



Edmonton School District No. 7  
One Kingsway  
Edmonton, Alberta

McCauley Chambers  
Tuesday, November 6, 2018  
2:00 p.m.

Board Meeting #04

# 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**

- A. Roll Call
- B. Approval of the Agenda
- C. O Canada  - Vimy Ridge Academy
- D. Remembrance Ceremony
  - 1. Vimy Ridge Academy Remembrance Ceremony
- E. Communications from the Board Chair
- F. Communications from the Superintendent of Schools
- G. Minutes:
  - 2. DRAFT – Board Meeting #03 – October 23, 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, November 5, 2018, to speak under this item.)*
- I. Reports:
  - 3. Motion re: Citizens Options When Voting for School Board Trustees (Recommendation)
  - 4. Mature Community Consultation Process (Response to Request for Information #25)
  - 5. Response to Relationships and Leases with Childcare Organizations (Response to Request for Information #26)
- J. Other Committee, Board Representative and Trustee Reports
- K. Trustee and Board Requests for Information
- L. Notices of Motion
- M. Meeting Dates
- N. Adjournment

**DATE:** November 6, 2018

**TO:** Board of Trustees

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

**SUBJECT:** Vimy Ridge Academy Remembrance Ceremony

**ORIGINATOR:** Liz Yule, Assistant Superintendent

**RESOURCE STAFF:** Michael Chute, Jillian Marino

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## **BACKGROUND**

Remembrance Day is set aside to remember all those who gave their lives for the freedoms and privileges we have in this country. Many Canadians have proudly served over the years to preserve peace and freedom. During the last century, Canadian soldiers have served in World War I, World War II, the Korean War, the Gulf War, and now the war in Afghanistan as well as in many peacekeeping operations around the world. More than 118,000 soldiers have paid the ultimate sacrifice for Canada in the name of peace and freedom.

## **CURRENT SITUATION**

This afternoon, the students from Vimy Ridge Academy would like to remember and pay tribute to all those who sacrificed their lives so that we could live in peace. We at Vimy Ridge Academy are continually reminded that the cost of freedom has been great. These students recognize and accept that they are the next generation of Canadians and that they must attend to their responsibilities and be committed to the betterment of society through the daily practice of goodwill.

The following words were taken from a speech that was found in John F. Kennedy's pocket on the day of his assassination---a speech that he never gave. He wrote:

We...in this generation, are by destiny rather than by choice, the watchmen on the walls of world freedom. We ask, therefore, that we be worthy of our power and responsibility. That we may exercise our strength with wisdom and restraint. And, that we may achieve, in our time and for all time, the ancient vision of: Peace on Earth and goodwill toward all man.

Our young people have been handed a legacy. They do remember. They will not forget.

## **KEY POINTS**

The following is the sequence of events that will be followed for this afternoon's Remembrance Service (approximate time of service—20 minutes):

- *Singing of O Canada (Teacher – Mr. Geoffrey Evans)*
- *Chairman calls meeting to order, conducts business and introduces Vimy Ridge Academy*
- *Importance of Remembrance (student)*
- *In Flanders Field (Video)*
- *Reply to Flanders Field (student)*

- *Dance students perform*
- *On Remembrance Day - video*
- *Playing of Last Post (recording)*
- *Lament (live bagpiper)*
- *Two Minutes of Silence*
- *Playing of Reveille (live bugler)*
- *Singing of Royal Anthem (teacher)*

BR:cgh

### **Board Meeting #03**

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, October 23, 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

##### **Student Trustees**

Hussain Alhussainy

Michael Chen

Cindy Liu

##### **Officials**

Angela Anderson  
Lisa Austin  
Grace Cooke  
Vanessa Croswell-Klettke  
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**

Edmonton Public Teachers – Heather Quinn, President  
CUPE Local 3550 – Carol Chapman, President, Janice Kube, Vice-President and Gloria Lepine, Chief Steward

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 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 Stirling:**

**“That the agenda for the October 23, 2018, Board meeting be approved as printed.”  
(UNANIMOUSLY CARRIED)**

D. **Communications from the Board Chair**

The Board Chair welcomed the Student Senators, three Student Trustees Elect and guests that were present. She explained that the Student Senate is comprised of up to two students from each of the District’s 24 high schools. The Board Chair advised that in September the Student Senate elects a Student Senate Executive and three Student Trustees.

The Board Chair reported that Vice-Chair Stirling, Trustee Dunn and she had the pleasure of meeting with the Minister of Education, David Eggen, and the Minister of Health, Sarah Hoffman, on October 10, 2018. She advised that the meeting was in follow up to the Board’s motion advocating for cross-ministry funding and collaboration for increased availability of mental health professionals in schools. The Board Chair said that they were happy to share the District’s new mental health framework, and the advocacy work of the Board, including a new ad-hoc Mental Health Committee. She advised that the Mental Health Committee will be providing more detailed information on the funding needs of the District and are looking forward to further discussions.

The Board Chair congratulated M.E. LaZerte High School for receiving a Good Neighbours Award at WE Day on October 12, 2018. She explained that M.E. LaZerte High School was chosen out of more than 250 schools from across Alberta in recognition of their excellence in leadership and community building. Some of the school’s projects included:

- A Global Citizens Fair, which had approximately 50 booths of students demonstrating cultural activities, skills and food before the Taste of LaZerte.
- Helping Hampers and We Scare Hunger events.

