camp, Mr. Weber, Mr. Vradenburgh, and Ms Chapman for their presentations and advised that a response to the staff group presentations will be prepared for public board.

6. Process and Timeline for the 2018-2019 Budget and for the Fall Review of the 2017-2018 Results and Plans for 2018-2019

MOVED BY Trustee Gibson:

**“1. That the Process and Timeline for the 2018-2019 Spring Budget and the 2018-2019 Fall Revised Budget be approved.”
(UNANIMOUSLY CARRIED)**

MOVED BY Trustee Gibson:

**“2. That the Process and Timeline for Review of the 2017-2018 Results and the 2018-2019 Plans be approved.”
(UNANIMOUSLY CARRIED)**

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J. Other Committee, Board Representative and Trustee Reports

Trustee Dunn shared that it was a pleasure to attend the Poetry Café at David Thomas King School in February, and hear the poems written by students.

Trustee Draper reported that on February 21, 2018, she attended the Steele Heights presentation of "Shrek the Musical" at M.E. LaZerte High School. She remarked that it was a wonderful performance and well done.

Trustee Draper reported that on February 24, 2018, she was pleased to be a part of the northeast Edmonton Lunar New Year event at Londonderry Mall with many other elected officials and community leaders. She explained that this was the third year of this celebration and each year it's gets bigger and better.

Trustee Draper reported that on February 28, 2018, she attended Pink Shirt Day at Balwin School, along with Minister Irfan Sabir and MLA Chris Nielsen. She commented that the school did an amazing job of engaging students and promoting a culture of kindness.

Trustee Estabrooks congratulated the Edmonton Parents' French group for helping to spread the word about the new Early French Immersion program being proposed at Oliver school. Trustee Estabrooks advised that approximately 50 parents attended the event, signifying the desire for French Immersion programming in Edmonton's downtown neighbourhoods.

Trustee Estabrooks extended her thanks to the Greater Hardisty Community Sustainability Coalition for inviting her to speak about the importance of strong, local schools and the benefit of looking at schools as community hubs. She remarked that the meeting was very well attended and congratulated the organizers for hosting such a successful event.

Trustee Estabrooks thanked the students at Nellie McClung program at Oliver School for including her in their "Power of Women" event. She explained that the event was organized by students, for students, and that it was a very inspirational day for women leading up to International Women's Day on March 8, 2018.

Trustee Estabrooks thanked the Norwood School Council for a great meeting that was held at the end of February. She remarked that in the last couple of months she has met some incredibly hard working and dedicated parents who have great fundraising ideas and a passion for making their schools fabulous places.

Trustee Ip reported on the following:

February 23, 2018, he attended the Teachers' Convention and appreciated the opportunity to connect with educators from across the City.

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February 26, 2018, Nellie Carlson School Council hosted a meeting with the Minister of Education, David Eggen, MLA Turner and Trustee Ip. Trustee Ip said that it was an opportunity for constructive dialogue with parents about the state of public education.

On March 5, 2018, Trustee Ip participated in Nellie Carlson School's walkabout as they prepare to launch their active transportation initiative in partnership with Ever Active Schools.

On March 17, 2018, Trustee Ip and Vice-Chair Stirling will be hosting the "I am a Parent" workshop and resource fair in partnership with the southwest Early Years Coalition at Esther Starkman School. Trustee Ip advised that all parents and community members are welcome to register and attend this free event and explained that there will be opportunities to attend mini-sessions and learn about how parents can best support children in early learning and development.

On March 18, 2018, Trustee Ip will be hosting a community coffee event from 1-2:00 p.m. at Waves Coffee on Rabbit Hill Road and welcomed everyone to drop by.

Trustee Johner reported that on March 5, 2018, she and Trustees Dunn, Draper, Estabrooks, and Ip attended the Celebrating Climate Leadership event with Minister Shannon Phillips. She advised the Mr. David Dodge from Green Energy Futures was the emcee and that he shared history and innovative initiatives taking place. Trustee Johner said that Minister Phillips highlighted the present day achievements and how Alberta is reducing omissions and diversifying the economy.

Trustee Johner reported that on March 6, 2018, she had the pleasure of bringing greetings on behalf of the Board to the Change at the Climate -Youth World Café where 12 nations were represented by students from Brazil, China, Columbia, Ghana, India, Indonesia, Kenya, Mexico, Peru, Slovenia, UK, and the USA. She shared that Queen Elizabeth School hosted the event and the Mr. Terry Godwaldt with the Centre for Global Education lead the event. Trustee Johner remarked that Mayor Iveson encouraged students to influence policy makers to move on climate change, Dr. Debra Davidson inspired students with many how to points of advocacy, and Dr. Heather Shewchuk tasked students with various questions.

Trustee Johner advised that the Change for Climate Science Conference is being held on March 5-7, 2018, at the Shaw Conference. She explained that the conference will deliver more than 20 presentations on the current state of climate science, the impacts of climate change and the solutions that exist.

Trustee Stirling reported on the following:

- On February 23, 2018, W.P. Wagner School celebrated student talent at this year's Wagstock event. She explained that the event showcased dancers, singers, musicians, comedians and more. This year's teacher band performance also featured a special guest, former W.P. Wagner teacher and Education Minister David Eggen, who contributed his keyboard and vocal talents. The school also announced that this year's Wagathon

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fundraising event will be in support of the Zebra Child Protection Centre, continuing a proud Wagner tradition of students supporting children in the community.

- On February 27, 2018, Trustee Stirling had the opportunity to attend the Festival of Youth Voices, part of the Change for Climate Community series for the Cities and Climate Change Science conference. She noted that this event, organized by the Centre for Global Education and supported by the Alberta Council for Environmental Education and the City of Edmonton and hosted by NAIT, brought together students from Alberta and around the world to share their experiences of climate change in their community and talk about how to take local and global action on climate change.
- On February 28, 2018, Ecole Greenview School hosted a special event to mark Pink Shirt Day along with Junior ATB Banking Day. She advised that they were joined by the Minister of Education David Eggen and Minister of Labour Christina Grey along with Dave Mowat, Chief Executive Officer of ATB, for an enthusiastic celebration of Greenview's efforts to build a caring, compassionate and inclusive school community.
- On April 18, 2018, she and Trustee Adams will be hosting an information session and meet and greet night for Millwoods families to get to know their Trustees and ask questions about the work of the Board. She advised that the event will take place from 6-8:00 p.m. at Ekota School.

K. Trustee and Board Requests for Information - None

L. Notices of Motion

Trustee Ip served notice that he will make a motion that the Edmonton Public School Board write a letter to the Government of Alberta in support of continued funding for the Early Development Instrument Program and the Early Childhood Coalitions across Alberta.

Trustee Janz served notice that he will make a motion that the Board advocate to the provincial government that the first school built in any community or neighbourhood be a public school or shared public, separate, and francophone Board facility.

Trustee Janz served notice that he will make a motion that the Board advocate through the Public School Boards' Association of Alberta (PSBAA) to the provincial government for increased access to optical and dental programs for Alberta children and youth.

M. Next Board Meeting: Tuesday, March 20, 2018, at 2:00 p.m.

N. Adjournment: 4:20 p.m.

The Board Chair adjourned the meeting.

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Michelle Draper, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: March 20, 2018

TO: Board of Trustees

FROM: Trustee Bridget Stirling, Caucus Committee Chair

SUBJECT: Report #3 of the Caucus Committee (From the meeting held March 6, 2018)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

REFERENCE: [Trustees' Handbook](#) – Caucus Committee - Section 5.4
[Trustees' Handbook](#) – Section 6 – Board Committees
[School Act](#) – Section 61

ISSUE

The Board approved the following recommendations at the March 3, 2015, Board meeting: That a resolution be approved directing that Section 5.4 of the Trustees' Handbook be revised to give the Caucus Committee final decision-making power on certain types of matters, and yet constrain that power so it is used only when absolutely necessary.

The following recommendation was approved at the March 6, 2018, Caucus Committee meeting:

The funding for Clause 23 Professional Development not be increased due to the additional applications received in comparison to the previous year.

BACKGROUND

In November 2017, the Board approved an allocation of \$1,200,000 to support requests from teachers for tuition and/or leave support to undertake professional improvement activities in the 2018-2019 school year. The allocation was increased by \$100,000 over the previous year due to the trend in increasing requests for support.

For 2018-2019, there were 137 applications for the Clause 23 Professional Improvement Program from teacher certificated staff, compared to 103 applications received in 2017-2018.

The Board of Trustees decided that given their approval for a funding increase in November for leave and tuition support, combined with communication from Alberta Education in December 2017 to limit expenses related to professional development, we would not support further increases this year.

KM:sj

DATE: March 20, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Edmonton Student Transportation Authority (ESTA)

ORIGINATOR: Dr. Lorne Parker, Assistant Superintendent

RESOURCE STAFF: Geoff Holmes, Christopher Wright

REFERENCE: January 23, 2018 Board Report – [Motion re: Joint Transportation Plan Feasibility](#)
January 23, 2018 Board Report – [Third Party Panel Study of Operational Services of School Jurisdictions](#)

ISSUE

Through motions in 2013 and 2014, the Board of Trustees requested that administration collaborate with the Edmonton Catholic Schools administration to explore the feasibility of establishing the Edmonton Student Transportation Authority (ESTA) in order to facilitate a shared student transportation system.

At the January 23, 2018, Board meeting, Trustees approved the motion, “That the Edmonton Public Schools Board of Trustees send a letter to the Edmonton Catholic School District Board of Trustees outlining our support for and the benefits of Edmonton Student Transportation Authority (ESTA) and request that they finalize their decision by March 15, 2018, in order to ensure that our districts can begin with Phase One of the joint busing initiative at the start of the 2018-2019 school year.”

BACKGROUND

On a broader scale, Edmonton Public Schools administration are currently engaged in collaborative initiatives with other jurisdictions, organizations and working committees in a range of areas to maximize Provincial education funding through the creation of shared efficiencies. This work is summarized in the January 23, 2018, Board report *Third Party Panel Study of Operational Services of School Jurisdictions*. The joint initiative in student transportation demonstrates how shared bussing will realize efficiencies in both service delivery and the expenditure of funds, ensuring financial resources provided for the education of students are maximized.

CURRENT SITUATION

Following the approved motion on January 23, 2018, student transportation administration from Edmonton Catholic Schools and Edmonton Public Schools jurisdictions met. The two parties are setting ESTA aside and pursuing a more informal shared transportation arrangement to expand shared bus routes and find efficiencies. Work is ongoing and administration has identified 20 routes where buses can be used by both jurisdictions effective September 2018. While students will ride separately, the busses operating these routes will be shared and the costs and efficiencies split between the parties.

KEY POINTS

- Nine of the 20 shared routes were implemented in September 2017. These shared routes will be maintained for the 2018-2019 school year.
- Eleven additional shared routes may be implemented in September 2018.
- To achieve the efficiencies, six Edmonton Public schools would need to shift their start time by 10 minutes.
- Engagement with stakeholders in these schools will commence immediately.
- Sharing these 20 routes with Edmonton Catholic Schools will result in savings, which will be shared equally between the two parties.
- District Transportation staff will continue to identify additional efficiencies through shared service with Edmonton Catholic Schools for September 2019.

GH:kk

DATE: March 20, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Draft *Three-Year Capital Plan 2019–2022*

ORIGINATOR: Lorne Parker, Assistant Superintendent

RESOURCE STAFF: Brent Dragon, Josephine Duquette, Leanne Fedor, Terri Gosine, Geoff Holmes, Kim Holowatuk, Scott Humphrey, Hodan Jama, Ashley Kwan, Roland Labbe, Valerie Leclair, Maegan Lukian, Kyle McFarlane, Ron McGowan, Garry Padlewski, Shaminder Parmar, Crystal Plante, David Sloan, Jennifer Thompson, Christopher Wright

REFERENCE: [Infrastructure Planning Principles Policy \(EA.BP\)](#); [Environment Policy \(EO.BP\)](#); [District Strategic Plan 2018-2022](#); [Ten-Year Facilities Plan 2015-2024](#); [Alberta School Capital Manual - March 2015](#)

ISSUE

The District's Three-Year Capital Plan requires approval by the Board of Trustees on an annual basis (Attachment I). The deadline for submission of the *Three-Year Capital Plan 2019–2022* to Alberta Education is April 1, 2018.

BACKGROUND

Edmonton Public Schools has realized or is in the process of completing 21 school capital projects approved from previous Three-Year Capital Plans. This includes 13 new schools and one school addition to serve new growth areas, as well as two replacement schools and five modernization projects to serve mature communities. The District is currently in the design stage for three additional schools approved from the past two Three-Year Capital Plans: a K-6 school in McConachie neighbourhood and a Grade 7-9 school in the Larkspur neighbourhood announced on March 21, 2017; and a new high school (Grade 10-12) in Heritage Valley announced on November 17, 2017. A fourth funded project approved in 2014, the Collegiate for Science and Technology in partnership with N.A.I.T. and Edmonton Catholic Schools, will be designed upon securing a suitable site in the Blatchford neighbourhood.

Infrastructure Planning Principles Policy

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

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 high quality 21st Century Learning Environments are available for all students. The plan identifies timelines and goals, responds to community needs, and addresses the deferred maintenance and right sizes District space to efficiently meet short-term and long-term needs where required. 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 a 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

District Strategic Plan 2014-2018 Priorities

The Strategic Plan sets the direction for the District, guiding initiatives from 2014 to 2018. The goals for each of the three priorities respond to students' needs and community expectations while also laying a strong foundation for ongoing educational and organizational success. "Priority 2 - Provide welcoming, high quality learning and working environments" and "Goal 2 - Quality infrastructure for all" emphasize that the quality of the District's infrastructure provides a foundation for high quality teaching and learning. This includes buildings and the systems that support those buildings (such as communication and transportation networks). High quality infrastructure allows staff to work more effectively and supports students as they learn.

Ten-Year Facilities Plan

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

RELATED FACTS

- The province requires a Three-Year Capital Plan be submitted annually and an up-to-date Ten-Year Facilities Plan be available upon request.
- Based on the Infrastructure Planning Principles, the District Infrastructure Plan guides all decisions regarding District facility infrastructure investment.
- Providing welcoming, high quality learning and working environments for all students is a District priority.
- The District's inventory of aging infrastructure includes \$748 million in deferred maintenance across 168 schools.
- Addressing the deferred maintenance does not include the cost to repurpose or reconfigure space to meet program needs or deliver 21st Century, high quality learning and working environments.

- School Community Renewal projects are considered in mature areas where enrolment and utilization trends are lower and 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.
- The District continues to face continued growth pressures in newly developing areas, and draft projections indicate an increase of approximately 3,000 students, or over three per cent for 2018-2019 (seventh straight annual increase in that range).
- New high school capacity needs are acute and imminent.
- The District will have soon completed 21 previously announced capital projects, while only four new projects have been announced recently and are now in the design stage.
- It is difficult to prioritize new construction projects as each one listed is required to meet the immediate and imminent future demands from new growth areas.
- It is also difficult to rank new construction projects with projects for mature areas given the collective capital needs.
- 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 21st Century.

RECOMMENDATION

That the proposed capital priorities for modernizations and new construction identified in the *Three-Year Capital Plan 2019–2022* 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 2019–2022*, as presented, for submission to Alberta Education.
2. Approve the *Three-Year Capital Plan 2019–2022*, as amended, for submission to Alberta Education.

CONSIDERATIONS and ANALYSIS

Capital Planning Methodology

The *Three-Year Capital Plan 2019–2022* outlines the District's capital priorities for the next three-year period. It includes a breakdown of project costs required by facility, 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 III). 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. The *Three-Year Capital Plan 2019–2022* reflects investment in both mature areas and new growth areas in the District's capital priorities.

New Construction Considerations

All requests for new construction are located in developing neighbourhoods, with most being in the south and west areas of the City. Schools serving in these areas are currently experiencing high utilization rates and more students are projected to be generated from surrounding neighbourhoods.

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 the number of projected students for that area
- 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

Although the District has welcomed the opening of 14 new school constructions over the past two years, school modernizations are also required. The District's detailed facility condition assessments this year have given a clear indication of the scope of work that is needed to maintain high quality learning environments for schools in core and mature communities. The level of funding that is required to modernize the District's aging infrastructure is higher than what was received in previous years.

According to the City of Edmonton *Annual Growth Monitoring Report (2017)*, from 2012 to 2016, the number of residential units has grown quickly and in high volumes in newly developing communities. The majority of this development is in the south. During this period, 12 developing neighbourhoods grew by more than 1,000 residential units; all were in the south (Windermere, Walker, Laurel, Summerside, Allard, Chappelle Area, Callaghan and Ambleside), with the exception of Rosenthal and Secord in the west, and McConachie and Chamberly in the north. In 2016, of Edmonton's 44 developing communities, only four were more than 75 per cent or more complete; while 15 neighbourhoods were 25 per cent or less complete. Because these neighbourhoods will near completion in various stages over the next decade, there will be simultaneous need to provide accommodation for students from K-12. If capital funding does not match the pace of development, existing schools that are already highly utilized will face increased organizational and program delivery challenges as they try to accommodate these students. In order to meet the demand for student learning spaces in these areas, students will continue to be designated to schools with space to accommodate them. Many of these schools are aging facilities in established or mature neighbourhoods located a significant distance away from where these students live.

