



AGENDA

BOARD OF TRUSTEES

Trisha Estabrooks
Board Chair

Shelagh Dunn
Board Vice-Chair

Sherry Adams
Michelle Draper
Ken Gibson
Nathan Ip
Michael Janz
Bridget Stirling

The Board of Trustees of Edmonton School Division
One Kingsway,
Edmonton, Alberta

Via Zoom
Tuesday, March 9, 2021
2:00 p.m.

Board Meeting #11

- A. Roll Call
- B. Approval of the Agenda
- C. Communications from the Board Chair
- D. Communications from the Superintendent of Schools
- E. Minutes:
 - 1. DRAFT – Board Meeting #10 – February 9, 2021
- F. Recognition:
 - 2. Edwin Parr Teacher Award
(Information)
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, March 8, 2021, to speak under this item.)
- H. Reports:
 - 3. Staff Group Presentation re 2021-2022 Budget
(NO ENCLOSURE)
 - CUPE Local 3550 (Support Staff) 3:00 – 3:15 p.m.
 - 4. Report #23 of the Special Caucus Committee (From the meeting held Feb 23, 2021)
(Information)
 - 5. Motion re: Internet for All
(Recommendation)
 - 6. *Three-Year Capital Plan 2022-2025*
(Recommendation)
 - 7. Information Update Regarding the *Ten-Year Facilities Plan*
(Information)
 - 8. COVID-19 Impact on the Division from January 27 to February 23, 2021
(Information)
 - 9. Bereavement
(Information)
 - 10 IMR/CMR Funding Differences
(Information – Response to Request for Information #095)
- I. Other Committee, Board Representative and Trustee Reports
- J. Trustee and Board Requests for Information

K. Notice of Motion

L. Meeting Dates

M. Adjournment

MINUTE BOOK**Board Meeting #10**

Minutes of the Board Meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held via Zoom on Tuesday, February 9, 2021, at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Shelagh Dunn
Michelle Draper

Trisha Estabrooks
Ken Gibson
Nathan Ip

Michael Janz
Bridget Stirling

Officials

Angela Anderson
Todd Burnstad
Ron McNeil
Karen Mills

Leona Morrison
Kathy Muhlethaler
Kent Pharis
Nancy Petersen

Darrel Robertson
Carrie Rosa
Liz Yule

Board Chair: Trisha Estabrooks

Recording Secretary: Shirley Juneau

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.

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

The Superintendent advised that Trustee Janz would be joining the meeting shortly. All other Trustees were present.

B. Approval of the Agenda

MOVED BY Vice Chair Dunn:

**“That the agenda for the February 9, 2021, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

C. Communications from the Board Chair

The Board Chair shared that February is Black History Month and that while it is important to take time to celebrate and reflect on the amazing contributions of Black Canadians to the city, province and country, it is important to recognize that this not just be a month-long activity. She said that we can

MINUTE BOOK

and we must do better to ensure greater awareness of Black people, their history and their contributions in our curriculum as well as actively promote anti-black racism in our school system.

The Board Chair advised that there are some powerful conversations happening in Division schools, conversations being led by students about anti-racism. She remarked that it is clear that we still have a lot of work to do after reading about what the Edmonton Police are calling hate motivated assaults involving two Muslim women in the city last week. The Board Chair stated that everyone has a part to play in denouncing hate and speaking up when we witness acts and words of racism.

The Board Chair noted that it has been five years since the city and the Division welcomed more than 500 Syrian children to Edmonton Public Schools and the contributions of these families and their children to the Division has strengthened what it means to be an inclusive and welcoming school division.

The Board Chair advised that the Board of Trustees continues to advocate to the provincial government and to the Alberta School Boards Association for this year to be a “hold harmless” year in terms of funding.

D. Communications from the Superintendent of Schools

The Superintendent acknowledged that schools and families are preparing for pre-enrolment, which will begin on March 8, 2021. He advised that the open houses will be virtual this year, but they are still a great way to learn more about schools and the programs they offer. The Superintendent asked that students and families refer to SchoolZone and epsb.ca to find dates and times for the open house virtual events.

The Superintendent advised that Monday, February 15, is Family Day and that this year has made us realize how important the support of family is. He acknowledged that not everyone has close family ties. However, Family Day provides everyone an opportunity to say thank you to the people who encourage and support us throughout the year, and to reach out to those who might need some extra support.

E. Minutes

1. Board Meeting #09 – January 26, 2021

MOVED BY Vice-Chair Dunn:

**“That the minutes of Board Meeting #09 held January 26, 2021, be approved as printed.”
(UNANIMOUSLY CARRIED)**

F. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

MINUTE BOOK**G. Reports**

2. Report #22 of the Special Caucus Committee (From the meeting held January 19, 2021)

Information was provided regarding actions taken at the January 19, 2021, Special Caucus Committee meeting.