- The Green Team who created the Mobile Environmental Lab (MEL), which is an environmental lab on wheels that they hope to turn into a learning centre for younger students.
- The Board Chair thanked everyone involved in this inspiring work.

The Board Chair advised that she would be joining Trustee Estabrooks on the negotiating committee for CUPE Local 3550 – Support Staff and thanked Trustee Ip for his previous participation. The Board Chair emphasized how valuable Support Staff are to the District.

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

The Superintendent advised that Provincial Achievement Test results were released on October 18, 2018. He explained that there were many positive results, including the fact that District graduation rates continue to remain steady with over 80 per cent of high school students graduating in the five-year time frame. The Superintendent said the results also showed areas for growth and that they help to inform teaching practices and intervention strategies, so that all District students are set up for success.

The Superintendent advised that he will be attending the Career Pathways Symposium where there will be an opportunity to engage with stakeholders – parents, staff, community and industry partners-to collectively set the direction of Career Pathways for the next four years.

The Superintendent advised that he participated in the New Teacher Induction Ceremony along with Vice-Chair Stirling and celebrated the new teachers coming into the District. The Superintendent thanked the Edmonton Public Teachers Local 37 of the Alberta Teachers' Association for inviting them.

#### **F. Receipt of Oaths of Office – Student Trustees Elect**

Oaths of Office were received from:

- Hussain Alhussainy – Queen Elizabeth
- Michael Chen – Ross Sheppard
- Cindy Liu – Old Scona

#### **F. Minutes**

1. Board Meeting #02 – October 9, 2018

**MOVED BY Trustee Dunn:**

**“That the minutes of Board Meeting #02 held October 9, 2018, be approved as printed.”**

**(UNANIMOUSLY CARRIED)**

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

The Board of Trustees heard from Ms Beth Andrew and Ms Susan Petrina of The Solar Energy Society of Alberta.

**H. Reports**

2. Report #07 of the Caucus Committee (From the meeting held October 9, 2018)

Information was received regarding actions taken at the October 9, 2018, Caucus Committee meeting.

3. Student Senate 2018-19 Work Plan

The Student Senate presented their work plan for the 2018-2019 school year. Student Trustee Liu advised that the Student Trustees will be attending the February 9, 2019, Board meeting to provide an update to the Board of Trustees.

4. Westlawn Consolidation Project – Closure of Afton, Glendale, Sherwood and Westlawn Schools

**MOVED BY Trustee Ip:**

**“1. That the Board approve a motion to close Afton School, effective on the last operational day prior to the opening of the new schools.”  
(UNANIMOUSLY CARRIED)**

**“2. That the Board approve a motion to close Glendale School, effective on the last operational day prior to the opening of the new schools.”  
(UNANIMOUSLY CARRIED)**

**“3. That the Board approve a motion to close Sherwood School, effective on the last operational day prior to the opening of the new schools.”  
(UNANIMOUSLY CARRIED)**

**“4. That the Board approve a motion to close Westlawn School, effective on the last operational day prior to the opening of the new schools.”  
(UNANIMOUSLY CARRIED)**

There was a short break in the meeting.

5. Strategic Plan Update – Student Wellness and Citizenship

The Board of Trustees received an overview regarding the efforts being made in support of Priority 2, Goal One: A Focus on Well-Being and Student Citizenship.

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

Trustee Adams reported on the following activities:

October 11, 2018, Trustee Adams attended the Policy Review Committee meeting. The committee discussed their work plan for the coming term. She thanked Marnie Beaudoin, Marlene Hanson, Karen Mills and Nancy Petersen for the expertise they bring to the committee.

October 11, 2018, Trustee Adams attended the J. Percy Page Awards Night and said that it was a pleasure to bring a message of congratulations to approximately 300 student award recipients and to present the Governor General's bronze medal award to Matthew Zita. She explained that this award is one of the most prestigious awards that a student in a Canadian school can receive.

October 12, 2018, Trustees Adams attended the Millwoods Early Childhood Coalition (MWECC) meeting where they discussed the logistics of the two events (morning and evening) that will take place at Ekota School on Thursday, October 25, 2018. She explained that parents and community members in the neighborhoods of Ekota, Menisa, Sakaw, Satoo, and Meyokumin are invited to discuss how their children are doing and what might help them be more successful. Trustee Adams is looking forward to hearing from the participants and further discussing these results with the MWECC.

October 16, 2018, Trustee Adams attended the Svend Hansen School Council meeting and thanked them for the opportunity to attend and address the School Council last week. Trustee Adams congratulated Principal Ron Thompson and the parents of the council for the great team work and their commitment to serve the school. She said that the council is very excited about the grand opening of their playground which will be the first Park and Play playground in Alberta. She explained that the playground was paid for by a grant from the provincial government and a donation from the Rotary Club. Trustee Adams advised that the grand opening scheduled for October 16, 2018, was postponed due to inclement weather that delayed completion. Trustee Adams said they are still hopeful that the playground will be completed and opened this fall.

Trustee Dunn reported that it was a pleasure to meet so many parents at the Ross Sheppard High School Council meeting and that many parents expressed a desire to hear from the Board of Trustees through the new features of the District's SchoolZone.