Growing enrolment in attendance area high schools led to the development of the High School Accommodation Framework 2016-2019 (the Framework). The Framework serves to identify current and future problems relating to student accommodation in high schools. The recommendation to adopt the Framework 2016-2019 was approved in January 2017. A chief function of the Framework is to complement District capital planning and inform the Three-Year Capital Plan. The Framework has two principal 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.

The funding announcement for a new high school in the Heritage Valley area has subsequently prompted an update to the Framework.

New construction of high schools is being requested in developing neighbourhoods to increase overall capacity for current and future high school students. Raising spring enrolment targets, a physical expansion, and the Optimal Enrolment Limit (OEL) setting process have maximized the number of high school spaces this year. However, even with these additional spaces and with the proposed construction of the Heritage Valley High School, high school space is expected to be fully utilized by 2022-2023. The District is working with its industry partners to develop an approach to building new schools that provides the best value for stakeholders. This approach ensures that our students get the most for the funding received. There is significant industry interest to invest in school infrastructure at this time which would be a benefit for the District.

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 west and southwest Edmonton, due to the long distances to designated schools. Edmonton Transit Service (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 4,000 students for the five-year period 2013–2018, or approximately 40 per cent. The greatest pressures on yellow bus ride times in the next year will likely be students in developing neighbourhoods (such as Edgemont/Keswick and Windermere) that are designated to schools in established areas.

Modernization/Replacement Project Considerations

The Infrastructure Plan will guide the identification of priorities for future school consolidations, modernization and replacements. Schools that are under consideration for school community renewal studies will undergo modernization considerations upon review completion. Several factors are used to prioritize modernization/replacement projects including the following:

- Current and projected student enrolment
- Historic and current utilization
- Building Condition Audits and Deferred Maintenance
- Building replacement costs
- Building replacement cost per student (\$ per sq. meters)
- Modified Facility Condition Index

Several replacement and modernization projects in core and mature communities are requested. Previous capital plans have included modernization projects for District schools based on the provincial facility condition, utilization trends, and enrolment trends. For this year's analysis, the District conducted detailed facility condition assessments of 168 schools. These audits, along with a contextual understanding of school sites allowed a more-detailed analysis of required modernizations to schools. All of the modernizations that have been identified are in core or mature communities. School modernization projects in core and mature communities will help in fulfilling this vision and providing improved learning spaces for students living in core and mature communities. Modernization projects will also allow the District to reduce its environmental impact and improve operational efficiencies.

Space for Students in Mature Communities

The District's "Space for Students" consultations with community stakeholders in the Greater Lawton and Greater Highlands areas helped the District develop a vision to give all students access to 21st Century learning spaces, regardless of where they live.

In March 2016, the District began an extensive consultation process with three mature community clusters - Greater Britannia (four schools), Greater Rosslyn (seven schools) and Greater Westlawn (four schools) - around school consolidation concepts. A preferred consolidation concept for the Westlawn cluster was identified and approved by the Superintendent in the spring of 2017. The approved concept will consolidate Afton, Glendale, Sherwood and Westlawn schools into a new K-3 school on the Afton site and a new Grade 4-9 school on the Westlawn site. The Board of Trustees approved an amendment to the *Three-Year Capital Plan 2018-2021* to include this concept. The approved designs are in the conceptual stage. Detailed design work will begin once funding is announced and a budget is confirmed. The Board of Trustees approved use of \$15 million of capital reserve to contribute to the estimated \$40 million required to achieve the concept. Further consultation will take place in the Britannia and Rosslyn clusters to reach the best plan for those communities.

In 2017, Alberta Education's capital plan submission process included the option for a fall amendment, to accommodate new information or funding announcements from the Province. The purpose of the amendment was to allow the capital plan to reflect current circumstances or changes in Board priorities. Amendments were intended to accommodate unavoidable changes that are essential for consideration by Alberta Education following a spring submission.

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 IV) provide some assurance for capital project funding, the timelines remain uncertain. If the attached draft *Three-Year Capital Plan 2019-2022* is approved, the unfunded 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.

Efficient management of school community renewal studies, new construction opportunities in developing areas, growth of alternative and special education programs, and the District's existing resources is a complex task. To continue to provide high quality learning environments and supports for students and community members, the District works closely with its partner organizations where possible. A strong working relationship with 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 2019–2022* will be submitted to Alberta Education by April 1, 2018.

ATTACHMENTS and APPENDICES

ATTACHMENT I	<i>Three-Year Capital Plan 2019–2022</i>
ATTACHMENT II	Neighbourhood Classification (City of Edmonton 2017 Annual Growth Report)
ATTACHMENT III	Excerpt from <i>Alberta School Capital Manual, March 2015</i>
ATTACHMENT IV	Alberta Budget 2017 – Fiscal Plan – Capital Plan

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Three-Year Capital Plan 2019–2022

Introduction

According to Statistics Canada, Edmonton's population grew by 120,345 residents between 2011 and 2016. This 14.82 per cent increase was the fifth highest growth rate in Canada among the top 100 municipal populations, and the largest among populations over 500,000 residents. As Alberta's capital, Edmonton has continued to attract new residents despite a decline in energy prices beginning in 2014. Over the last two years, energy prices have recovered moderately and economic conditions and employment appear to have stabilized in the capital region. However, the pace of development remains steady and further investments in school infrastructure will be required over the next decade.

In the coming years, oil prices are expected to rise at a slower and irregular pace. While this will support modest growth in the energy sector, Edmonton's economy is more diversified and growth in the professional and financial services sectors is expected to attract migrants from other regions in the province. This will contribute to an above-average rate of population growth in comparison to other areas in the Province. With Edmonton being Canada's third youngest city with a population over 500,000 residents, the number of young families and school-aged children is anticipated to continue to grow and reside over the next decade in neighbourhoods that are more family-oriented (three bedrooms or more) and affordable.

While there has and continues to be a steady investment in infill development, residential construction has primarily been focused in newly developing neighbourhoods in south and west Edmonton. Investments in new school infrastructure, including the opening of 14 new public schools throughout the City, have helped to accommodate young families and children in developing neighbourhoods. The opening over the next three years of a senior high school in Heritage Valley, a junior high school in Larkspur and an elementary school in McConachie will help relieve some of the pressures that existing schools currently face in trying to accommodate enrolment growth generated from newer communities.

With the District's commitment to the environment and providing 21st Century Learning Environments for all students in the City regardless of where they live, it will also be necessary to invest in modernizing aging facilities in core, mature and established neighbourhoods. These investments will be complemented by the City's commitment to provide a wider range of housing options through infill in these neighbourhoods. For these reasons it is difficult to prioritize new construction projects as each one listed is required to meet the immediate and imminent future demands from new growth areas. It is also difficult to rank new construction projects with projects for mature areas given the collective capital needs.

Infrastructure Planning Principles

In September 2013, the Board of Trustees approved the Infrastructure Planning Principles to guide capital, facility and student accommodation planning. The *Three-Year Capital Plan 2019–2022* is guided by these planning principles to guide decision-making around infrastructure capital investment. 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. **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.
4. **Fiscal Responsibility:** Decisions on infrastructure shall consider long-term needs and current realities, and reflect effective management of District resources.
5. **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.
6. **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.

District Strategic Plan 2014-2018 Priorities

The Strategic Plan sets the direction for the District, guiding initiatives from 2014 to 2018. The goals for each of the three priorities respond to students' needs and community expectations while also laying a strong foundation for ongoing educational and organizational success. "Priority 2 - Provide welcoming, high quality learning and working environments" and "Goal 2 - Quality infrastructure for all" emphasize that the quality of the District's infrastructure provides a foundation for high quality teaching and learning. This includes buildings and the systems that support those buildings (such as communication and transportation networks). High quality infrastructure allows staff to work more effectively and supports students as they learn.

District Infrastructure Plan

Edmonton Public Schools has the 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.

The Infrastructure Planning Principles guide the District Infrastructure Plan and all infrastructure investment strategies. The District Infrastructure Plan is aimed at transforming the District's inventory of infrastructure assets to ensure outstanding educational opportunities and facilities are available for all students. It also identifies 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 a 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 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, is responding to community needs and is 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. Four principle areas will be addressed within the District Infrastructure Plan framework: 21st Century Learning Environments for teaching and learning; Community/Partner Space; Procurement; and Environmental Sustainability & Energy Management.

Environmental Stewardship

As a responsible organization within a changing global environment, Edmonton Public Schools recognizes that environmental sustainability and energy management are areas of focus. The District recognizes that minimizing environmental impacts will act to enhance its operational efficiency, and has or is about to embark on several initiatives to reduce its carbon footprint.

Since 2012, various environmental planning documents have been in place to support and advance the District's 2010 Environmental Policy. Through the EnviroMatters Office within the Infrastructure Department, the District Energy and Environment Strategy provides programming opportunities for students, leads District environmental initiatives, and guides facility design efforts that promote energy efficiency and sustainability.

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. Edmonton Public Schools has nine schools that received LEED Gold designations and four schools with LEED Silver designations. All new District schools are built to achieve a minimum of LEED Silver certification. Schools opened in 2016 and 2017 are awaiting their certification through the Canadian Green Building Council and will be receiving their LEED plaques over the next few months.

An Energy Performance Contract with Ameresco Canada was completed as of fall 2017 for 30 school buildings with a project value of \$16 million. This resulted in significant and important infrastructure upgrades while reducing energy and water consumption, and will be paid for via energy and maintenance savings in less than 20 years. A second project was contracted with Ameresco Canada for 13 schools at a value of \$7.8 million and is now substantially complete. A third project is underway and is expected to be fully implemented by fall 2019. This includes \$11 million in infrastructure and energy efficient upgrades at 21 schools and is currently 15 per cent complete.

The District has identified the need to calculate and monitor its carbon footprint so that strategies can be put in place to manage and reduce it. Edmonton Public Schools' EnviroMatters Office has partnered with EcoAmmo Sustainable Consulting to perform quarterly carbon and sustainability reporting to increase the accuracy and reliability of our environmental footprint data. In March 2018, the District will receive its first verified annual carbon footprint report, combining all the 2017 quarterly data into one

comprehensive document. Moving forward, environmental trends can inform new school construction and modernization designs based on the District's specific sustainability needs and areas for improvement.

On February 20, 2018, the District introduced a proposed District Solar Strategy. It is aimed at aligning District practice with the Government of Alberta's "30 by '30" initiative to have 30 per cent of the province's electrical energy needs generated from renewable sources by 2030. Recently, six individual school construction and modernization projects received a separate grant of \$750,000 in order to fund the design and installation of solar panel arrays during construction. The District's annual electrical utility costs are approximately \$8 million. Full implementation of the District solar strategy is projected to reduce electrical utility costs by approximately 40 per cent. A strategic solar installation program would allow the District to be more intentional and efficient in the design and installation of solar panel arrays on schools. Embedded in the Government of Alberta's 2017-2020 provincial budget is a total of approximately \$5.4 billion in support for the Climate Leadership Plan, with over \$1.8 billion identified in support for 'green infrastructure' and projects related to energy efficiency. Access to a portion of these funds would be instrumental in a successful District Solar Strategy if approved. The Government of Canada's EcoAction Community Funding Program grants could also be applied for. This Federal grant is intended to support:

"new projects that engage Canadians and clearly demonstrate measurable, positive environmental results related to clean water or climate change. Priority will be given to proposals that achieve one of the following environmental results:

1. *Clean water: Canadians contribute to coastal and fresh water quality and conservation*
2. *Climate change:*
 - *mitigation: Canadians contribute to reduced emissions*
 - *adaptation: Canadians adapt to current and future climate change impacts."*

In the spring of 2018, Edmonton Public Schools will formally release its first comprehensive Energy and Environment Strategy. The document summarizes current initiatives and will help guide our District's sustainability efforts over the next few years. The strategy is a benchmarking tool to track and report on the District's sustainable performance and will be reviewed every four years by the Infrastructure department and EnviroMatters Office. Consultations with external agencies will be ongoing to monitor goals, timelines and key performance measures, and track the success of the strategy.

Ten-Year Facilities Plan

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

The Three-Year Capital Plan 2019–2022

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 from one year to the next. The priorities indicated in the *Three-Year Capital Plan 2019–2022* 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 from new growth areas.

While no specific partnership project is referenced in the Capital Plan, the District places a high priority on providing 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 (2017)*, from 2011 to 2016, Edmonton's population grew from 812,201 to 932,546. This is an increase of over 120,000 people in five years. Edmonton remains the fastest growing major city in Canada. If this pace of population growth continues, the Capital Region Board anticipates that the Edmonton region will require a minimum of 150,000 new housing units by 2040.

Although housing starts in the Capital Region decreased significantly from 2015 to 2016 (by 41.1 per cent), the City of Edmonton was responsible for 72 per cent of all housing starts. Even with the significant decrease in housing starts in the City overall, southwest and southeast Edmonton continue to face significant growth pressures, as these regions were responsible for 68.4 per cent of the low-density lot absorptions in 2016. As typical neighbourhood life cycle processes indicate, new development of vacant lands in the southwest and southeast areas will continue to attract young families with young children over the coming years and capital projects will need to be able to accommodate this growth.

These newly developed neighbourhoods will typically see a decline or stabilization in population, as students graduate high school and decide to move to more affordable neighbourhoods in newly developing areas. Although a neighbourhood's ability to maintain a stable population over the course of its life cycle can depend on a variety of variables (including economic and social conditions, and whether the neighbourhood experiences redevelopment, residential intensification, or revitalization), school-aged population generally has a strong correlation with the affordability and the availability of three or more bedroom housing units available. Established and developing neighbourhoods (Attachment II) have a greater proportion of three bedroom or more housing units than core and mature neighbourhoods.

From 2012 to 2016, the number of residential units has grown quickly and in high volumes in newly developing communities. The majority of this development is in the south. During this period, 12 developing neighbourhoods grew by more than 1,000 residential units; all were in the south (Windermere, Walker, Laurel, Summerside, Allard, Chappelle Area, Callaghan and Ambleside), with the exception of Rosenthal and Secord in the west, and McConachie and Chambery in the north. In 2016, of Edmonton's 44 developing communities, only four were more than 75 per cent or more complete; while 15 neighbourhoods were 25 per cent or less complete. Because these neighbourhoods will near completion in various stages over the next decade, there will be simultaneous need to provide accommodation for students from K-12. If capital funding does not match the pace of development, existing schools that are already highly utilized will face increased organizational and program delivery challenges as they try to accommodate these students. In order to meet the demand for student learning spaces in these areas, students will continue to be designated to schools with space to accommodate them. Many of these schools are aging facilities in established or mature neighbourhoods located a significant distance away from where these students live.

Intensification in the form of infill housing in core and mature neighbourhoods is a strategy that the City has attempted to use to increase the population in core and mature communities. The City has set a

target of creating 25 per cent infill units within core and mature communities. However, to increase student generation in these neighbourhoods, infill housing will need to provide more affordable and family-oriented (three or more bedroom) units. An increase in student population in core and developing neighbourhoods would complement capital investments in school replacement and modernization projects.

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 west and southwest Edmonton due to the long distances to designated schools. Edmonton Transit Service (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 4,000 students for the five-year period 2013–2018, or approximately 40 per cent. The greatest pressures on yellow bus ride times in the next year will likely be students in developing neighbourhoods (such as Edgemont and Windermere) that are designated to schools in established areas.

Previously Approved New Construction Projects

Between 2002 and 2008, no new school buildings were opened in the District despite the significant amount of student population growth in new suburban areas during this time. Lillian Osborne School opened in 2009, and the Alberta Schools Alternative Procurement (ASAP) Phase I and Phase II schools were funded in 2007 and 2008. In June 2007, the Government of Alberta announced funding for six schools that opened in 2010 as part of ASAP I: 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 as part of ASAP II: Bessie Nichols School, Michael Strembitsky School, and a new replacement building for Major-General Griesbach School.

A joint collaboration between the District, Edmonton Catholic School District (ECSD) and the Northern Alberta Institute of Technology in the Blatchford neighbourhood has resulted in project confirmation, including a commitment for provincial funding. This project, the Collegiate for Science and Technology, was announced in 2014 and it will support the growth and success of students through high school completion and beyond by utilizing partnership opportunities to offer students alternative educational programming. The City of Edmonton is in the process of identifying a suitable location for the Collegiate. Ongoing engineering studies will help inform possible locations within the next year. The Collegiate is planned to accommodate 2,400 students between both school districts (1,600 Edmonton Public Schools students, 800 Edmonton Catholic Schools students). This school will be an example of a unique partnership opportunity and all partners remain committed to seeing the project to completion. The project will proceed upon confirmation of availability of a suitable site in Blatchford.

Suburban growth within the City of Edmonton accounts for the majority of the residential growth. 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 opened in 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: a junior high school (7-9) located in the established neighbourhood of Larkspur and an elementary school (K-6) located in the developing neighbourhood of McConachie. On November 17, 2017, funding was announced for a new high school (10-12) construction capital project in the developing area of Heritage Valley. This announcement allows the District to respond to the growing need for high school space. Although the attendance area will be set one year prior to the opening date, Administration anticipates that these new spaces will provide relief in both the southeast and southwest regions with the most relief coming in the southwest.