3. Student Senate Work Plan Update

The Student Senate presented to the Board of Trustees an update of their work in support of their 2020-2021 Work Plan.

4. COVID-19 Impact on the Division from November 11, 2020, to January 26, 2021

The Board of Trustees received an update on the COVID-19 impact on the Division from November 11, 2020, to January 26, 2021.

The Board Chair asked how many COVID-19 tests have been done for staff by the mobile testing unit. The Superintendent advised that this information would be provided in the March 9, 2021, COVID-19 update report.

5. School Council Annual Report Highlights Summary

Information was provided regarding highlights from the 2019-2020 school annual reports.

The Board Chair requested that Administration send a copy of this report to the Alberta School Councils Association for their information.

There was a short break in the meeting.

6. Strategic Plan Update: Early Years

An update was provided to the Board of Trustees with an overview of the Division's efforts in support of its youngest learners through a more detailed look at the Early Years Evaluation - Teacher Assessment (EYE-TA) data. The report also provided a historical summary of the development of the Division's Pre-Kindergarten program, including the impact of changes to provincial Program Unit Funding (PUF).

The Board Chair stated that restoration of PUF is a major advocacy issue for the Edmonton Public School Board. The Board Chair requested that Administration send this report to the Minister of Education.

There was a short break in the meeting.

MINUTE BOOK

7. Special School Tax Levy Plebiscite Process
(Response to Request for Information #090)

Information was provided regarding the special school tax levy plebiscite process.

8. Changes to the *Local Authorities Election Act* concerning Political Action Committees
(Response to Request for Information #091)

Information was provided regarding changes to the *Local Authorities Election Act* concerning Political Action Committees.

H. Other Committee, Board Representative and Trustee Reports - None

I. Trustee and Board Requests for Information

Trustee Dunn advised that in the fall, Edmonton Public Schools put forward the following policy position at the Alberta School Boards Association, which passed with a majority vote by school boards in Alberta:

That Alberta Education reverse decisions on Program Unit Funding (PUF) program eligibility in order to ensure that all students with mild to moderate and severe disabilities-delays who require specialized early intervention provided by this funding are able to receive it, and that funding of the PUF Program be restored to the equivalent per-student amount as 2018 levels, including Family Oriented Supports, allowing Early Childcare Service providers to offer fully funded half-day programming, and that program funding be extended from two years to three years to include supports for Kindergarten.

Trustees Dunn and Gibson requested the following information:

1. How have the reductions to PUF impacted the supports for students in Kindergarten at Edmonton Public Schools? Are we expecting an impact on school readiness in Kindergarten? Please include any information deemed relevant for budget considerations for the 2021-2022 school year.
2. Recognizing that our funding model has changed significantly, please provide as much information as possible on EPSB spending (or allocations) on Kindergarten for the 2018-2019, 2019-2020 and 2020-2021 school years. Please include total amounts spent on or allocated to Kindergarten, as well as spending on specialized supports in Kindergarten.
3. Please include Kindergarten enrolment numbers so a per-student equivalent may be calculated for comparison across years, and please provide the number of students who qualified for PUF supports in these years as a proportion of the total number of students enrolled in Kindergarten for these years.
4. For every coded student who previously received PUF, what would the Division estimate the anticipated typical annual cost of supports and typical number of years supports are required in Division 1 years to ameliorate the loss of the PUF intervention?

MINUTE BOOK

5. Under the Weighted Moving Average funding model, what is the gap between the typical annual cost and the amount of funding provided?

Trustee Stirling requested the following information on behalf of the Board Advocacy Committee regarding Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) funding:

1. What are the differences between IMR and CMR funding and how those funds can be used by the Division?
2. Is Administration able to provide clarity on the proposed future of the CMR grant?
3. What opportunities and challenges may be associated with the future direction of CMR funding?

J. Notices of Motion

Trustee Janz served notice of motion that:

1. The Edmonton Public School Board advocate for the establishment of a municipal broadband modelled on the example of Connect Toronto and other publicly owned telecommunications initiatives across North America.
2. The Edmonton Public School Board advocate to the federal and provincial governments for immediate initiatives to increase accessibility, quality and reduce costs of internet for students, staff, and families.

K. Next Board Meeting: Tuesday, February 23, 2021, at 2:00 p.m.

L. Adjournment: 5:15 p.m.

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: March 9, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Edwin Parr Teacher Award

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

RESOURCE STAFF: Trish Kolotyluk, Kevin Carson

ISSUE

Each year, principals are invited to nominate first year teachers for the Edwin Parr Teacher Award which is sponsored by the Alberta School Boards Association (ASBA). One nominee is selected to represent the Division at the zone level.