Trustee Ip welcomed Mr. Graham Metzger to his new role as the Director for the Edmonton Public Schools Foundation. Trustee Ip thanked the many schools who welcomed him during Read-In week and said that he had the pleasure of visiting and reading to students at the following schools:

Constable Daniel Woodall  
Donald R. Getty  
Dovercourt  
Dr. Lila Fahlman  
Esther Starkman  
George P. Nicholson  
Johnny Bright  
Keheewin  
Roberta MacAdams

Trustee Stirling reported that she brought greetings on behalf of the Board of Trustees at the launch on October 10, 2018, of the new partnership with the Building Trades of Alberta that will provide a new Edmonton Public Schools Campus site for steel trades. She explained that while the District has offered this program for a couple of years, the new partnership opens up new learning opportunities and resources for students across the city in this great Career Pathways option for students interested in the skilled trades.

Trustee Stirling thanked the Millwoods Christian School for welcoming her at their awards celebration and expressed that it is always a pleasure to celebrate District students and their achievements.

Trustee Stirling reported that on October 15, 2018, she participated in the event co-hosted by the City of Edmonton and University of Alberta, Creating Safe Spaces for Women and Girls, and appreciated the opportunity to engage in conversations about how to ensure schools and communities are safe places for girls and women.

Trustee Stirling advised that she had the opportunity along with Trustee Janz to attend the Aga Khan Garden inauguration with the University of Alberta. She explained that the new garden offers an important space for intercultural learning in the community, and thanked the University of Alberta for including them in this historic event.

Trustee Stirling reported that she had the pleasure of bringing greetings and participating in the New Teacher Induction Ceremony along with the Superintendent and Trustee Adams. She said that it was wonderful to see so many enthusiastic new teachers making their first steps into the teaching profession.

Trustee Stirling reported that she attended the Women's Legal Education and Action Fund (LEAF) breakfast on October 22, 2018. She said that LEAF offers education on law, legal issues and consent and that it was wonderful to have a chance to connect with them and discuss how the District's work aligns as partners in education.

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

Trustee Dunn requested the following information on behalf of the Mental Health Committee. Given the District school population and statistics about mental illness in children:

- How many District students are like to have a mental illness at any given time?
- How many District students may not meet the criteria for mental illness but may benefit from mental health supports in schools?
- What is an estimate of the ideal number of in-school mental health support positions needed to meet the needs of students with mental illness and/or mental health concerns?
- If the District were to receive additional funding for mental health supports, provide the potential areas of greatest needs to target if funding were providing in steps?

Trustee Dunn requested that the responses be sent to the Mental Health Committee.

Trustee Estabrooks requested the following information:

- What is currently in place to deal with drug overdoses in our schools?
- How are staff within Edmonton public high schools educating students about the risk of overdosing on drugs?
- What is the potential cost of providing as well as training staff to use a naloxone kit?
- What are the potential benefits as well as drawbacks of having one-two people trained in each Edmonton Public high school on how to administer naloxone?
- What other school districts in Alberta supply naloxone kits and what protocols do they have in place guiding administration of naloxone?

**K. Notices of Motion**

Trustee Johner served notice that she will make a motion that the Edmonton Public School Board seek the support of the Alberta School Boards Association (ASBA) and the Public School Boards' Association of Alberta (PSBAA) to advocate to the Minister of Municipal Affairs and provincial government officials to amend the law to allow citizens to vote for both Public and Catholic School Trustees during Municipal elections.

**L. Next Board Meeting: Tuesday, November 6, 2018, at 2:00 p.m.**

**M. Adjournment: 4:45 p.m.**

**The Board Chair adjourned the meeting.**

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Michelle Draper, Board Chair

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Karen Mills, Director of Board and  
Superintendent Relations

**DATE:** November 6, 2018

**TO:** Board of Trustees

**FROM:** Trustee Cheryl Johner

**SUBJECT:** Motion re: Options When Voting For School Board Trustees

**REFERENCE:** [Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)  
[Local Authorities Election Act – Sections 21\(3\), 48\(2\)\(3\)](#)  
[School Act – Sections 44, 246](#)

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## ISSUE

Notice of motion was served at the October 23, 2018, Board meeting.

## BACKGROUND

This motion is intended to bring fairness, transparency, democracy, and enhance public oversight of Alberta taxpayer expenditures, and to ensure that we keep church and state appropriately separated.

Since the Catholic system is fully-funded (just like public schools and public libraries and public recreation centers) they should have the same accountability to all of the citizens providing their funding.

Tax-paying Albertans should all get a say in who is elected to publicly funded school boards across Alberta.

Until unification of elected school boards takes place, allowing true democracy to flourish is the least that all of us should be required, public or Catholic.

## RELATED FACTS

- Only one denomination of one religion in our province has their own publicly funded separate school system.
- Albertans are allowed one ballot to vote for school trustee and must be a baptized Catholic in order to vote or seek election for a Catholic school board.
- If non-Catholics are enrolling their child in a Catholic school, or their children are split between public and Catholic schools, they are not allowed to vote for the Catholic policymaker setting the budget, busing and buildings for their district.
- This concept is being discussed across Canada. It was a topic of debate in the recent Ontario elections. Within the debate about whether Ontario should continue to fund Catholic education, [there was discussion](#) around the policies which restrict voting for Catholic school board trustees to only those individuals who are in full communion with the Roman Catholic Church.