Current funded new construction project details are as follows:

Location	Sector	Grade Configuration	Project Scope
Larkspur	SE	7-9	Scheduled to open in 2020
McConachie	NC	K-6	Scheduled to open in 2020
Heritage Valley	HS	10-12	Scheduled to open in 2021
*Collegiate for Science and Technology	HS	10-12	Opening Date TBD

**Partnership with Edmonton Public Schools, Edmonton Catholic Schools and Northern Alberta Institute of Technology (NAIT)*

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

Three-Year Capital Plan	Number of Projects Funded	Number of Projects Requested	Number of Projects Carried Over from Previous Year
2018-2021	1	23	14
2017-2020	3	27	23
2016-2019	5*	27	18
2015-2018	4 (+6*)	27	13
2014-2017	6	18	7
2013-2016	0	7	6
2012-2015	0	6	6
2011-2014	0	7	3
2010-2013	0	3	2

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

The District is working with its industry partners to develop an approach to building new schools that provides the best value for its stakeholders. This approach ensures that our students get the most for the funding received. There is significant industry support indicating that an investment in infrastructure at this time would be a benefit for the District.

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 number of projected students for that area
- 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. An 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, the City approved four neighbourhood structure plans, 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, capacity, 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 quality learning environments.

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.

High Schools

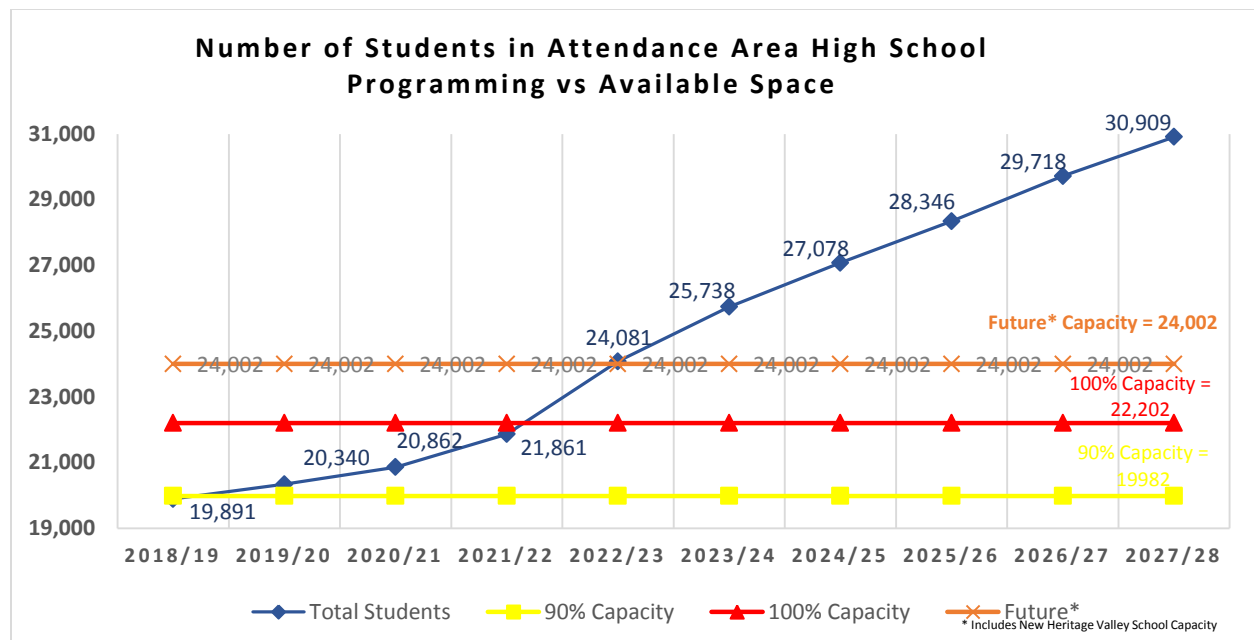
Growing enrolment in attendance area high schools led to the development of the High School Accommodation Framework 2016-2019 (the Framework). The Framework serves to identify current and future problems relating to student accommodation in high schools. The recommendation to adopt the Framework 2016-2019 was approved in January 2017. A chief function of the Framework is to complement District capital planning and inform the Three-Year Capital Plan.

The Framework has two principal priorities:

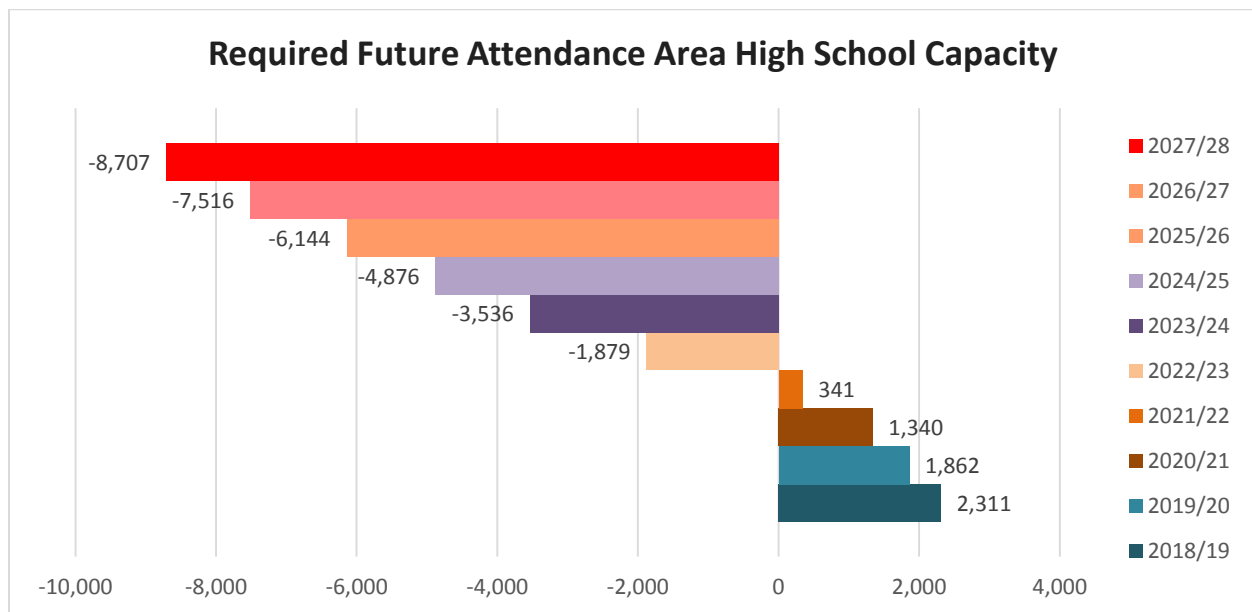
1. To effectively respond to current and future student enrolment in highly utilized high schools.
2. To repurpose space to improve efficient use of existing infrastructure in response to underutilized space.

The funding announcement for a new high school in the Heritage Valley area has subsequently prompted an update to the Framework.

There are approximately 22,202 total spaces in attendance area high schools in the District. It is anticipated that the new Heritage Valley high school will increase overall District attendance area high school capacity by 1,800 spaces. This brings the future total to 24,002 spaces for attendance area high school student accommodation. In September 2017, the number of students enrolled in the 12 attendance area high schools was 18,589 (September 30, 2017 data). Newly adjusted projected enrolment in attendance area high schools shows that enrolment is expected to reach approximately 28,346 students in September 2025. Considering current high school spaces and the recently funded future high school, the projected number of students will likely exceed the available space within the District in September of 2022. Essentially, the 1,800 future spaces in Heritage Valley has moved the critical date forward one year from what was previously expected according to the Framework. The following chart demonstrates the District high school attendance area capacity against projected student enrolment (January 2018 data):



The following graph demonstrates the future capacity needed, based on 2017–2018 projected student enrolment data:



New construction of high schools are being requested in developing neighbourhoods to increase overall capacity for current and future high school students. This year, the OEL setting process allowed the creation of an additional 150 spaces at Harry Ainlay High School. Lillian Osborne School has added 85 spaces as part of the expansion to its physical plant. By raising its spring targets, Strathcona High School has been able to accommodate an increased number of Grade 10 students. However, even with these additional spaces and with the proposed construction of the Heritage Valley high school, high school space is expected to be fully utilized by 2022-2023.

A new attendance area high school in The Meadows is proposed by the Board of Trustees as a Year 1 request on the Three-Year Capital Plan. It currently sits as the first priority on the plan. This future school will accommodate approximately 1,800 students in Grades 10-12. A high school in The Meadows will help relieve existing and future pressures on high schools to accommodate students in south Edmonton. The readiness of an alternative southeast high school site in the Decoteau area presents challenges to capital planning. The site is not yet serviced and is not expected to be serviced for at least another decade.

There has been growth in west Edmonton, as Rosenthal and Secord represent two of the City's 12 fastest growing neighbourhoods. However, the current rate of development has been significantly higher in south Edmonton when compared to other areas of the City. Enrolment projections and capture rates of attendance area high school students suggest that Jasper Place High School and Ross Sheppard High School will be able to accommodate existing and projected student growth in their attendance areas over the next ten years. However, Administration will continue to monitor development throughout the city and assess high school space on a yearly basis through the High School Accommodation Framework.

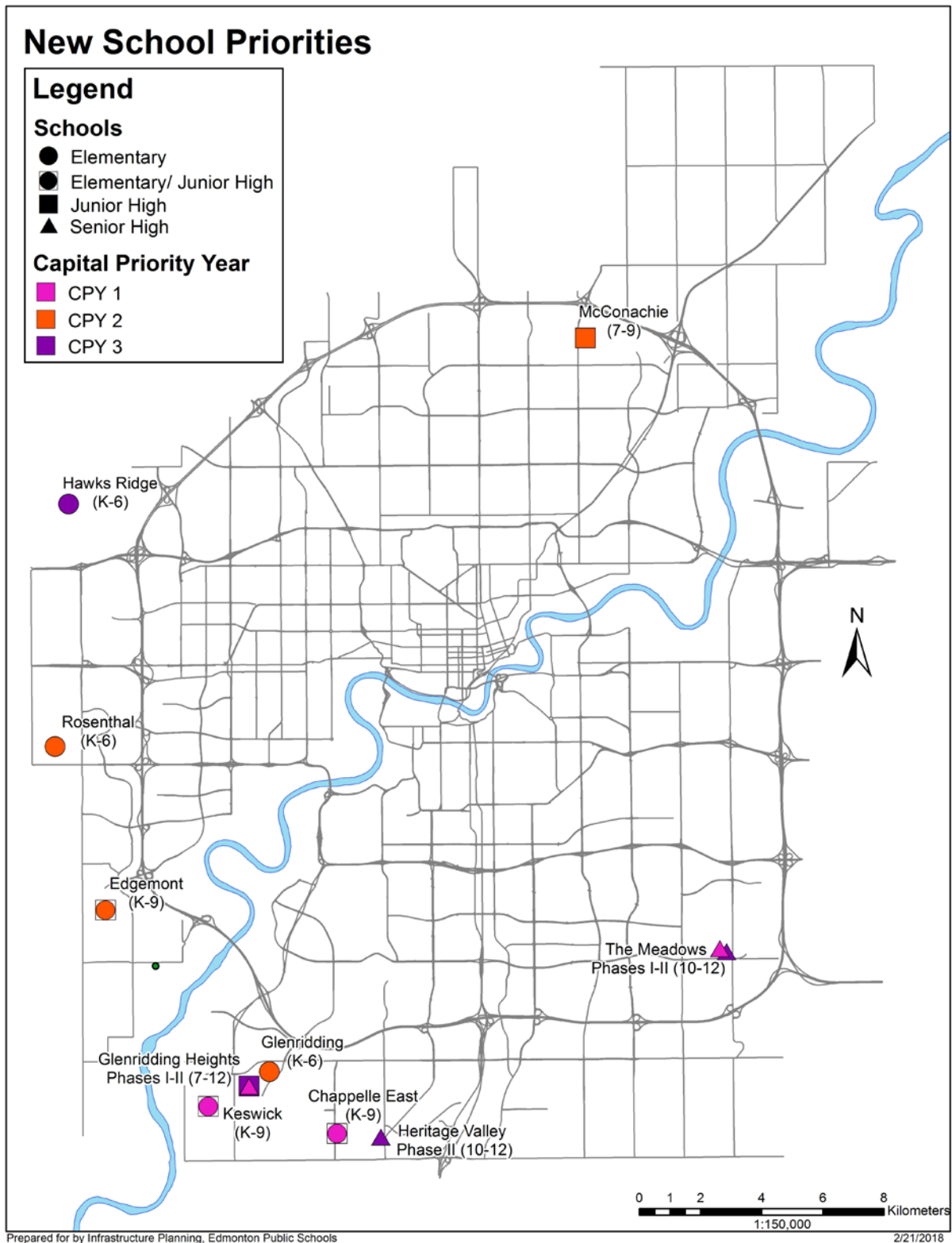
A new attendance area high school in Glenridding Heights is proposed by the Board of Trustees as a year 1 request on the Three-Year Capital Plan. It currently sits as the seventh priority on the plan. This future school will accommodate approximately 1,600 students in Grades 10-12.

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

Priority 2019–2022	New Construction Project Location	Capacity	Sector	Cost (millions)
Year 1				
1	The Meadows High School 10–12 – Phase I	1,800*	HS	\$79
2	Chappelle East K–9	750*	SW	\$28
3	Keswick K–9	950	SW	\$31
4	Glenridding Heights 10–12 – Phase I	1,600	HS	\$58
Year 2				
5	Edgemont K–9	950	W2	\$31
6	McConachie 7–9	950	NC	\$33
7	Glenridding Heights K–6	650	SW	\$20
8	Rosenthal K–6	650	W2	\$20
Year 2				
9	Hawks Ridge K–6	650	W2	\$20
10	Riverview K–9	950	W2	\$31
11	Glenridding Heights 7–9 – Phase II	800	SW	\$28
12	Two High School Additions – Phase II	1,200	HS	\$18

* Opening Capacity

New School Priorities

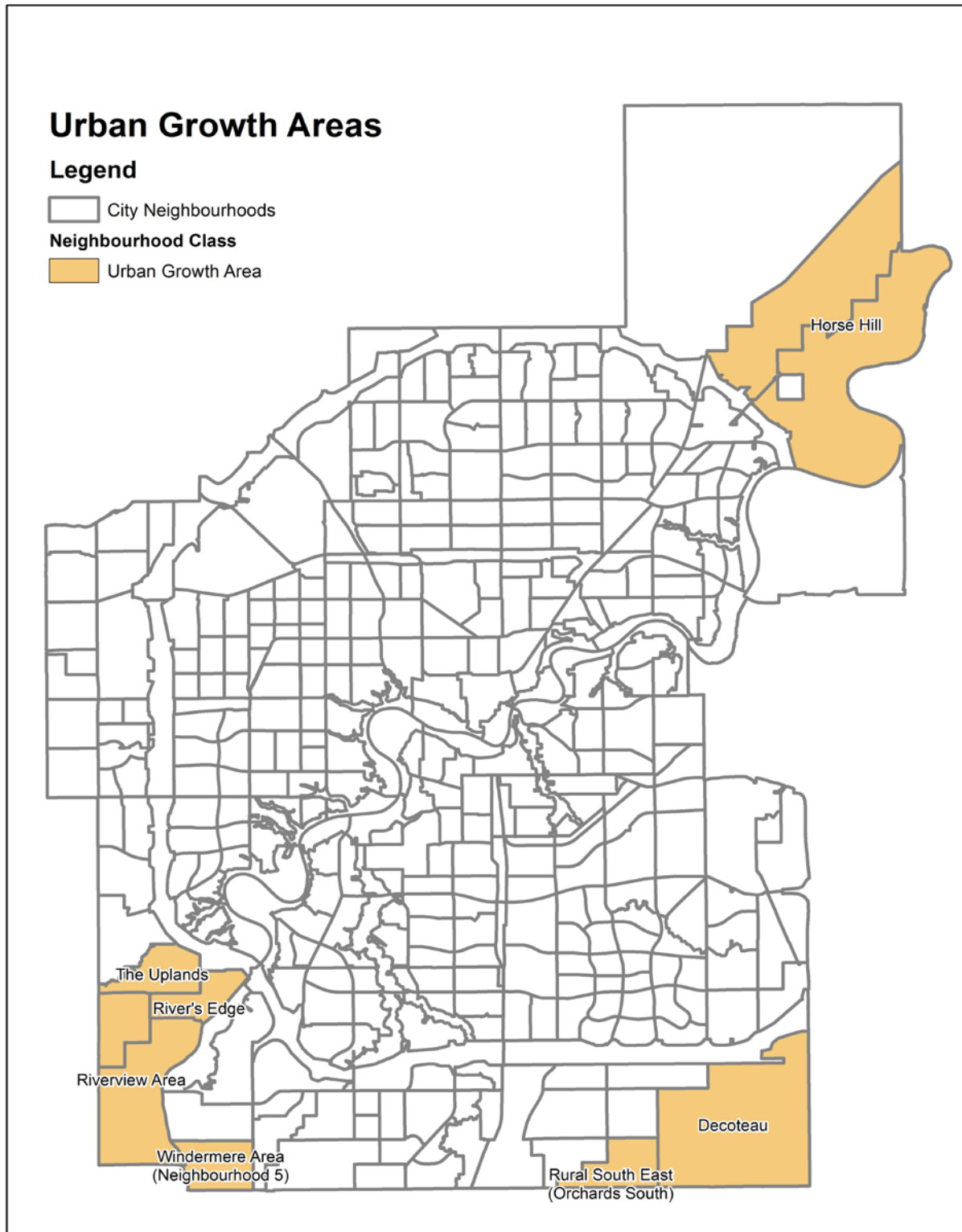


While new construction funding will continue to be requested from the Provincial Government through the annual submission of a capital priorities plan, the increasing need for new capacity in developing areas will warrant exploration of alternative approaches to funding and delivering new school facilities. 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.

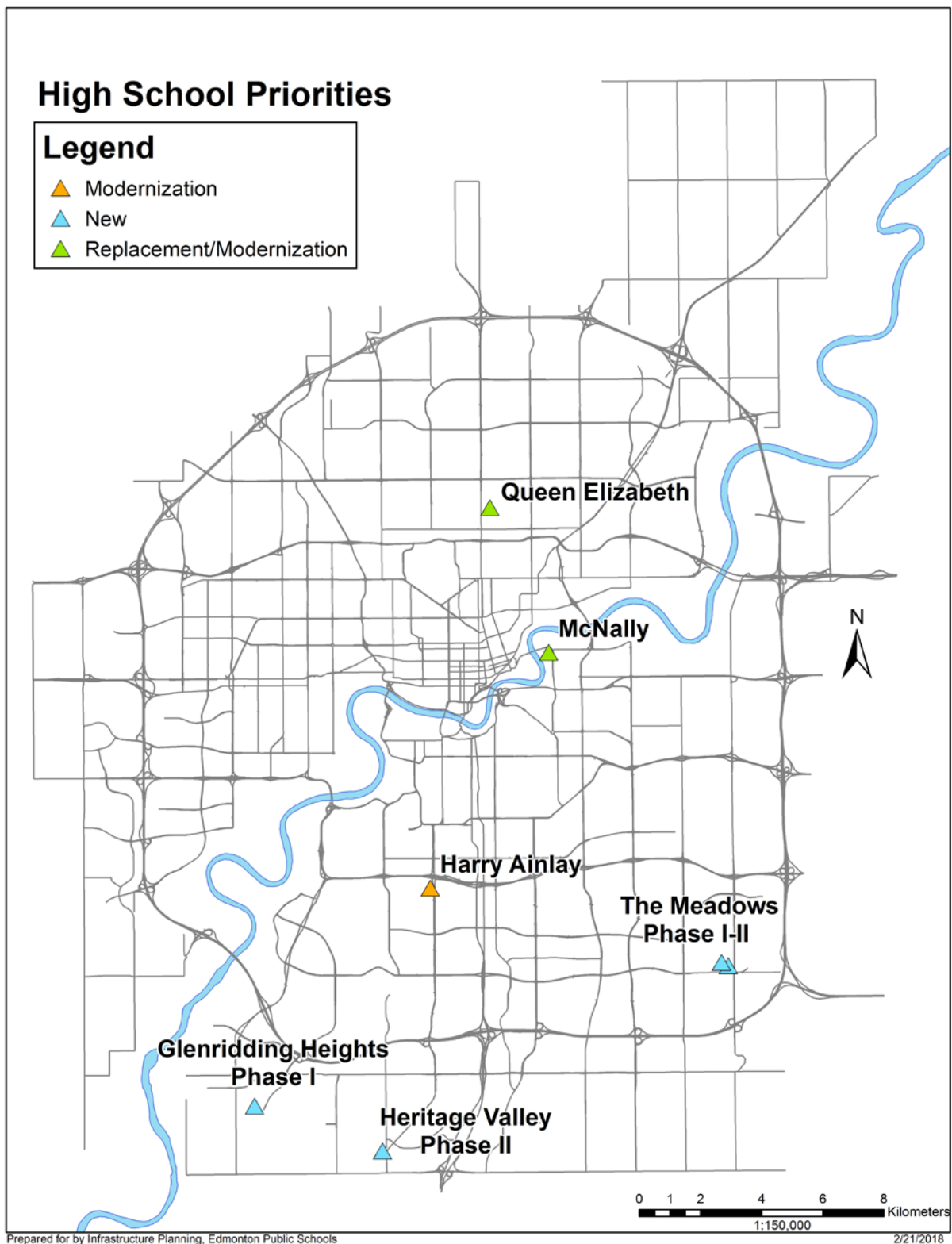
In some years, previous requests for new construction had to be removed from the following capital plans. This was due to a decreased rate of construction in some neighbourhoods, resulting in other areas becoming a stronger area of focus. However, as the rate of construction has remained steady in most of the developing neighbourhoods, all of the requests for new construction from last year's three-year capital plan (2018-2021), are also included in the *Three-Year Capital Plan 2019-2022*.

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

Urban Growth Areas



High School Priorities



The Impact of Infill on Student Populations in Mature Communities

The City of Edmonton, through its various infill initiatives, is actively encouraging residential intensification in the City's core mature communities. The City has set a target of creating 25 per cent infill units within core and mature communities. However, the Growth Monitoring Report (2017) provides evidence that student generation is positively correlated to the presence of affordable, three or more bedroom housing units. To see students being generated in core and mature communities, infill housing will need to provide this housing type, as it is attractive for young families with young children. An increase in student population in core and developing neighbourhoods would complement capital investments in school replacement and modernization projects.

In 2016, Edmonton added 2,022 new units in mature and core neighbourhoods, which is the greatest net unit growth in the last ten years. This is a significant increase from the 1,701 new units added in 2015. The City has committed to working with partners to ensure that the housing stock being built is diverse (including townhouses and mid-rise multifamily housing) and is built to provide easy access to transit. Several City-led initiatives are underway to continue revitalizing mature and core neighbourhoods, including redevelopment of the Downtown area, West Rosedale and Blatchford.

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. In 2016 the total enrolment - on September 30 - was 95,642 students, which was a 3.6 per cent increase in enrolment from the previous year. In 2017, the total enrolment was 98,914 - a 3.3 per cent increase from the previous year.

The District currently has more space than is required within mature areas; the cost of deferred maintenance on many of its 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.

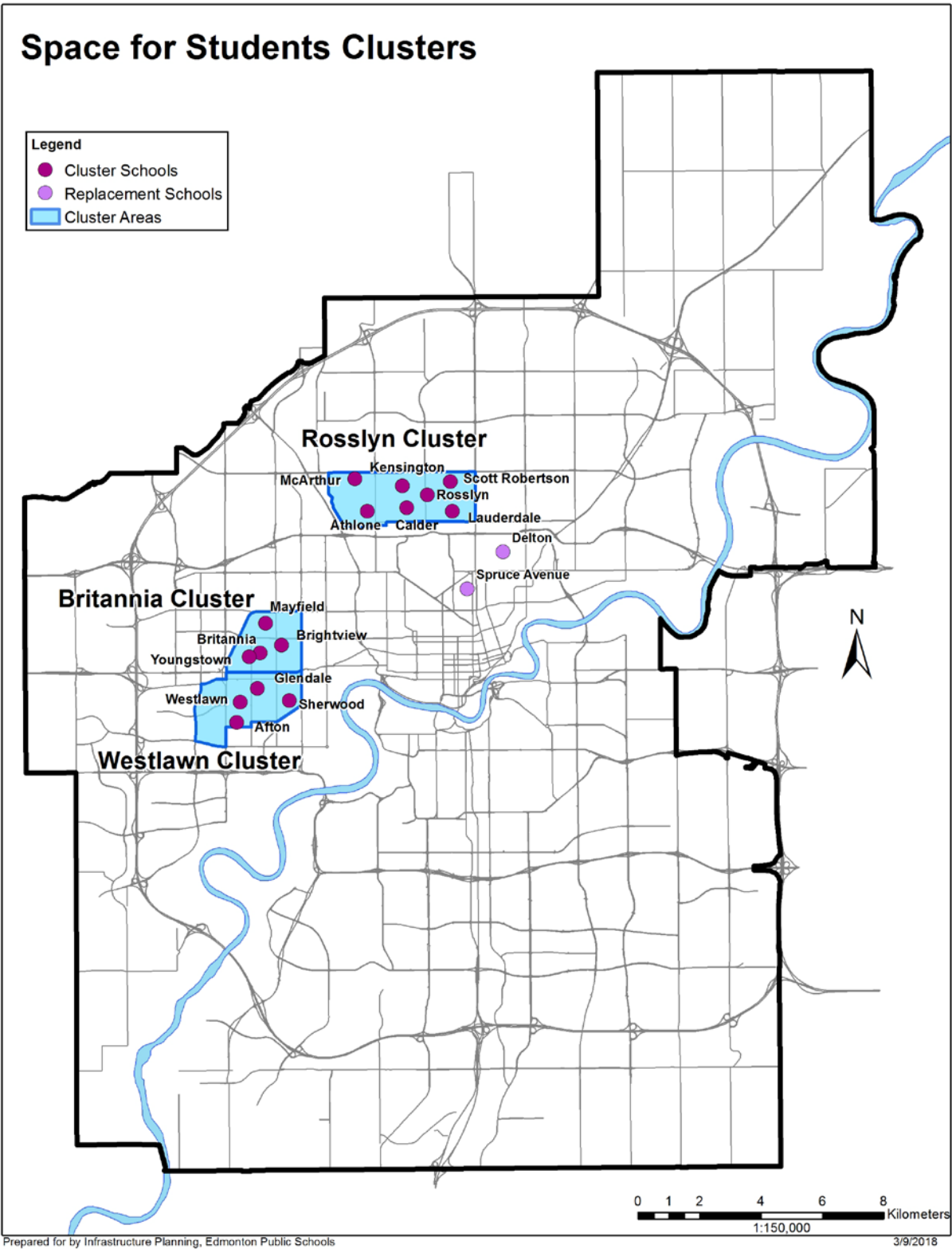
The District recognizes that schools are important hubs for the community. Where a school building is no longer required to provide educational programming, the District will work with the City of Edmonton and other partners to provide community supports and amenities. Partnerships are also intended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

Space for Students in Mature Communities

In March 2016, the District began an extensive consultation process with three mature community clusters - Greater Britannia (four schools), Greater Rosslyn (seven schools) and Greater Westlawn (four schools) - around school consolidation concepts. Working committees were created in each cluster to explore this concept with the ultimate goal of placing a community driven plan for consideration in the *Three-Year Capital Plan 2018-2021*. The working committees consisted of principals, parents and community representatives. The concepts developed through the committees were taken to the general public in March 2017. A preferred consolidation concept for the Westlawn cluster was identified and approved by the Superintendent in the spring of 2017. The approved concept will consolidate Afton, Glendale, Sherwood and Westlawn schools into a new K-3 school on the Afton site and a new Grade 4-9 school on the Westlawn site. The Board of Trustees approved an amendment to the *Three-Year Capital Plan 2018-2021* to include this concept. The approved designs are in the conceptual stage. Detailed design work will begin once funding is announced and a budget is confirmed. The Board of Trustees has approved use of \$15 million of capital reserve to contribute to the estimated \$40 million required to achieve the concept. Further consultation will take place in the Britannia and Rosslyn clusters to reach the best plan for those communities.

The Greater Highlands and The Greater Lawton communities underwent a similar consultative process beginning in 2014. In the Greater Lawton area this resulted in the consolidation of three schools into a new K-9 school. Ivor Dent School welcomed students in September 2017. In Greater Highlands, a concept plan was approved that consolidates Highlands, Montrose and Mount Royal schools into a newly modernized Kindergarten-Grade 9 Highlands School. This project has been funded and is in the design phase.

The 'Space for Students' initiatives in the Greater Highlands and Greater Westlawn areas provided the District opportunities to collaborate with provincial and municipal governments and partner agencies, as well as community groups, to contribute positively to community sustainability. The two ongoing 'Space for Students' initiatives in the city's mature areas of Britannia and Rosslyn remain as capital priorities. To reflect the ongoing work involving the District's aging infrastructure in the mature communities, one additional placeholder is included in the list of priorities. The placeholder is intended to accommodate the outcomes from potential future school consolidation discussions.



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
2018-2021	0	5	5
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
Good	Facilities with an FCI of less than 15 per cent.	Adequate for intended use and expected to provide continued service life with average maintenance.
Fair	Facilities with an FCI that is equal to or greater than 15 per cent or equal to or less than 40 per cent.	Ageing components are nearing the end of their life cycle and require additional expenditures for renewal or refurbishing.
Poor	Facilities with an FCI of greater than 40 per cent.	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 its 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 quality learning environments 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. This year's list of modernization requests was developed through an analysis of the previously mentioned factors as well as additional detailed building condition assessments for 168 District schools. These assessments are expected to continue providing 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 enhance its operational efficiency. The District has identified the need to increase the accuracy and reliability of its environmental footprint data so that strategies can be put in place to manage and reduce it. Having consistent reporting will play an informative role in sustainable improvement strategies to inform new school construction, modernization designs, and various HVAC and lighting upgrades based on the District's specific sustainability needs.

Consultants that bring a high level of specialized engineering and project management expertise on robust energy efficient retrofit designs and systems will continue to support the District in this work.

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

Priority 2019–2022	Modernizations/Replacements	Capacity	Sector	Cost (millions)
Year 1				
1	Delton Replacement K–6	650	C	\$17
2	Spruce Avenue Replacement	450	C	\$15
3	Queen Elizabeth Modernization/Replacement	Modernization or Replacement	HS	TBD
Year 2				
4	Harry Ainlay Modernization	Modernization	HS	TBD
5	McKee Modernization/Replacement	350	SC	\$17
6	Westglen Modernization/Replacement	350	C	\$13.5
Year 3				
7	Lendrum Modernization/Replacement	350	SC	\$9
8	Weinlos Modernization/Replacement	350	SE	\$13.5
9	McNally Modernization/Replacement	Modernization or Replacement	HS	TBD

Capacity is based on 2017 enrolment and value is based on provincial replacement value.

The list of priorities that are carried over from the Capital Plan (2018-2021) include requests relating to the Space for Students initiatives (Britannia, Rosslyn and Westlawn clusters), the Sector Review process in 2010 (Delton and Spruce Avenue schools), and three high school modernizations. Harry Ainlay, McNally and Queen Elizabeth schools are the only remaining attendance area high schools to not have received a major modernization.

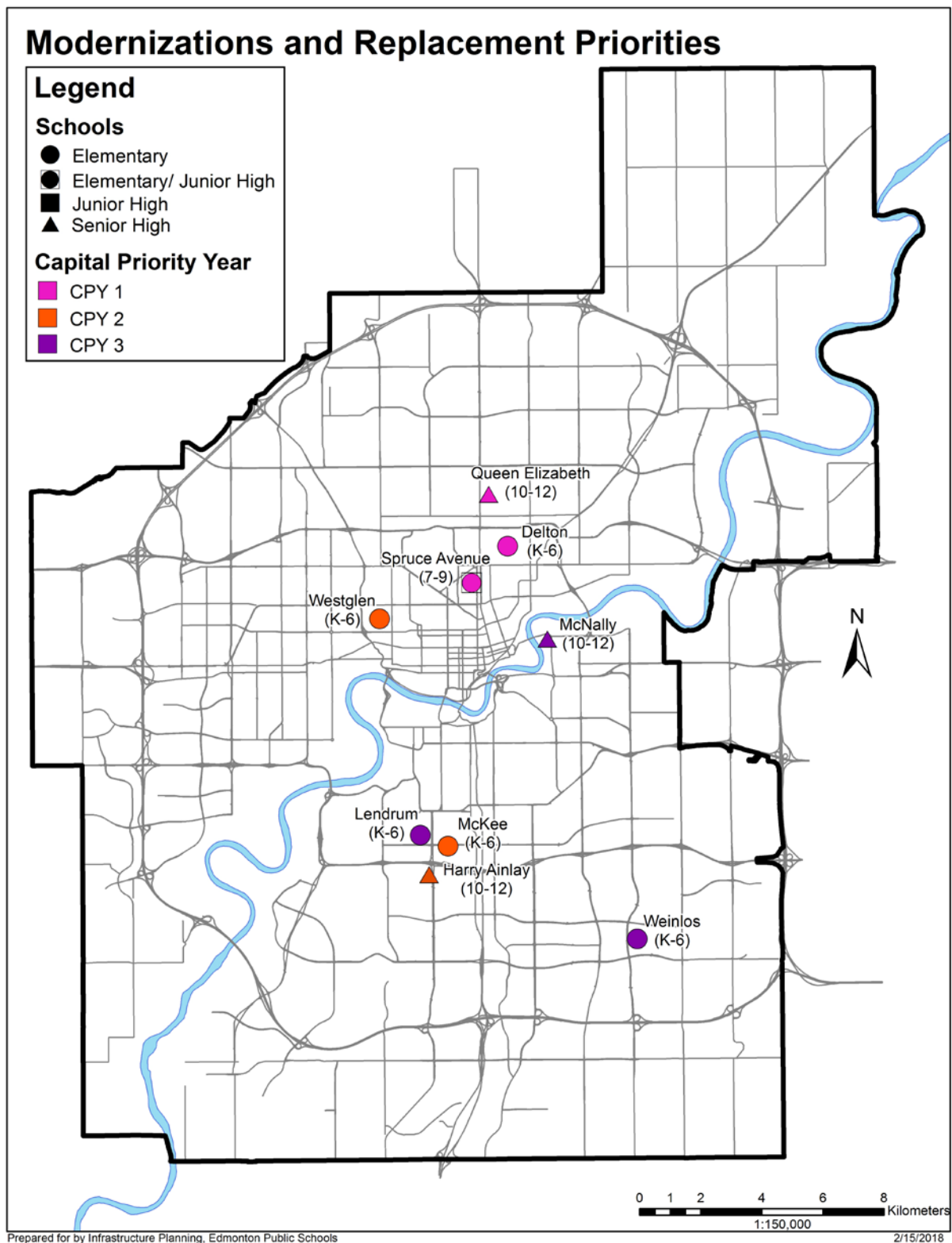
The recent completion of the detailed building assessment project provided a substantial amount of additional information regarding the scope of work that is required to bring the District's aging infrastructure up to date. The assessment analyzed major building systems such as architectural, civil, electrical, and mechanical. In light of this new data, additional requests have been made in the *Three-Year Capital Plan 2019-2022*. The data reveals that McKee, Westglen, Lendrum, and Weinlos Schools require the most significant investments to infrastructure. If the cost to modernize these individual schools is 75 per cent or more of the cost to replace them, the recommendation will be to replace the buildings instead of modernizing them. A value management study is required to verify the estimated cost of the project and to identify the scope of the project.