## RECOMMENDATION

**That the Edmonton Public School Board seek the support of the Alberta School Boards Association and the Public School Board's Association of Alberta to advocate to the Minister of Municipal Affairs and provincial government officials to amend the law to allow citizens to vote for both public and Catholic school trustees during municipal elections.**

## OPTIONS

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

CJ:cj

# Response to Request for Information Report

**DATE:** November 6, 2018

**TO:** Board of Trustees

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

**SUBJECT:** Mature Community Consultation Process  
Response to Request for Information #025

**ORIGINATOR:** Dr. Lorne Parker, Assistant Superintendent

**RESOURCE  
STAFF:** Kim Holowatuk, Carla Stolte, Chris Wright

**REFERENCE:** September 11, 2018, Board meeting (Trustee Dunn)  
[Closure of Schools Regulation](#)

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## ISSUE

The following information was requested:

*“The Administration provide an outline of the series of steps for school consolidation/school closure considerations, including a timeline for public engagement, and requests for information such as a community impact statement from the City of Edmonton. As well, include an outline for reports and recommendations to come before the Board of Trustees in the form of Capital Plan items and amendments, and school closure motions required by the School Act.”*

## BACKGROUND

School closures are regulated by the *Closure of Schools Regulation* within the *School Act*. The regulation directs (Attachment I):

- The process begins with a motion to consider the closure of an identified school(s) brought before the Board of Trustees (the Board).
- Consultation with the public must occur after the Board motion to consider closure of the school(s) as outlined in *the Act*.
- The Board may then consider motions to close.
- The Board motion to consider the closure of the school(s) and the Board motion to close the school(s) must occur within the same school year.

Since 2014, Administration has been engaging stakeholders regarding school closures and consolidation in a new way. The process outlined in the *School Act* is limiting in providing opportunity for meaningful stakeholder engagement to take place. The process that has been used in the District since 2014 (Attachment II) allows for more time to educate stakeholders about infrastructure challenges and to understand stakeholder values. It allows District staff to collaborate with stakeholders to develop community supported solutions.

This newer process adopted by Administration is grounded in the International Association for Public Participation (IAP2) Core Values and practices and not only fulfills, but exceeds, the legislative responsibility for stakeholder engagement outlined in *the Act*.

## CURRENT SITUATION

Each engagement process must be responsive and meet the needs of the communities involved. Meaningful collaboration is only possible with no pre-determination of closure scenarios from the outset. The engagement process (Attachment II) followed for school consolidations/closures may include the following steps:

### Administration identifies clusters

Evaluation criteria used to identify clusters:

| Enrolment and programming                                                                                                              | Facility                                                                                                                                                                           | Other Factors                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Total school enrolment</li> <li>• Program enrolment</li> <li>• Current programming</li> </ul> | <ul style="list-style-type: none"> <li>• Net facility capacity</li> <li>• Number of unused student spaces</li> <li>• Facility utilization</li> <li>• Facility condition</li> </ul> | <ul style="list-style-type: none"> <li>• Junior High clusters</li> <li>• Historic closures/designation</li> <li>• Implications of new facilities</li> <li>• Municipal census data and plans</li> <li>• Student residency patterns</li> </ul> |

There is no decision at this point about which schools may be closed.

### Approach communities and identify stakeholder values

Once clusters are confirmed, stakeholders are invited to participate in person or online to understand challenges and to share local knowledge and identify values that are important to the community.

Meetings allow for large group learning. Presentations give context and outline challenges and small group facilitated conversations encourage dialogue and enhanced learning. For those unable to attend a meeting, information and opportunities to provide input are shared online.

### Respond with information and possibilities

Stakeholders are again invited to participate in person and online, to review what we heard and to consider possibilities developed based on the feedback received.

### Collaborate to develop solutions

Feedback received is used to determine how collaboration will happen. In the most recent projects, stakeholders signaled that representative working committees were desirable. The municipality is given the opportunity to participate and provide additional data and information related to community impact. The length of time for collaborative work is responsive to the level of complexity and the needs of stakeholders.

### Share ideas and collect feedback

The collaborative work is then shared with the greater community of stakeholders for feedback. It is at this point that Administration may develop recommendations. Should the community require more time, dialogue or options, the process may circle back to another period of collaborative work.

### Report to community

When a community supported solution or concept is reached, it is shared through a comprehensive public report.

## Recommendations to Board of Trustees

Administration will recommend that the Board consider the preferred concept either as an inclusion (April) or amendment (October) to the *Three-Year Capital Plan*, depending on when engagement is complete.

The Board of Trustees will approve or not approve the recommendation(s).

## Funding Announcement

The Provincial Government determines funding for all capital projects. The period of time between inclusion of a concept in the *Three-Year Capital Plan* and the announcement of funding is unknown.

## Motion to consider closure

Once funding has been announced, Administration will bring forward to the Board of Trustees motions to consider closure of each of the schools identified through the preferred concept.

## Motion to request exemption

At the same time as the motion(s) to consider closure are brought forward, Administration may ask the Board to consider a motion to request exemption from sections 4 to 7 of the *Closure of Schools Regulation*. These sections include public notification and consultation. Given the robust engagement that has already occurred, these particular requirements are deemed redundant.