The building condition assessments will continue to be used to ensure prioritization for future modernization projects is based on the comprehensive quantification of need, based on condition.

Schools under consideration for community renewal studies are not indicative of a future closure, or permanent removal from future modernization consideration. The intent is to include these schools in future school community renewal studies prior to eligibility for modernization consideration. The Infrastructure Plan will guide the identification of priorities for future consolidation/replacement reviews to determine which schools within these sectors should be modernized. Modernizations are expected to extend the lifespan of a school by 40 years, before more investments in infrastructure are required.

The map on the following page indicates the location of proposed modernization and replacement priorities.

Modernization and Replacement 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 projects identified in the *Alberta Budget 2017 – Fiscal Plan – Capital Plan* (Attachment IV) provide some assurance for future capital project funding, timelines remain uncertain. If the *Three-Year Capital Plan 2019-2022* is approved, then unfunded projects identified in the provincial Fiscal 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 continues to outpace capital funding for construction of new schools to accommodate the increasing numbers of students. Where local schools are not present, additional pressures are placed on the District's existing, already highly utilized infrastructure and transportation systems.

These challenges are intensified when blending modernization and new construction priorities, a submission requirement by 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 2019–2022* 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 the 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

The proposed aggregate list of priorities is presented in the following chart and represents a balance of investment in both mature areas and new growth areas.

Priority 2019–2022	Aggregated Priorities	Capacity	Sector	Cost (millions)
Year 1				
1	The Meadows High School 10–12 – Phase I	1,800*	HS	\$79
2	Westlawn Cluster: Concept 2 Space for Students in Mature Communities	1,150	W1	\$25 (of \$40**)
3	Chappelle East K–9	750*	SW	\$28
4	Keswick K–9	950	SW	\$31
5	Delton Replacement K–6	650	C	\$17
6	Spruce Avenue Replacement 7-9	450	C	\$15
7	Glenridding Heights 10–12 – Phase I	1,600	HS	\$58

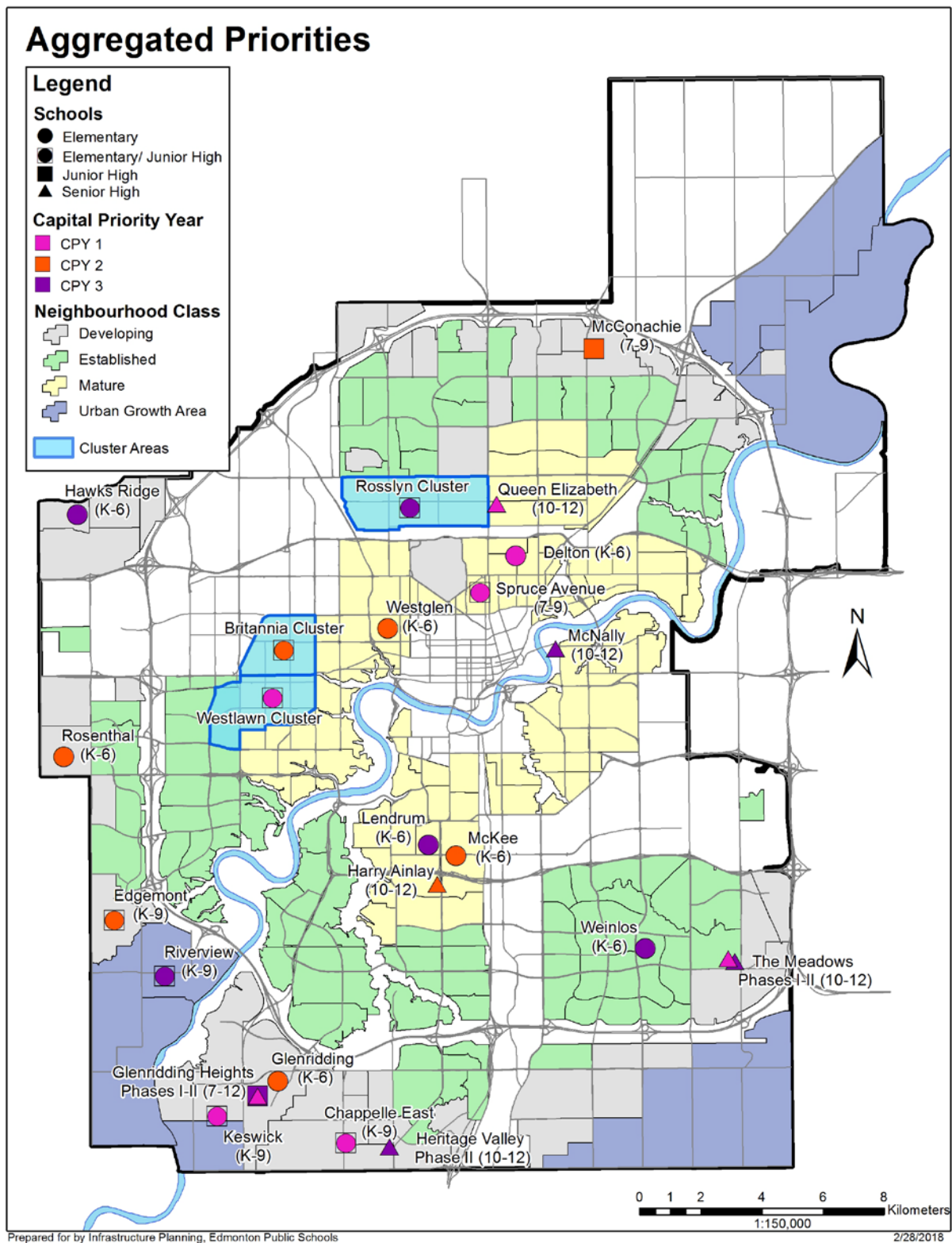
8	Queen Elizabeth Modernization/Replacement	Replacement or Modernization	HS	TBD
Year 2				
9	Edgemont K–9	950	W2	\$31
10	Britannia Cluster: Concept to be Determined Space for Students in Mature Communities	900-1,150 New or Modernization	W1	\$34-37
11	Harry Ainlay Modernization	Modernization	HS	TBD
12	McConachie 7–9	950	NC	\$33
13	Glenridding Heights K–6	650	SW	\$20
14	McKee Modernization/Replacement	350	SC	\$13.5
15	Rosenthal K–6	650	W2	\$20
16	Westglen Modernization/Replacement	350	C	\$13.5
Year 3				
17	Rosslyn Cluster: Concept to be Determined Space for Students in Mature Communities	1,800-2,400 Replacement or Modernization	C	\$62-73
18	Hawks Ridge K–6	650	W2	\$20
19	Lendrum Modernization/Replacement	350	SC	\$9
20	Weinlos Modernization/Replacement	350	SE	\$13.5
21	Riverview K–9	950	W2	\$31
22	Glenridding Heights 7–9 – Phase II	800	SW	\$28
23	McNally Modernization/Replacement	Replacement or Modernization	HS	TBD
24	Two High School Additions – Phase II	1,200	HS	\$18
25	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or modernization	TBD	TBD

* Opening Capacity

** EPSB approved contribution of \$15 million from capital reserve towards the project

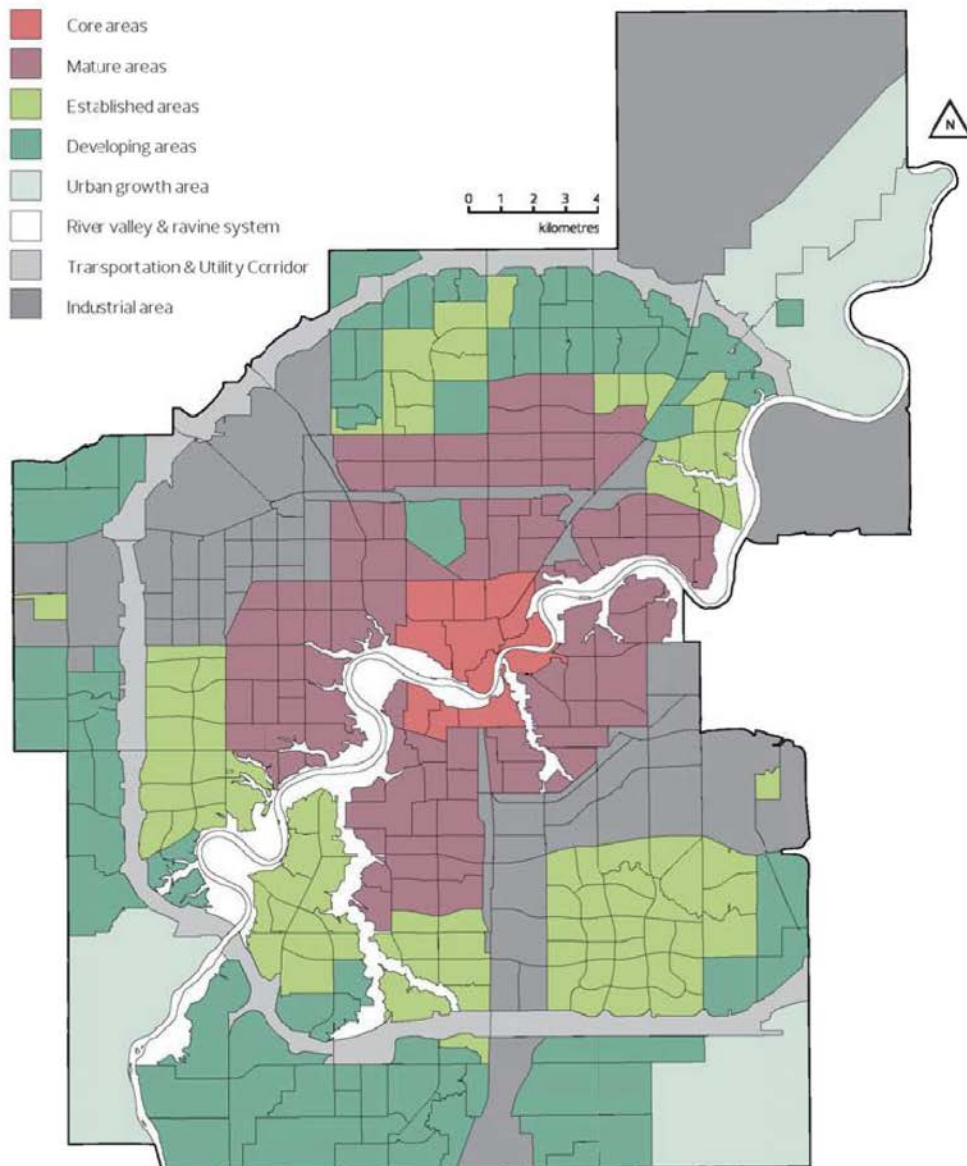
The criteria for both modernization and new construction projects are aligned with the provincial capital funding criteria (Attachment III – Excerpt from *Alberta School Capital Manual, March 2015*). The following map includes all projects on the aggregated list of capital priorities.

Aggregated Capital Priorities





MAP 1.1
NEIGHBOURHOOD
CLASSIFICATION



Neighbourhood Classifications in this report are as per "The Way We Grow" Municipal Development Plan (2008) unless otherwise noted.
Minor variances may occur due to land use and existing bylaws

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.

Infrastructure Performance – Recognition of infrastructure that is generally in greater need of attention due to poor functionality or poor physical condition; or that high utilization results in the need to adjust program delivery capacity.

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

Education then prepares the annual submission for the provincial Capital Planning Prioritization Process.

4.2 Approval of Projects

Education and Infrastructure will send a letter to the school jurisdictions, notifying them of their approved school building projects and approved funding.

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

CAPITAL PLAN

BUDGET **20**
17

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CAPITAL PLAN

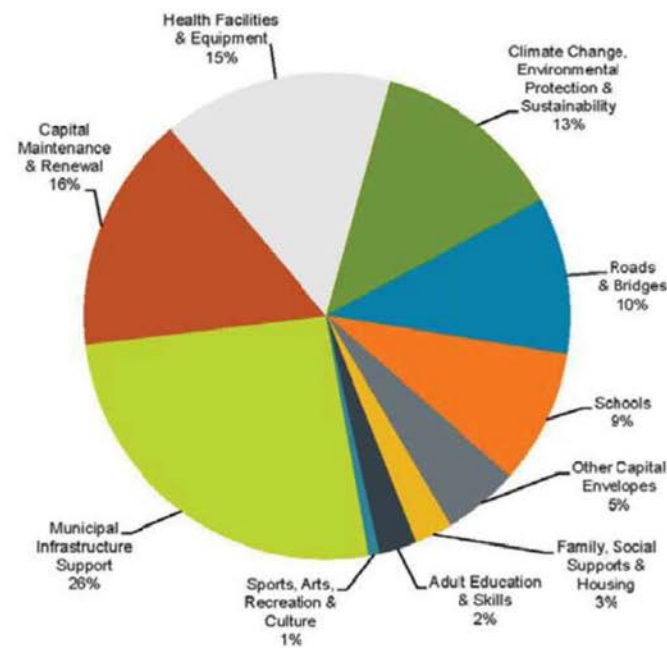
With ongoing economic challenges facing the province, Albertans expect their government to take clear action to support jobs, ensure needed supports are available, and help with the family budget. Government is working to make the lives of Albertans better by investing in capital projects that improve 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

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
Adult Education and Skills					
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
Total Adult Education and Skills	292	176	153	113	734
Capital Maintenance and Renewal					
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
Total Capital Maintenance and Renewal	1,000	1,100	1,231	1,334	4,665
Climate Change, Environmental Protection & Sustainability					
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
Total Climate Change, Environmental Protection & Sustainability	931	976	912	990	3,809

...continues next page

Capital Plan Details, continued

(millions of dollars)

	2017-18 Estimate	2018-19 Target	2019-20 Target	2020-21 Projected	4-Year Total
Family, Social Supports & Housing					
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
Total Family, Social Supports & Housing	248	252	174	63	737
Farming, Natural Resources & Industry					
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
Total Farming, Natural Resources & Industry	50	41	41	41	173
Government Facilities, Equipment and Other					
Agrivalue 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
Total Government Facilities, Equipment and Other	277	254	247	230	1,008

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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
Family, Social Supports & Housing					
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
Total Family, Social Supports & Housing	248	252	174	63	737
Farming, Natural Resources & Industry					
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
Total Farming, Natural Resources & Industry	50	41	41	41	173
Government Facilities, Equipment and Other					
Agrivalue 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
Total Government Facilities, Equipment and Other	277	254	247	230	1,008

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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
Municipal Infrastructure Support					
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
Total Municipal Infrastructure Support	2,385	1,879	1,843	1,516	7,623
Public Safety and Emergency Services					
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
Total Public Safety and Emergency Services	90	101	86	51	328

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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
Roads and Bridges					
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
Total Roads and Bridges	901	726	644	800	3,071
Schools					
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
Total Schools	1,210	461	491	459	2,621
Sports, Arts, Recreation & Culture					
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
Total Sports, Arts, Recreation & Culture	87	69	25	15	196
Total Capital Plan – Core Government	8,159	7,052	7,348	6,898	29,457
Schools, Universities, Colleges, Hospitals (SUCH) Sector – Self-financed Investment	1,019	943	791	599	3,352
Total Capital Plan – Fully Consolidated basis	9,178	7,995	8,139	7,497	32,809

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 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"> • New bridge crossing over the Bow River (North West) • Interchange upgrade at Crowchild Trail (North West) • New bridge over scenic Acres Link/Tuscany Boulevard/CPR (North West) • Median lane widening along east side of Stony Trail between 16th Ave NE to 17th Ave SE (East) 	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"> • Widening both directional lanes from 2 to 3 lanes (Whitemud Drive to Highway 2) • Widening of bridges at North Saskatchewan River and Wedgewood Ravine • New bridges to accommodate ramps at Whitemud Drive • Safety/operational improvements at 119th Street and 127th Street 	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
Wingspear 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: March 20, 2018

TO: Board of Trustees

FROM: Trustee Nathan Ip

SUBJECT: Motion re: Continued Funding for the Early Development Instrument Program and the Early Childhood Coalitions Across Alberta

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

ISSUE

Notice of motion was served at the March 6, 2018, Board meeting.

BACKGROUND

In 2009, the Government of Alberta, through the Ministries of Health, Education, and Community and Social Services, launched a five-year longitudinal study of the developmental progress by Alberta's children. The purpose of the study was to learn more about socio-economic and environmental factors that may influence children's development in the first five years of life.

The Early Childhood Development Mapping Initiative (ECMAP) was the first population-level study of preschool-aged children to encompass the entire province. Previous pilot studies were limited in size and scope. Using the Early Development Instrument (EDI), a population-based research tool developed by the Offord Centre for Child Studies at McMaster University, school jurisdictions across the province were invited to collect data across the developmental domains of physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication skills and general knowledge.

As community-based research was central to the study, Early Childhood Development Community Coalitions, with cross-sectoral representation across Alberta, were mobilized to help collect and analyze both qualitative and quantitative data.

At the conclusion of the ECMAP initiative in 2014, the province established the EDI Program and committed to conducting the collection of EDI data every three years. Early Childhood Coalitions of Alberta (ECCA) transitioned to a new organizational and funding structure. Annual grants of over two million dollars were provided by the Ministry of Social and Community Services to support the work of ECCA, comprised of approximately 100 coalitions across the province. Presently, there has been no indication by the province that funding support for ECCA or the EDI would continue beyond March 31st of this year.

RATIONALE

Early Childhood Coalitions are essential partners to the success of the EDI program as they foster "community collaboration and partnerships in order to improve the community's capacity to support optimal early childhood development and respond to information about children's development gathered through the collection of EDI data."¹ The Early Development Instrument is a reliable

¹ Early Childhood Coalitions of Alberta Annual Provincial Report for 2016

mechanism with which to evaluate the effectiveness of current strategies and will further inform future policy decisions by government and school jurisdictions. Disruption to funding for coalitions and the EDI program will not only have serious impacts on the existing work conducted by coalitions, but may impact the ability by some jurisdictions to make informed policy decisions.

Scientific studies have shown that the physical, emotional and social development of children aged 0-5 years has a direct impact on their overall development across the lifespan. Ensuring that every student has an excellent start to learning is one of the key goals in the Edmonton Public School Board's District Strategic Plan. This motion re-affirms the Board's commitment to engaging community partners and to taking an evidence-based approach in supporting our youngest learners.

RECOMMENDATION

That the Edmonton Public School Board write a letter to the Government of Alberta in support of continued funding for the Early Development Instrument Program and the Early Childhood Coalitions across Alberta.

OPTIONS

1. Approve the recommendation.
2. Provide feedback and request changes to the recommendation for consideration.

NEXT STEPS

Should the Board of Trustees approve the recommendation, the Board Chair will send a letter to the Minister of Education requesting that funding for the Early Development Instrument Program and the Early Childhood Coalitions across Alberta be maintained.

ATTACHMENTS

ATTACHMENT I	Early Childhood Coalitions of Alberta Annual Provincial Report for 2016
ATTACHMENT II	Edmonton Early Years Coalition, <i>In 2016 The EEYC</i> info-gram
ATTACHMENT III	Edmonton Early Years Coalitions (EEYC): A Brief Overview
ATTACHMENT IV	2018 EDI Survey Summary

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Early Childhood Coalitions of Alberta Annual Provincial Report for 2016



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How should I use this Report?

The information in this Report is descriptive. It provides information and statistics about the “who, what, where, when, and how” of the work of the Early Childhood Coalitions of Alberta to improve community capacity to support our young children. The information in this Report can be used as a benchmark to look at further changes over time.



Coalitions are invited to share the report with their community, partners, and stakeholders to support increased understanding of the impact of Coalitions both locally and provincially.

The funding provided by:





Deborah Teed, Executive
Director, FCSSAA



Janice Kraemer
ECD Community Liaison



Sherri Henderson
ECD Community Liaison



Bev Milroy
ECD Community Liaison

Message from FCSSAA Director

What an exciting year of transition and growth for our small team at FCSSAA. We are honoured to be working with the Early Childhood Coalitions to have the opportunity to further and honour their community work and to work closely with the Tri-Ministries, which include the Ministries of Health, Education and Community and Social Services, formerly Human Services.

We would like to thank and acknowledge all those who have devoted their time and energy in leading, guiding and building a strong network of people from all levels in Alberta in such important work.

ECCA is the acronym for Early Childhood Coalitions of Alberta. The desire for a provincial identity was a common theme during conversations when Ministry representatives met with Coalitions across Alberta in the summer of 2015. In response to this feedback, a provincial logo was created to represent the 100 Alberta Early Childhood Coalitions. The provincial identity and ECCA name will be used to elevate public understanding of Coalitions and show the provincial connection that exists between local Early Childhood Coalitions.

Community Liaisons are available to support coalitions with learning the innovative CoLab-Online "ECCA Community Gathering Space" and research platform that stores information reported directly by Coalitions. Liaisons also are responsive to questions, concerns and suggestions brought forward by coalition members and provide coalition updates and trends to the Management team. The ECCA Support Team reviews interim, final reports, grant applications and data collected to ensure coalitions are on the right track, but mostly to learn from coalitions how they are engaging and supporting their unique communities.

We are proud to take part in this provincial program that highlights the importance of the early years and the collective impact communities have on the positive development of children and families.

FCSSAA, the Tri Ministry and the ECCA Support team sincerely thank the coalitions and their stakeholders and partners for their continued commitment and contribution to Early Childhood Coalitions of Alberta.

Warm Regards,

A handwritten signature in black ink, appearing to read "Deborah Teed".

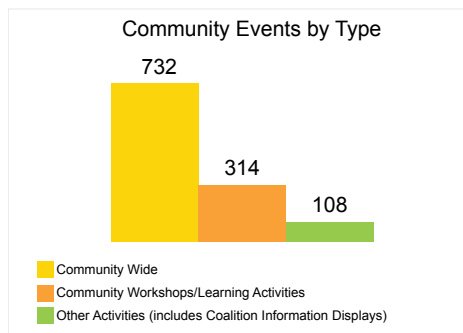
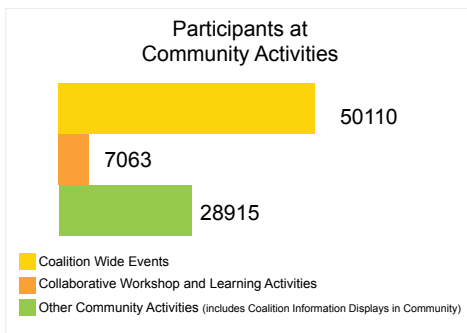
Deborah Teed, MS., CFCS-HDFS
Executive Director, FCSSAA

Coalition Highlights for 2016

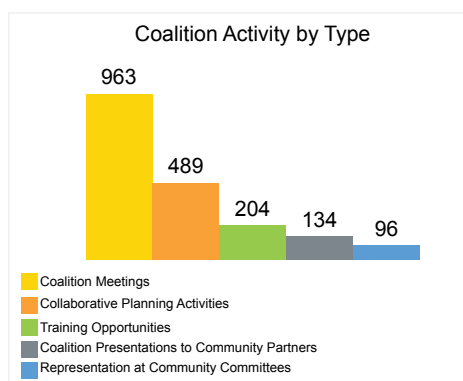
2016 marked the launch of the Alberta EDI Program and the successful transition of Early Childhood Coalitions of Alberta to a new organizational and funding structure under this tri-ministry partnership among Community and Social Services, Education and Health.

During 2016, Coalitions successfully engaged community members and stakeholders in a range of activities intended to build community capacity to support optimal early childhood development.

Coalitions reported that **85,088** Participants attended **1154** Community Activities



Coalitions hosted or attended **1887** Activities for members and partners.



Coalitions have built a strong foundation to continue to engage with and positively impact children, families and communities in 2017.

*Outputs gathered through the online reporting tool, are an indicator for the outcome of Increased community engagement.

**Note that these figures do not reflect unique participants; a participant may be counted in more than one activity.

Coalitions demonstrated that participants gained an increased understanding of Early Childhood Development and an increased awareness of ECD supports and resources in their communities.

Coalition members report that they are working well at their local Coalition to improve ECD services and supports through improved communication and increased opportunity for joint planning.



Coalition Voice

"The Early Childhood Coalition model allows great opportunity for amazing things to happen for children and families within various communities."

Coalition Voice

"We have a province that shares the same passion for the early years as our community and has the capacity to support the development of the early years."



"We are grateful for the funding and the opportunity it gives members to share the importance of the work being done in the ECD world."

"Thank you for providing the tools and CoLab platform for our committee to share and update our progress and outcomes "

Background

The Alberta EDI (Early Development Instrument) Program is a partnership among Community and Social Services, Education and Health.

Health is responsible for **data analysis** matching, mapping and reporting.



Community and Social Services provides Coalition grant **funding** and **supports** community mobilization related EDI results.

Education collects **EDI data** through the School Authorities.

Early Childhood Coalitions of Alberta (ECCA)

ECCA represents the provincial identity of the nearly 100 Early Childhood Coalitions across Alberta, the provincial support team (FCSSAA) and the Province.

In 2016, there were 98 Coalitions in Alberta. A list of Coalitions is provided on page 17. Over \$2 million in grants was provided through the former Human Services ministry, now Community and Social Services.

Grant funding supports community collaboration and partnerships in order to improve the community's capacity to support optimal early childhood development and respond to information about children's development gathered through the collection of EDI data.

FCSSAA acts as the provincial support organization for the Coalitions by providing provincial coordination and shared measurement practices; mobilizing grant funding; and supporting Coalitions in person and on the CoLab Platform through conversations, training, resource development and more.

ECCA Theory of Change

Early Childhood Coalitions work to create and sustain positive action with, and on behalf of, children (prenatal to 6 years) and families.

They engage and link with families, community members, Early Childhood Development (ECD) organizations and other stakeholders in their diverse communities. Coalitions communicate knowledge about ECD, its importance, and the need to support it. They use ECD and community research, including the Early Development Instrument, to identify local strengths; opportunities; and needs to mobilize local resources. They foster collaboration and build partnerships to improve the community's capacity to support optimal early childhood development.

By facilitating local action, and documenting the impact at the community and collective (provincial) levels, ECCA will contribute to children and families establishing the foundations of health and well-being in the early years . . . which will last a lifetime.



ECCA Vision

All children establish the foundations of health and well-being in the early years with the collaborative support of parents, families, caregivers, and their communities. Community and provincial policies, practices and environments provide optimal support for children and families.

ECCA Mission

ECCA engage with community and provincial stakeholders to create and sustain positive change for young children and families. This contributes to a foundation of health and well-being in the early years that will last a lifetime.

Coalition Voice



"We believe the early years are critical and we will work to increase accessibility of supports for families and children in these years"



"As we grow, our place in the community as a reliable and valuable resource will only strengthen and enrich lives of more and more families."

Coalition Voice



"Our impact in the community is continuing to grow as we build awareness of the importance of the early years of children's development and collaborate with community partners to strengthen families and children in our city. "



Overview of the Journey 2016

January 2016

Responsibility for funding and support for ECCA transitioned to the former Human Services (now Community and Social Services), under the Alberta EDI Program.

February 2016

FCSSAA Community Liaisons began work.

March 2016

First ECCA Provincial Gathering was held and the CoLab-Online platform introduced to Coalitions.

April 2016

CoLab was launched.

July to December 2016

A variety of online reporting tools and processes were developed for Coalitions to use during 2016. Coalitions gave updates of their work in their Interim and Final Reports.

Coalitions connected through regional meetings and on CoLab. Several Coalition members joined the Outcomes Working Group, and representatives from 81 Coalitions participated at in-person and online discussions around the new Outcome Measurement Framework.

Coalition Membership

There is broad cross-sectoral representation at Coalition tables, including from Education, Health and Human/Social Service Sectors. Coalitions across Alberta attract community members, Early Childhood serving professionals, and municipal and faith leaders. Coalitions are developing membership and community partner relationships with both traditional and non traditional ECD stakeholders.



Coalition Voice

"We have strong coalition members, whom each bring vital knowledge and connections to our table, and help the coalition to grow."



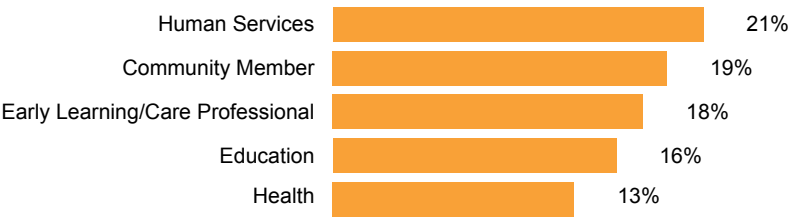
"As a coalition, we took an innovative and risky approach to find the unusual suspects who were not only supportive of the early years but passionate about the role that they could have in their community. "



In 2016 ECCA had **1495 Active Coalition Members** in 98 Coalitions.

- Representation of over 500 different agencies and businesses in their communities.
- 400 Community Residents including 200 parents at local coalition tables.

Top 5 Community Roles represented in Coalitions



Sector Representation

- 66% have FCSS members
- 60% have members from Parent Link
- 72% have AHS members
- 72% have school staff members
- 22% have school board members

Length of Involvement



Coalition Voice

"Through all of these efforts we continue to work to bring information to the caregivers of our young children, and strive to effect a change of culture, to one of awareness and focus on the importance of the early years, making a culture of priority around the early years."



"Wishes and wants do no transform; actions and reactions do! Show the world your plans by the actions you take progressively and consistently."

~Israelmore Ayivor

Coalitions in Action

Coalitions submit a Coalition Community Action Plan (CCAP) with their grant application at the start of each year, with their Goals and planned activities in each of these four areas. CCAP progress is reported twice yearly.



Knowledge Mobilization

Coalitions are creating their own unique resources and tools, and exploring innovative communication strategies such as social media to deliver key messages in their communities.



Our Coalition continues to work hard on our social media campaign to connect and share information with families and professionals about child development.



Our child care provider and preschool teacher professional development sessions were a success, with many attendees learning new skills as well as becoming more aware of the Coalition and what we do.



Our biggest accomplishment has been with the website and toy lending library, as every family in our community and county now has access to quality age-appropriate toys.



Because of the coalitions' events, workshops and regular meetings, parents' knowledge, skills and resources in the domain areas has increased and continues to build.

Community Engagement

In 2016, Coalitions hosted a variety of events, workshops and activities to encourage meaningful engagement of community members.



Some highlights of the year include the parent education events where we had an evening that was geared specifically toward dads.



Organizing the first Community Early Years Roundtable was an opportunity for partners, parents and caregivers to come together, identify what is happening in the early years community and look at strengths, challenges and issues.



We feel like our biggest success this year was our Early Years festivals. They were really well attended in all our communities.



Through partnership, the ELCC conference committee worked together with the Coalition to bring a speaker to our community to present on parenting and challenging behaviours.

Progress Towards the Key Priority Areas

In their year end reports, Coalitions rated their progress towards the goals in their CCAP on a four category scale ranging from 'At the Starting Gate' (indicating limited progress) up to 'We're There' (identifying priority areas with completed or accomplished goals).

Progress on goals under Knowledge Mobilization and Communication and Collaborative Planning had the highest percentage of 'Nearly There' and 'We're There' ratings.



Priorities in Action: ECCA and the Wildfires

Albertans from across the province stepped up to lend a hand in Fort McMurray and in the communities that were supporting evacuees displaced by the Wildfires that impacted Northern Alberta in May 2016. The wildfires displaced many from their homes and community, creating stress, loss of security and long lasting effects for children and families.

Coalitions worked with communities to support children and families even as many of their own members were affected personally. Coalitions supported donation efforts, created care packages, volunteered and collaborated with community partners to offer free children's activities and resources. ECCA is proud to have had so many of our Coalitions reach out to find simple ways to support evacuees that remembered to nurture our children's development even as we focused on meeting basic needs.

**Once the ECCA website is available watch for more stories from Coalitions across Alberta about their work in communities.*



Collaborative Planning & Partnerships

Coalitions are at different stages in the continuum, moving from cooperation to coordination to collaboration with community partners.



The new partnerships we have formed with various organizations and agencies have helped us to have a wider reach and more impact.



We are assisting in preventing duplication of services, are able to pool our resources to increase the quality of our events,...the anxiety of competition has been replaced with comfortable cooperation between agencies.



We have had a burst of new energy and partnerships with both town and county FCSS, the municipality and all school districts.



We have strengthened our relationships with key community partners such as the Public Library, Family Resource Centres and Health.



Coalition Development

Coalitions are continually evolving and growing. In 2016, Coalitions were engaged in strategic planning, supporting leadership, and attending and offering professional development opportunities.



We are focusing on our collective impact and how that ripples in the community as opposed to "wins" in individual programs.