From [Closure of School Regulation](#):

### **Exemption from requirements**

*1.2(1) The Minister may, on the written request of a board or on the Minister's initiative, exempt a board from the requirements of sections 4 to 7 in respect of a closure that occurs*

- (a) as a result of the board's inability to comply with section 57(2) of the Act, or*
- (b) for health or safety reasons.*

*(2) The Minister may, on the written request of a board, exempt the board from the requirements of sections 4 to 7 in respect of a closure if the Minister is satisfied that the board has consulted with the community regarding any change in grades and programs in one or more of the schools operated by the board. AR 257/2003 s4;170/2004*

## Motion to close

Should the Minister grant exemption from sections 4 to 7 of the *Closure of Schools Regulation*, the Board will then be asked to consider motions to close. When approved, the Board Chair will inform the Minister in writing.

### **KEY POINTS**

- Administration has developed an engagement process grounded in the International Association for Public Participation (IAP2) Core Values and practices that not only fulfills, but exceeds, the legislative responsibility for stakeholder engagement outlined in the *Closure of Schools Regulation*.
- Each community is unique and the process is responsive to community needs.
- Administration does not direct consideration options/scenarios, but rather reflects desired outcomes developed through a collaborative process with community.

### **ATTACHMENTS and APPENDICES**

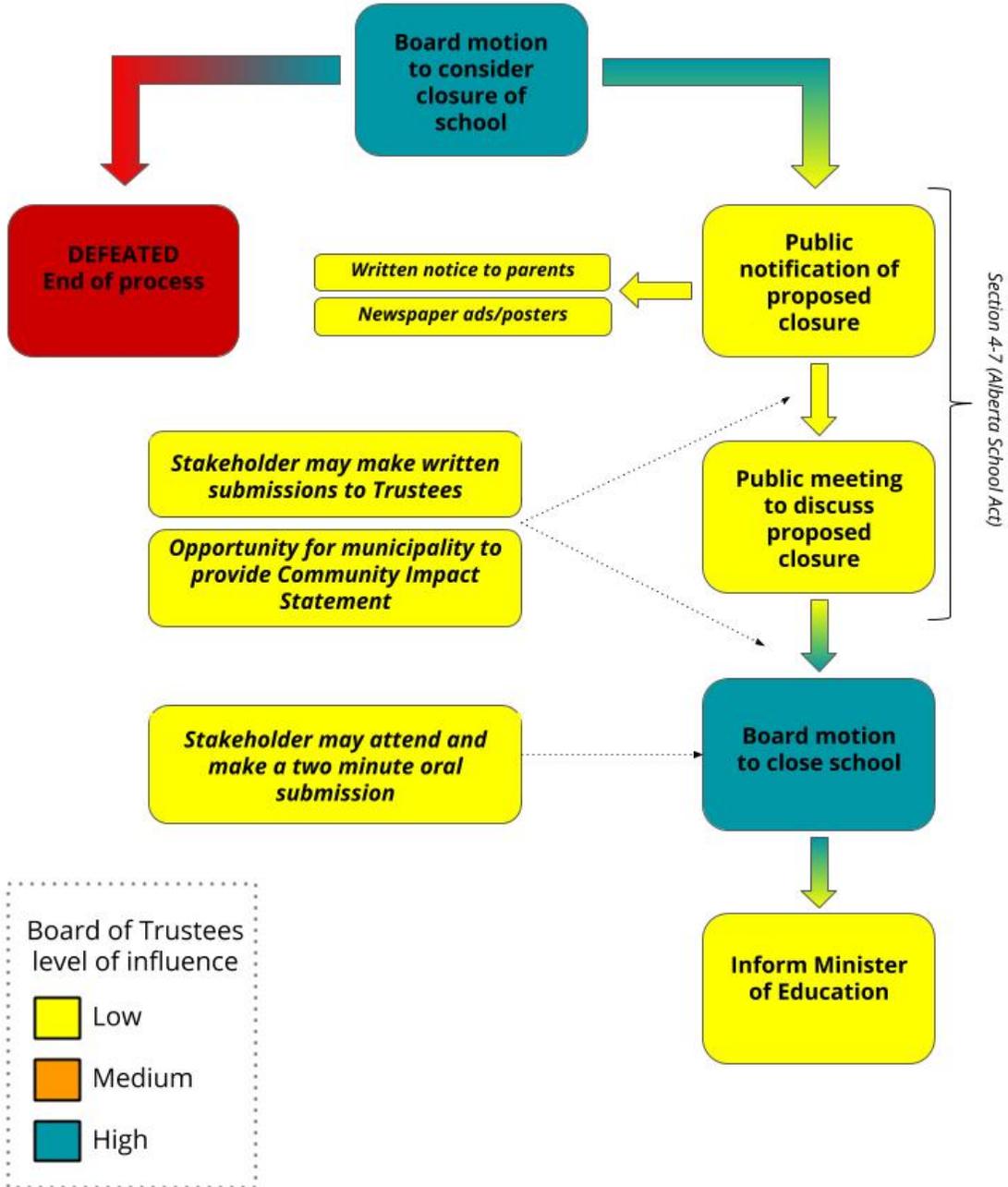
ATTACHMENT I School Closure Process in Alberta