Our Coalition committed to attending regional and provincial gatherings, and to collaborate with other coalitions. This Coalition development is effective in keeping our coalition strong and motivated to continue our work.



Our Coalition has demonstrated that empowered and engaged members, especially community parents, are the key to coming up with creative ideas and trying new things.



Rural areas can feel very isolated and feel that they are working alone to move initiatives forward, and the support of the group has been crucial in bringing resources and ideas together for a common goal.

Measuring Success: Outputs and Outcomes

"a systematic way to assess the extent to which a program or service has achieved its intended results." ~Outcomes for Success, Reisman and Clegg

In 2016, Coalitions reported on three Interim outcomes:

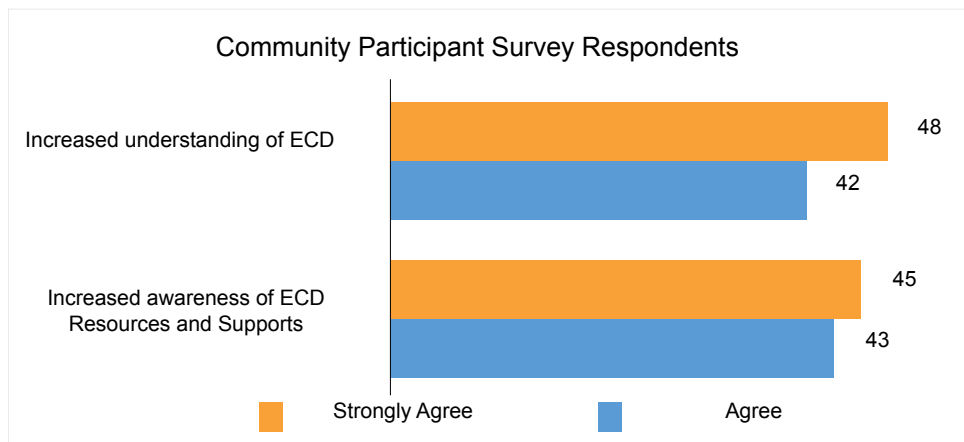
Increased Awareness of ECD Supports and Assets in the Community

Increased Engagement of Community Members

Increased Collaborative Planning among Service Providers and Organizations

Outcome A: Increased Awareness of ECD Supports and Assets in the Community

Almost **90%** of participants surveyed indicated an increased understanding of ECD and improved awareness of ECD community supports and resources as a result of attending Coalition hosted activities. This results for these indicators locally and provincially creates a baseline for future comparison and analysis.



5609 of **57173** total participants completed a survey for an average response rate of **10%**

Community Wide Events had a survey response rate of **6%** and Workshops and Learning Activities had a response rate of **38%**.

* Surveys were distributed at Community Wide Events and Workshops. 144 Surveys were completed at other Coalition hosted events and are included in the demographic data only.

Outcome data gathered from the Community Participant Surveys, Coalition Member Surveys, and the Activity Output Tool, and Membership Tool.



Coalition Voice

"The online reporting process was very straightforward and easy to navigate... Thanks for making this option available! We are proud of the work and accomplishments in the past year and look forward to what 2017 will bring."

Demographics

Analyzing information involves examining it in ways that reveals the relationships, patterns, trends, etc. that can be found within it.



"To have an eye for opportunity is to be a Data Scientist."

~Damian Mingle



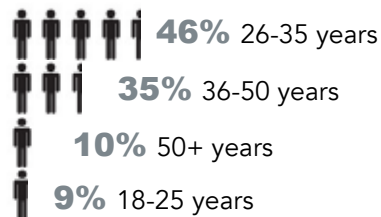
Participant Surveys include optional demographic questions, which provide more detail about the children and families that Coalitions are engaging. Analyzing responses by demographic will increase our understanding of the families and community members Coalitions are reaching and support future planning at Coalition and provincial levels.

Demographic Charts

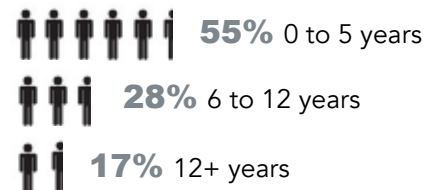
69% (3972) of the survey Responses included demographic information. Of these:

72% of those who indicated being parents were parenting at least one child between the ages of 0- 5 years

Participant Age Category



Children by Age Range



Heritage

Were you born in Canada?

76% of respondents Born in Canada; **24%** were not.



10% of the participants born in Canada were of Indigenous Heritage.

New Canadians: Length of Time in Canada by % of Respondants

More than 5 years



1 to 5 years



Less than 1 year



Outcome B: Increased Engagement of Community Members

**The Outputs are interim indicators for the outcome of increased engagement of community members, and are intended to provide a baseline measure for future measurement of engagement.*

***Note that these figures do not reflect unique participants; a participant may be counted in more than one activity.*

Participation at Community Activities

- 50,110 Community-Wide Events (Coalition sponsored or co-sponsored)
- 7,063 Community Workshop and Learning Activities (Coalition sponsored or co-sponsored)
- 27,915 Other Community Activities
 - 25,823 Information/Display Activities
 - 2,092 Other Activities

85,088 Participants Attended Community Activities

Community Activities Included:

- 732 Community-wide Events
- 314 Workshop/Learning Activities
- 96 Information/Display Activities
- 12 Other Activities

1,154 Total Community Activities

Participation at Coalition Activities

- 7,375 Coalition Meetings
- 3,409 Collaborative Activities
 - 999 Training and Development
- 3,165 Coalition Other Activities

14,948 Participants attended Coalition Activities

Coalition Activities Included:

- 963 Coalition Meetings
- 489 Coalition Collaborative Activities
- 204 Coalition Training Opportunities
- 231 Other Activities

1,187 Total Coalition Activities

85,088
participants
have attended
1154
community
activities in 2016



Coalition Voice

"[We have had] opportunity to offer quality workshops, speakers, events, resources as well as excellent learning, sharing, and networking opportunities...in our community to improve optimal early childhood development"



Coalition Voice

"We have increased relationship building with community partners, increased awareness about the coalition and developmental domains, grown the membership, developed our brand, [completed] invaluable strategic planning sessions, and had a stronger team emerge with a renewed sense of purpose."

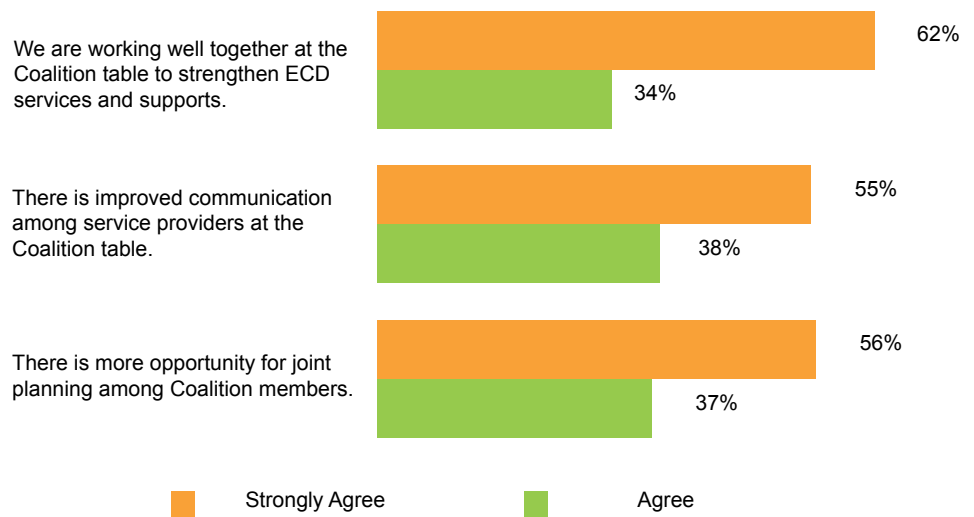


Outcome C: Increased Collaborative Planning Among Service Providers and Organizations

At its foundation, ECCA is modeled on the values and principles of collective impact. Coalitions are made up of a diverse group of community and professional stakeholders steadfast in their beliefs about the importance of early childhood. Developing collaborative relationships is a critical element in increasing community capacity to support young children's development.

932 Coalition Members completed the Membership surveys in 2016

Membership Survey



The survey demonstrates very good results on all three indicators. Responses from 2016 create baseline information for future measurement and analysis and inform the development of indicators for intermediate and long term outcomes related to Collaborative Planning.

Looking Ahead

2017 promises to be another busy year for ECCA and for Coalitions in their communities!

FCSSAA is currently developing an external website for ECCA, within which Coalitions will have individual pages. Development of the spaces on CoLab-Online platform will also continue. Other Priorities for 2017 include:

- Encouraging Coalition connections through Regional meetings.
- Adding a resource section and Regional pages to CoLab.
- Creating Task Groups to support the implementation of the new Outcome Measurement Framework.
- Developing a Tool Kit to assist Coalitions in developing SMART action plans and goals.
- Preparing for the release of the 2016 EDI results.
- Developing a comprehensive communication plan including key messages, information and resources to support Coalitions in sharing the results with their communities.



*"It starts with a voice.
It leads to a conversation.
One conversation at a time.
One equals a million."*

~Janice Kraemer



*"People coming
together as a
community can make
things happen."*

~Jacob Rees-Moog



Funded Coalitions by Region

Region 1 - Northwest

Big Lakes/Smoky River
Central Peace
East Grande Prairie County
Fairview/Clear Hills
Grande Cache
Grande Prairie
MacKenzie District
Manning & District
Northwest Peace
Slave Lake
Smoky Lake & Area
Valleyview & Area
West Grande Prairie County

Region 2 - Northeast

Anzac/Willow Lake
Barrhead/Fort Assiniboine
Elk Point
Fort McMurray
Fort McMurray First Nations 468
Janvier, Wood Buffalo
Lac La Biche
Lac St. Anne County
Lakeland Region
St. Paul & Area
Two Hills County
Westlock/Thorhild County

Region 3 - Yellowhead

Edson
Hinton/Jasper
Whitecourt/Swan Hills/Fox Creek

Region 4 - Edmonton Evergreen

Beaumont
Brazeau/Drayton Valley & District
Edmonton City Centre
Edmonton Mill Woods
Edmonton North Central
Edmonton Northeast
Edmonton Southeast
Edmonton Southwest
Edmonton West
Fort Saskatchewan
Leduc County & Area
Spruce Grove & Area
St. Albert & Sturgeon County
Stony Plain/Wildwood
Strathcona Rural
Strathcona Sherwood Park

Region 5 - East Central

Acadia & Area (Special Area 3 & 2)
Camrose & Area
Drumheller & Area
East Red Deer County
Flagstaff/Beaver County
Hanna & Area
Lamont County
Lloydminster & Area
Paintearth & Neutral Hills
Provost & Area
Stettler County
Vegreville
Vermilion & Area
Wainwright & Area

Region 6 - West Central

Clearwater County
Innisfail
Kneehill Area
Lacombe & Area
Mountain View County
Ponoka & Area
Porcupine Hills/Willow Creek

Region 6 - West Central continued

Red Deer & Area
Rimbey & Area
Sylvan Lake & Area
West Red Deer County
Wetaskiwin & Area

Region 7 - Calgary Bow River

Bow Valley
Calgary Bowness Montgomery
Calgary Deep South
Calgary Downtown
Calgary East
Calgary North Central
Calgary North of McKnight
Calgary Northwest
Calgary South Central
Calgary Southwest
Calgary West
Chestermere/Rocky View
Cochrane & Area
Foothills & Area
North Rocky View
Vulcan County

Region 8 - South

Brooks/Newell County
Cardston County/Warner County
North
Crowsnest Pass & Area
Cypress County
Fort Macleod & Area
Forty Mile County
Lethbridge
Lethbridge County
Medicine Hat
Pincher Creek & Area
Taber/Warner County
Wheatland County

EDMONTON EARLY YEARS COALITIONS



We are a group of seven early childhood coalitions working together to leverage our collective strengths, resources, and wisdom to raise awareness about the importance of the early years.

IN 2016 THE EEYC

ATTACHMENT II

SUPPORTED 70

Early Childhood Development (ECD) learning opportunities for parents in YEG by hosting or attending workshops & community events



6,000 PEOPLE

attended workshops, events, & meetings facilitated by EEYC board members and our volunteers



1,000 SURVEYED



agreed that the workshop/event they attended **INCREASED** their knowledge of ECD & local ECD resources

87%



25,000 FANS ENGAGED

with research-based content and links to ECD resources and programs across seven Facebook pages



**1,100
LIKES**

OUR VISION

Edmonton's young children thrive, because we all believe young children matter. Children and their families are mentally and emotionally strong and resilient enough to take on the challenges of tomorrow.

TO LEARN MORE ABOUT EDMONTON EARLY YEARS COALITIONS VISIT

WWW.EARLYCHILDHOODEDM.CA

EDMONTON EARLY YEARS COALITIONS (EEYC)

A Brief Overview

EEYC represents 7 of the 98 childhood coalitions across the province. We work collaboratively to leverage our collective strengths, resources and wisdom to increase the capacity of individuals and communities to support children in the early years. We act as a catalyst in working with families, community members, early childhood development experts, governments and funders to facilitate the development and implementation of strategies that promote healthy early childhood development.



Our Vision

Edmonton's young children are thriving. Children and their families are mentally and emotionally strong and resilient enough to take on the challenges of tomorrow.

Our Mission

We share evidence-based information with each other, communities and decision makers, and work together to influence system and policy change to promote optimal early childhood development. We align and coordinate resources at systems levels and in the community. We know that through leveraging the strengths of our individual coalitions, we will have the most effective impact on improving early childhood development in our city.

WHY WE DO WHAT WE DO

Early childhood experiences impact lifelong outcomes. Positive early childhood experiences increase educational outcomes and high school completion, improve health and social outcomes and contribute to the economic well-being of the city and the province.

WHAT WE DO

- Coalitions raise awareness, build collaborative relationships, and leverage multiple resources to increase the capacity of individuals, families and communities to best meet the needs of young children.
- Coalitions provide programs and workshops to many thousands of parents, child care students and professionals. Workshops focus on literacy, physical literacy, social emotional development, brain development, kindergarten preparation, diversity and inclusion, and the developmental impact of technology.
- Coalitions deliver the Brain Architecture Game to countless students, professionals and parents, as well as providing Train the Trainer to hundreds of professionals, enhancing capacity to impact the larger community.
- Coalitions provide pre-screening of young children for the identification of at-risk issues for referral to Early Intervention.
- Coalitions have a broad and informative social media reach to Albertans.
- Coalitions collaborate with various related community partners such as the Palix Foundation, End Poverty Edmonton, Child Friendly Edmonton, the National Child Day Planning Committee and Community Leagues to support relevant and important activities.
- Coalitions disseminate provincial EDI data to the city and to their respective communities.