ATTACHMENT II EPSB School Consolidation/Closure Process

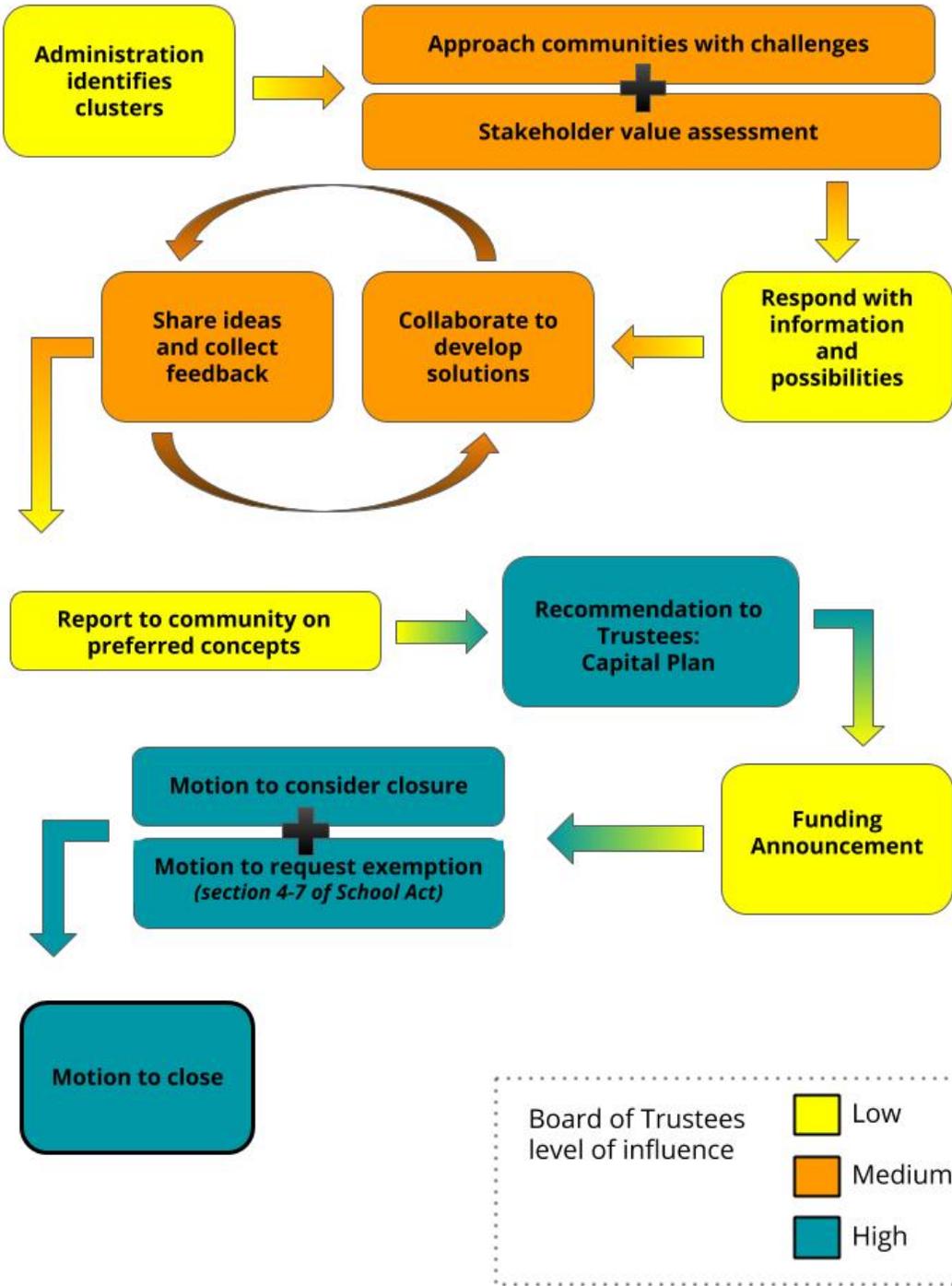
CS:kk

## School Closure Process in Alberta (required by the School Act)

\*Process of school closure is to begin and end in the same school year



### EPSB School Consolidation/Closure Process



# Response to Request for Information Report

**DATE:** November 6, 2018

**TO:** Board of Trustees

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

**SUBJECT:** Response to Relationships and Leases with Childcare Organizations  
(Response to Request for Information #026)

**ORIGINATOR:** Dr. Lorne Parker, Assistant Superintendent

**RESOURCE  
STAFF:** Leanne Fedor, Kris Uusikorpi, Christopher Wright

**REFERENCE:** September 11, 2018, Board Meeting

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## ISSUE

The following information was requested: *that Administration respond to the following questions: 1. How does the District manage relationships and leases with childcare organizations? 2. If a school no longer has space to accommodate a childcare organization, how does the District ensure that partnerships are to be ended in a mutually beneficial way? 3. Is there a minimum required notice to end a lease agreement with a childcare organization?*

## BACKGROUND

For the 2018–2019 school year, there are 65 lease tenants offering child care in 106 operational Edmonton Public Schools. Of the 65 lease tenants, 11 providers offer child care in more than one site. The child care tenants provide a variety of services for both District students and the community at large. Child care includes: before and after school care for school-age children attending the school, kinder-care for Kindergarten students attending the school, day care, pre-school, pre-kinder, play school, and Head Start programs attended by children who are not yet school age. With the exception of before and after school care, the other child care providers require dedicated space for the provision of their services. Child care tenants are situated where school facilities meet child care programming needs and where space permits. As such, child care tenants are spread across the entire city, with the majority of leases occurring in elementary and elementary/junior high schools (Appendix A).

## CURRENT SITUATION

### *1. How does the District manage relationships and leases with childcare organizations?*

Infrastructure Leasing Services staff work with schools, tenants and other central staff in Infrastructure Programs and Student Accommodation (PSA), Infrastructure Project Management, Infrastructure Maintenance and Infrastructure Planning to help manage relationships and leases with childcare organizations. In compliance with the *School Act*, the District practice is to enter into leases for a maximum one-year term (Appendix B). All leases with the District are aligned with the District fiscal year end and are typically executed prior to the end of the previous school year (August).

Conversations with tenants primarily occur between the school administration and the tenant in their school. Childcare programming and school programming collaborate to ensure the success of both

programs operating in unified space. Many of the opportunities, concerns or issues are dealt with on site, and are resolved quickly. School administration staff and tenants are mutually encouraged to contact Leasing Services if there are questions or concerns, if work is required in the tenant space, or if the school is requiring maintenance or renovations that may affect the tenant.

As part of the lease renewal process, Leasing Services invites tenants to meet on a yearly basis. These meetings provide a one-on-one opportunity for Leasing Services staff to discuss any concerns or issues the tenants may have, and also provides an opportunity to share some of the current District context on leasing. At these meetings, tenants sign their lease documents for the upcoming year and any questions or comments can be addressed. These personal connections have proven to be extremely beneficial as the tenant and the District work together throughout the school year.

On an ongoing basis, Leasing Services supports schools and tenants in navigating conversations about the unique relationship that comes from being a tenant in an operating school. All discussions keep District Policy in mind and are viewed through the lens of the District Cornerstone Values: Accountability, Collaboration, Equity and Integrity.

*2. If a school no longer has space to accommodate a childcare organization, how does the District ensure that partnerships are to be ended in a mutually beneficial way?*

Leases are typically located in classroom space. When enrolment increases in a school, those spaces may need to be reclaimed to provide programming for students. Increasing enrolment can be a result of attendance area students or the addition of specialty programming to the school, such as Alternative Programs or Special Education programs. Site based school arrangements to support the needs of our most vulnerable students may influence long-standing lease arrangements and tenant use of dedicated space.

Once pre-enrolment concludes in late April, the process of renewing lease documents commences. Leasing Services staff begin the process by confirming with school administration that the space occupied by the tenant is not expected to change for the upcoming year. The average of leases renewed year over year is 95 per cent. In advance of the lease renewal process and throughout the year, staff in Leasing Services work with school administration, PSA and Infrastructure Planning to learn which schools are facing or may be experiencing enrolment pressures. Working with the Central departments, schools are encouraged to let tenants know what is going on in the school with regard to enrolment pressures. Historically, we have seen enrolment pressure in the suburban areas of the city, i.e. around the Anthony Henday ring road and especially in the south and southeast areas of the city. Although suburban pressure continues, in the last few years the need to reclaim space in core areas of the city is also occurring more frequently.

When it is determined that a school is no longer able to offer dedicated space for childcare, the first action schools and Leasing Services take is to discuss whether there would be an opportunity to offer shared space in the school for a tenant to operate an out-of-school care for school-aged children who attend that school. Very often the schools are able to do so and the tenant continues the out-of-school care portion of their childcare operation. When a tenant and a school share space, it is classified as a roll away program whereby the provider keeps their program activities on a cart and it is rolled into a shared space before and after school.

When leases cannot be continued, Leasing Services connects with the tenant to share the process for being considered for dedicated space in other District schools. If the tenant is interested in potentially leasing space from Edmonton Public Schools in the future, the information for applying for lease District space is shared. Whenever new space becomes available for lease, the leasing application information is consulted to create a short list of possible tenants. The relationship between an operational school and their tenant is unique and in order to best serve our students and the community, we engage in a diligent screening and interview process to ensure there is a good fit for both the tenant and the school.

Leasing Services also provides outgoing tenants with contact information for leasing services provided by other school districts, and will check in with former tenants on how they are doing. In some cases, Leasing Services has also worked with schools to temporarily accommodate an outgoing tenant by sharing space while they are in transition and preparing a new location for use.

Wherever possible, the District endeavors to inform and work with our tenants as soon as possible when their lease space is required to change. Although our District-wide student count has been very accurate, unpredictable enrolment patterns can sometimes affect the amount of time available to have these discussions with tenants. Most tenants who are not having their space renewed are given considerable notice and it is only in rare instances where the minimum notice requirements occur.

### *3. Is there a minimum required notice to end a lease agreement with a childcare organization?*

Tenants who have been in a school for a number of years can develop a sense of ownership for their location as they are often the constant entity as students and school administration come and go. Although it is our wish to provide as much notice as possible to tenants, there is a termination clause in our lease agreements indicating the District will provide at least 90 days' notice. This provides enough time from the end of the pre-enrolment period to the conclusion of a tenant's existing lease agreement in August.

In most cases where a lease agreement is ending at a school, Leasing Services and the school work with the tenant and request that the tenant continues operations to the end of June. This helps to ensure the continuation of child care services to the end of the school year. This also allows for maintenance and fit-up work to occur in July and August to prepare the former tenant space for student use in the new school year.

### **KEY POINTS**

- As District enrolment continues to increase, enrolment pressures are being experienced throughout the city.
- School Space is a finite resource and there are competing interests for space for District use in support of students, e.g., regular programming, alternative programming, and special education; other District uses, e.g., Inclusive Learning staff and Metro Continuing Education; as well as District service providers, e.g., The Family Centre.
- When space is required for Kindergarten to Grade 12 programming, and the space is being occupied by a tenant, the District will recover that space for instructional purposes.
- In compliance with *the School Act*, District practice is to offer leases for a maximum of a one-year term to allow flexibility to fulfill the District mandate (Appendix B).