Edmonton Early Years Coalitions

2016 EDI Data Comparison Chart – Alberta – Edmonton

	ALBERTA	EDMONTON
Number of EDIs used in analysis	29,825	7,558
Children for Whom English is a Second Language	5,391	1968
AREAS OF DEVELOPMENT		
Physical Health and Wellbeing	77.1% on track 10.2% at risk 12.7% vulnerable	75.0% on track 10.3% at risk 14.7% vulnerable
Social Competence	75.5% on track 15% at risk 9.5% vulnerable	74.4% on track 15.1% at risk 10.5% vulnerable
Emotional Maturity	74.5% on track 14.7% at risk 10.4% vulnerable	71.9% on track 15.3% at risk 12.8% vulnerable
Language and Cognitive Development	73.8% on track 15.4% at risk 10.5% vulnerable	71.5% on track 16.7% at risk 11.8% vulnerable
Communications Skills and General Knowledge	68.2% on track 16.5% at risk 15.4% vulnerable	66.0% on track 15.3% at risk 18.7% vulnerable
Vulnerability in 1 or more domain	Canada = 25.4% Alberta = 29.4%	Canada = 25.4% Alberta = 29.4% Edmonton = 33.3%
Vulnerability in 2 or more domains	Canada = 12.4% Alberta = 14.9%	Canada = 12.4% Alberta = 14.9% Edmonton = 17.6%



Edmonton Early Years Coalitions 2016 EDI Data Chart

		City Centre	Mill Woods	North Central	North East	South East	South West	West
Number of EDIs used in analysis		364	1,686	1,207	979	393	1,643	1,579
Children for Whom English is a 2nd Language		128	576	283	205	30	375	371
AREAS OF DEVELOPMENT								
Physical Health and Wellbeing	ON TRACK	67.2%	75.2%	71.3%	66.3%	81.4%	81.6%	76.2%
	AT RISK	14.0%	11.9%	10.6%	10.4%	8.4%	8.4%	9.8%
	VULNERABLE	18.7%	12.8%	18.1%	23.3%	10.2%	10.0%	14.1%
Social Competence	ON TRACK	73.6%	74.9%	70.4%	65.0%	77.6%	81.0%	75.2%
	AT RISK	13.5%	14.7%	16.7%	19.3%	15.8%	12.4%	14.8%
	VULNERABLE	12.9%	10.4%	12.8%	15.7%	6.6%	6.6%	10.1%
Emotional Maturity	ON TRACK	68.1%	74.0%	68.0%	63.1%	76.3%	77.2%	72.3%
	AT RISK	17.3%	13.9%	15.7%	19.2%	13.5%	14.3%	15.1%
	VULNERABLE	14.6%	12.1%	16.3%	17.7%	10.2%	8.5%	12.6%
Language and Cognitive Development	ON TRACK	67.8%	71.8%	66.0%	62.1%	82.7%	77.7%	73.0%
	AT RISK	20.4%	16.8%	18.8%	20.4%	11.7%	14.2%	15.6%
	VULNERABLE	11.8%	11.3%	15.2%	17.5%	5.6%	8.2%	11.4%
Communications Skills and General Knowledge	ON TRACK	65.4%	61.6%	62.7%	62.8%	80.7%	71.8%	65.7%
	AT RISK	15.9%	16.0%	17.1%	16.0%	9.2%	12.3%	17.3%
	VULNERABLE	18.7%	22.4%	20.2%	21.1%	10.2%	15.9%	17.0%
Vulnerability in 1 or more domain		37.9%	35.3%	37.6%	43.5%	23.7%	25.6%	31.1%
Vulnerability in 2 or more domains		19.2%	17.9%	21.7%	25.7%	9.7%	12.2%	16.1%



Edmonton Early Years Coalitions Contact List – March 2018

Coalition	Contact	Position	Phone Number	Email
Edmonton City Centre (CC)	Leanne Heuchert	Norwood Children's Program Coordinator & Current City Centre Contact Person	W: 780-471-3737	leanneh@norwoodcentre.com
Edmonton Mill Woods (MW)	Sonia Grams	Co-chair	W: 780-444-2288	sonia@childdev.com
	Debbie Bryson	Co-chair	780-422-7313	Debbie.bryson@gov.ab.ca
	Wendy Keiller	Coordinator	780-263-9561	mwecc.assistant@gmail.com
Edmonton North Central (NC)	Tracy Patience	Chair	C: 780-478-5022	tracyp@amityhouse.ca
	Megan Fortier	Coalition Assistant	780-446-9923	ncearlyyears@gmail.com
Edmonton North East (NE)	Amanda Gibson	Chair	W: 780-478-5396	Edmontonne1@fcssaa.org
	Cristina Junca	Coalition Assistant	C: 587-700-2737	Edmontonne2@fcssaa.org
Edmonton South East (SE)	Gloria Chalmers	Co-Chair	H: 780-439-0233	gloria.chalmers@gmail.com
	Muriel Dunnigan	Co-Chair	H: 780-430-6166	dunniganm@shaw.ca
	Jenny Samm	Coalition Assistant	H: 780-435-6328	jenny.samm@outlook.com
Edmonton South West (SW)	Nathan Ip	Co-Chair		nathan.ip@epsb.ca
	Jennifer Bedford	Co-Chair		jennifer@childdev.com
	Kristin Heimbecker	Coalition Assistant	780-566-1064	swearlyyears@hotmail.com
Edmonton West (DWE)	Adine Shuchuk	Co-Chair	W: 780-489-2243 ext 232 W: 780-451-6040 ext 225	adine@jasperplace-cfrc.com
	Allen Balser	Co-Chair	C: 780-819-5772	allen.balser@altacare.ca
	Kristin Heimbecker	Coalition Coordinator	780-566-1064	edmontonwest2@fcssaa.org
	Kalina Lorenz	Brain Architecture Coordinator	780-257-5572	kalilorenz@gmail.com

Beverly Milroy - ECD Support Team, Community Liaison 780-237-0622 beverly.milroy@fcssaa.org



Explore.

Think.

Learn.

Act.

2018 EDI Survey Summary

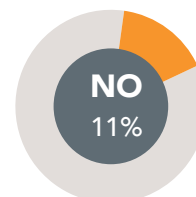
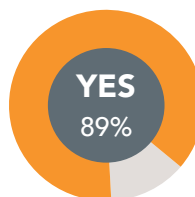
Using Data to Share Your Collective Voice

Coalition Engagement

EDI Survey Response Rate (89/98 coalitions)



EDI Data Reviewed by Coalitions (mid February 2018)



Why not?



Top 4 Resources Used (found on CoLab-Online/ECCACommunitySpace)



About the Alberta
2016 EDI

67%



Attended
Webinars

53%



Using EDI Data for
Community Planning

51%



Accessed
Powerpoints

44%

Completed Activities to Discuss EDI Results with Coalition Members

Coalition Meeting

87%

Information Gathering

29%

Coalition Planning Sessions

53%

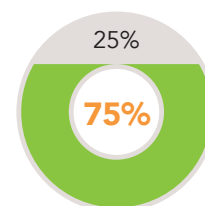
Regional Meetings

28%



Coalitions across the province are creating materials that include key questions and community conversation packages to initiate future conversations with their communities and stakeholders.

Coalitions Accessing other Community Data



Data Accessed

1. Community (59%)
2. Education (59%)
3. Census Canada (46%)
4. 2017 Participant & Member Survey (36%)
5. Health (32%)

Planned Activities to Discuss EDI Results with Coalition Members

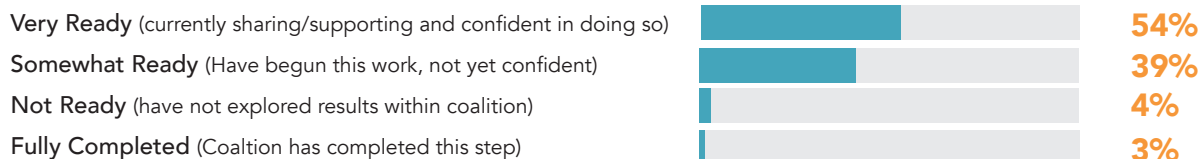
1	Coalition Meetings	(63%)
2	Coalition Planning Sessions	(60%)
3	Information Gathering	(45%)
4	Regional Meetings	(36%)



"A large part of our focus will be validating the schools efforts in collection and advocating for future collection."

*EDI = Early Development Instrument

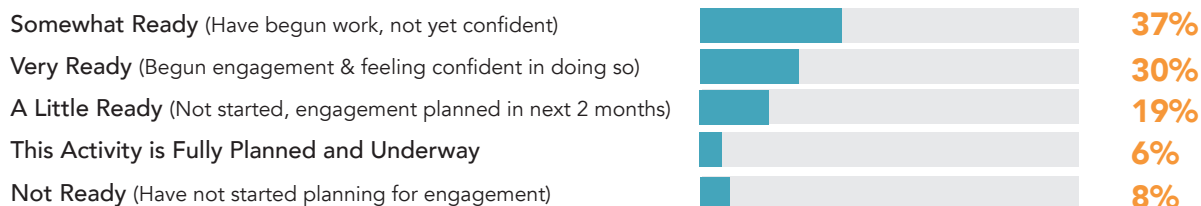
Readiness to Share EDI Data with **Coalition Members**



"Our coalition is having crucial conversations that are data driven."



Readiness to Share EDI Data with **Community & Stakeholders**



"We are focusing on reaching the community, parents and empowering them with the data."



In regards to collaborative planning using EDI data, I would describe our coalition as:

At the Starting Gate **19%**

On the Road **60%**

Nearly There **19%**

We're There **3%**



Coalition Plans to Engage Community in 2018

Communications



Writing Letters



Thank You's!



Social Media



Key Messages



Multilingual
Resources



Print
Material



Multimedia
Resources

Presentations



Interagency



Schools



Community/
Families



Town/
Municipal/
Elected



School
Authorities

Community Activities



Community Awareness
Nights



Data Events



Lunch & Learns



Network Nights



Info Sessions &
Displays

Coalition Activities



Strategic Planning



Sub Committees



Regional Meetings



1 on 1
Conversations



Collaborative
Planning

Coalitions are Innovative in Developing their Presentations for Sharing EDI Data

- Expressing gratitude and appreciation for everyone's contribution.
- Acknowledging the impact of the work being done.
- Explaining the financial benefits of investing in the early years.
- Sharing the EDI data (what it is, how it is collected) with coalition members, community and stakeholders.
- Sharing a general understanding of the 5 EDI domains.
- Sharing the Community/ Provincial reports and how the data can inform future planning.
- Small group conversations to discuss results and how can our community come together to respond.

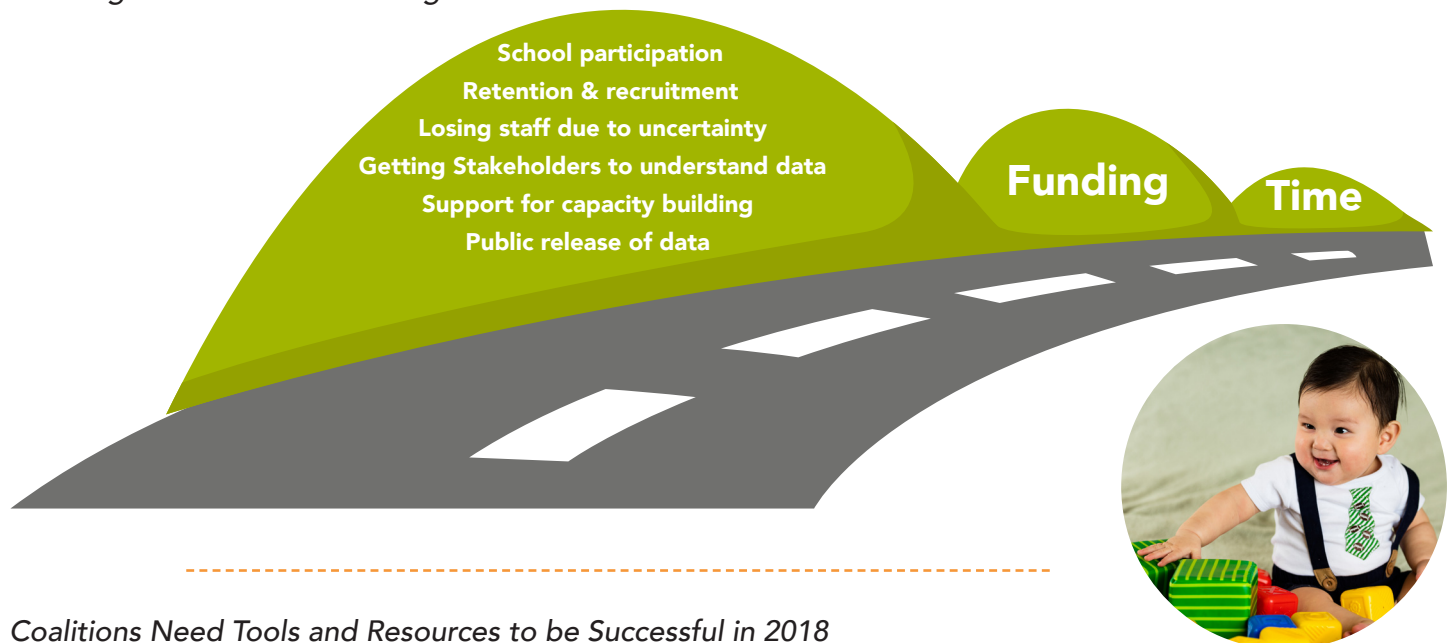


"Great early discussions of how the coalition can develop an integrated approach to address issues in communities and the importance of working together."

Who is Invited to Learn, Participate and Collaborate in the 2016 EDI Community Engagement Activities?



Challenges Coalitions are Facing



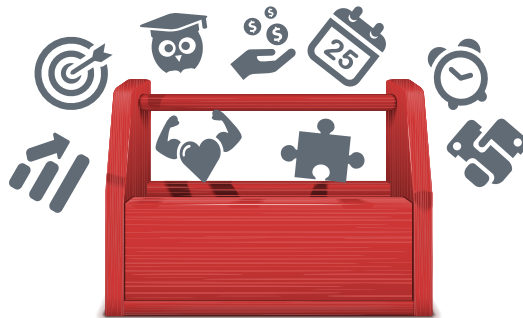
Coalitions Need Tools and Resources to be Successful in 2018

Learn, understand, evaluate & share EDI Data.

Access to public release of Community Reports.

Understand the future of coalition work and EDI.

Multisectoral engagement, resources and support.



Funding & sustainability of funding.

Time to share & time to learn from other coalitions.

Key messages for stakeholders and from GoA.

TriMinistry, FCSSAA, Liaison support & learning opportunities.

Professional & shareable EDI and ECD resources.

"The 2016 has brought a renewed excitement about the work we are doing and the data provides context for new members."

DATE: March 20, 2018

TO: Board of Trustees

FROM: Trustee Michael Janz

SUBJECT: Motion re: First School Built in New Community

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

ISSUE

Notice of motion was served at the March 6, 2018, Board meeting.

BACKGROUND

Building on the [motion passed](#) on March 21, 2017, by the Board of Trustees, *Be it resolved that the Edmonton Public School Board advocate to the Government of Alberta to develop a framework to ensure Public schools get a fair and equitable share of schools, modernizations, portables, and capital project spending*, we will continue advocating for the needs of public school families.

RATIONALE

This motion is seeking a philosophical commitment of principle rather than singling out any particular school, district, or decision.

To be clear: this motion does not contemplate advocating that the provincial government stop building separate Catholic schools, but rather to ensure that they address the needs of public schools that support all students, staff and families.

Edmonton Public Schools' capital planning process is extensive and comprehensive, but this is not the case for all districts. By heightening requirements for evidence-based capital plans and the capital planning process, the province would be better positioned to ensure that the needs of all Albertans are met. We want to ensure multi-million dollar decisions to build schools are made in a transparent and equitable way that is informed by comprehensive demographic data and evidence, and that provides maximal choice for all families through universal and inclusive public education.

- When a new public school is built, all students have an opportunity to access a public school. It is a legal requirement of the *School Act* that all resident students must have a designated public school space. Current Catholic or Francophone students could, in future, seek a public school space and we would be legally obliged to receive them. Public schools accept all students.
- When a new public school is built, employment opportunities are provided to all members of the community—even current Catholic school teachers are eligible to apply for the teaching positions.
- When a new public school is built, all families benefit from the increased choice offered by a public school. Ensuring that ample public school space is available in new communities allows

Edmonton Public to initiate programs of choice (such as French Immersion, Cogito, Spanish, or Mandarin Bilingual). When we have met our legal obligation for a designated school, we are able to offer greater programs of choice to all families.

- A judge in Saskatchewan recently ruled in the *Theodore* case that, “[provincial government funding of non-\(Catholic\) students attending \(Catholic\) schools is a violation of the state’s duty of religious neutrality under s. 2\(a\) of the Charter](#)” and further that it was “[a violation of equality rights under s. 15\(1\) of the Charter](#).” (Note: the decision is under appeal.)

In addition to the moral and legal obligations to support public schools, sharing and collaboration provide new opportunities to reduce the burden to the education budget and increase opportunity for community. Other creative solutions exist.

- For over 20 years, it has been demonstrated in Beaumont that public schools may offer Catholic education.
- Another example of collaboration is joint leasing. Edmonton Public’s Kensington School has hosted St. Edmund School through leased space, so that both schools are operating under one roof. Edmonton Public has leased space to francophone schools as well.
- Similar to the Kensington/St. Edmund model, new schools in Saskatchewan are being built as joint facilities with public and Catholic “wings” rather than as stand-alone facilities. If the space/demographics merit it, this could include a public school operating within a Catholic school in future as well.

Collaboration could save millions of dollars in facilities costs every year across Alberta. In the meantime, we owe it to children and taxpayers to get it right by eliminating waste that stems from a lack of cooperation between Catholic and public boards. Edmonton Public is a ready and willing partner.

School boards are creatures of provincial legislation. Schools are assets of the provincial government. The Government could direct, at any time, one school district to turn schools over to another district.

As more school boards explore replacing aging schools and accommodating new, developing neighbourhoods, ensuring that public school needs or shared facilities are addressed first across Alberta could save millions of dollars in facilities costs every year, while ensuring quality learning environments for all students.

RECOMMENDATION

That the board advocate to the provincial government to obtain a commitment that the first school built in any community or neighbourhood be a public school or a shared public, separate, and/or francophone board facility.

OPTIONS

1. Approve the recommendation.
2. Provide feedback and request changes to the recommendation for consideration.

NEXT STEPS

Should the Board of Trustees approve the recommendation, the Board Chair will send a letter to the Minister of Education and the Minister of Infrastructure requesting that the first school built in any community or neighbourhood be a public school or a shared public, separate, and/or francophone board facility.

Furthermore, we will bring this item forward as an advocacy priority in our work to external partners, including the PSBAA and ASBA, and other new or emerging advocacy opportunities.

MJ:km

DATE: March 20, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Bereavement

ORIGINATOR: Angela Anderson, Chief Human Resources Officer, Human Resources

**RESOURCE
STAFF:** Mrinalini Mella

REFERENCE: [AEBC.AR Acknowledging Student, Staff and Trustee Deaths and Bereavements](#)

Ms. Mary-Ann Grimes (nee Campbell) passed away on February 23, 2018, at the age of 51 years. She began her career with Edmonton Public Schools in August 1989, and served as teacher at Dovercourt, Capilano, Hardisty and Forest Heights schools. Ms. Grimes was on a leave of absence at the time of her passing. She is survived by her husband, Robert, and children, Evan (Ally) and Tara. A memorial service was held at The Catholic Parish of Corpus Christi on March 2, 2018.

AA:mm