# Response to Request for Information Report

- If a lease for dedicated space is not renewed, wherever possible school administration and Leasing Services work with child care providers to ensure the continuation of before and after school care in shared space with a roll away program.
- On average the District renews an estimated 95 per cent of all leases year over year.
- Of our 65 child care lease tenants, 94 per cent have been leasing space with the District for 10+ years.

## **ATTACHMENTS and APPENDICES**

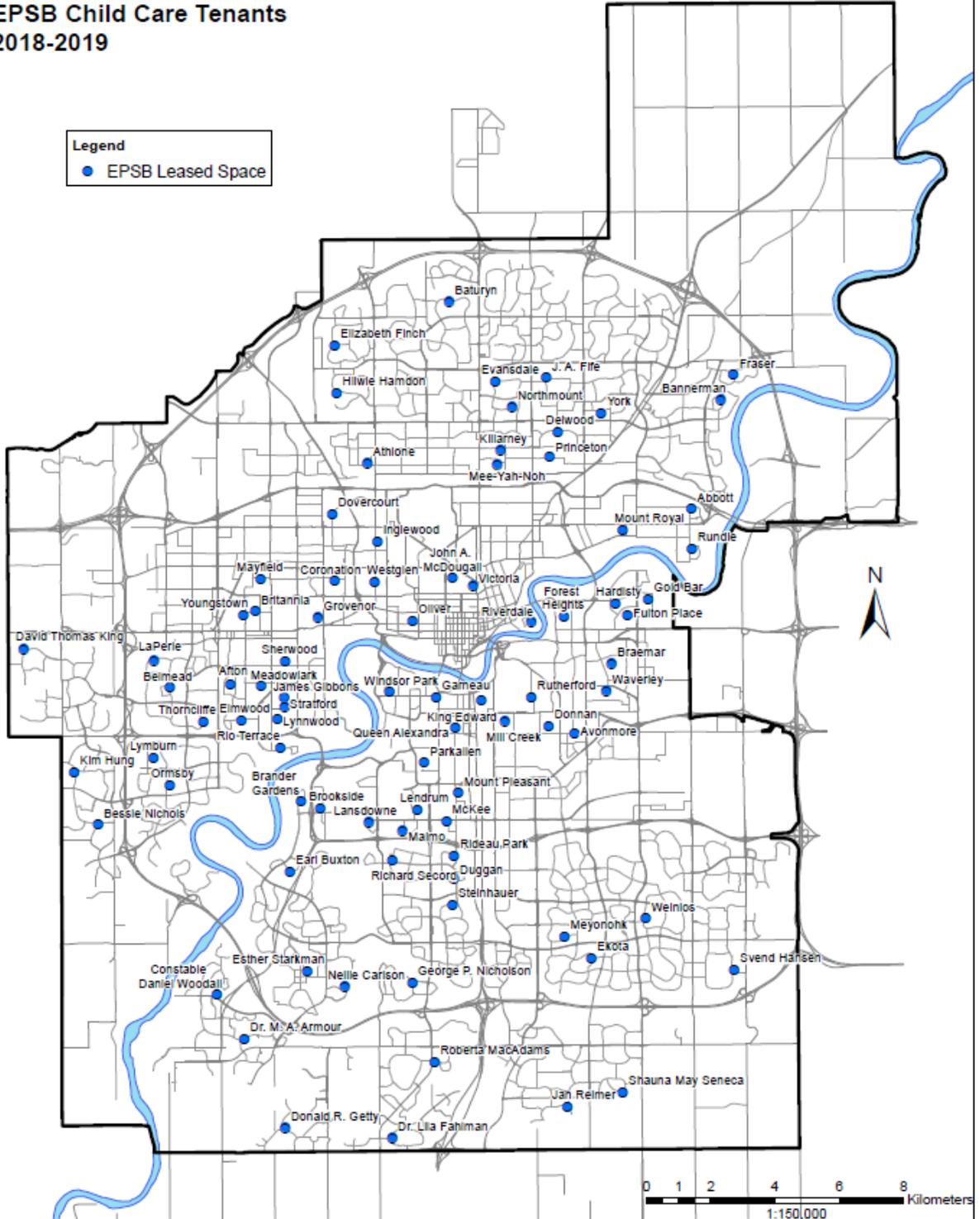
APPENDIX A        EPSB Child Care Tenants 2018–2019

APPENDIX B        Disposition of Property Regulation

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**EPSB Child Care Tenants  
2018-2019**

**Legend**  
● EPSB Leased Space



Province of Alberta Learning  
SCHOOL ACT  
DISPOSITION OF PROPERTY REGULATION  
Alberta Regulation 181/2010  
Extract  
Part 2  
Lease, Sale or Transfer of  
Real Property

Lease of real property

8(1) Notwithstanding section 200(2) of the Act, a board may, without the approval of the Minister,

- (a) lease any real property that is neither a school building nor a portion of a school building,
- (b) lease a school building or portion of it for less than 12 months, and
- (c) lease a school building or portion of it for 12 months or more if the lease contains a termination provision allowing the board to terminate the lease on 12 months' notice