BACKGROUND

Two first year teachers were nominated by their principals for the 2021 ASBA Edwin Parr Teacher Award. A committee of Division leadership staff met on Tuesday, February 2, 2021, to review and assess the nominations relative to the selection criteria established by ASBA. Results from the committee's assessment, as well as points awarded based on scholastic achievement and student teaching evaluations were compiled. Based on the selection criteria, both nominees were invited to a virtual meet and greet with the Division Support Team.

CURRENT SITUATION

Each of the following nominee semi-finalists will be introduced:

Nominee	School
Peter Csiszar	Alberta School for the Deaf
Leah Hackman	Strathcona School

KEY POINTS

The Division nominee for the Zone 2/3 2021 Edwin Parr Teacher Award will be announced by the Superintendent of Schools and will be presented with an engraved plaque.

TK:am

DATE: March 9, 2021

TO: Board of Trustees

FROM: Trustee Shelagh Dunn, Caucus Committee Chair

SUBJECT: Report #23 of the Special Caucus Committee (From the meeting held February 23, 2021)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

REFERENCE: [Trustees' Handbook](#) – Caucus Committee - Section 5.4

ISSUE

The Board approved the following recommendation at the March 3, 2015, Board meeting: 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 February 23, 2021, Special Caucus Committee meeting:

Naming of Dan Knott School, Naming of new school in Keswick Neighbourhood

1. *That the naming criteria and matrix are confirmed for the upcoming naming/re-naming process for the new Keswick school and existing Dan Knott School.*

BACKGROUND

In September 2020, the Board of Trustees passed a motion: "That the Division rename Dan Knott and Oliver Schools following a process where it seeks input from the community, following a process similar to the naming of new schools."

The process for naming of new schools is being initiated to rename Dan Knott School and will allow for the school to open for the 2021-2022 school year with a new name.

In addition to renaming Dan Knott School, the Division has an opportunity to choose a name for a new K-9 school in the Keswick area at the same time.

The timing of the renaming of Oliver School is being aligned with the community league's efforts and engagement in renaming the community. Once that community league's process is complete, the Division will work towards renaming Oliver School, seeking community, staff, student and parent feedback.

KM:sj

DATE: March 9, 2021

TO: Board of Trustees

FROM: Trustee Michael Janz

SUBJECT: Motion re: Internet for All

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

ISSUE

Notice of motion was served at the February 9, 2021, Board meeting.

BACKGROUND

Access to the internet is now a necessity. The high cost of service affects participation in school, opportunities in the job market, health care, and many other aspects of daily life for our students, staff, and families.

This motion is about the Edmonton Public School Board advocating to the federal and provincial governments, including the CRTC, for immediate initiatives to increase accessibility, quality and reduce the cost of internet for students, staff, and families. This will save all of us time and money.

Many jurisdictions have studied municipal broadband and found that it has not only provided better quality internet at much more affordable prices, but also helped drive down the costs from private internet providers by almost half. Chattanooga, Tennessee studied their municipal broadband for 10 years and found an economic benefit of \$2.69 billion. Researchers, including the most recent study from Harvard have consistently found that [community-owned networks are faster, cheaper, and better](#).

Public education for all can't work if we don't have internet for all

Municipal broadband is about treating the internet like a public utility, like our roads, street lights, or water service rather than a for-profit private company. It's about breaking the duopoly of big providers and bringing competition back to the marketplace and making sure vulnerable people can still have access to health care, services, and education—all of which require internet access.

The pandemic has highlighted how vital internet connectivity is. [It was inspiring to see Toronto City Council take action in ensuring equitable access to the internet by investing in municipal broadband \(ConnectTO\).](#) ([Read the recommendation here.](#)) They will fill in fibre connectivity gaps and provide more affordable options for low-income families who cannot currently afford internet that meets their needs.

Public interest, not excessive private profit

Many telecoms are *incredibly* profitable. Bell Media took \$122 million in payouts from the COVID wage subsidy (CEWS) despite laying off workers and still turning a profit. [Rogers, Bell, and Telus collected more than \\$240 million from Canada's wage-subsidy program, and Bell and Telus raised shareholder payouts.](#) Telus' yearly net income regularly exceeds \$1 billion.

We can do much better.

For example, supporting the [CBB as advocated by ACORN Canada and the Public Interest Advocacy Centre](#) would see a payment to reduce internet bills by \$50/month for low-income Canadians and those Canadians qualifying for the CERB benefit. It would largely parallel the \$50USD benefit recently approved in Congress for Americans facing barriers.

Locally, I am unimpressed by existing low-income internet offerings, some of which require proof of family income below \$31,120 per year, which is (punishingly) low. One service only provides a maximum of 25 megabits of download service, which is below the CRTC's minimum recommended threshold of a 50 megabit connection for a typical household. This program merely offers half of a proper internet connection to the absolute poorest families. This is inadequate, as it is too slow and excludes too many people.

Our families should not have their access to a public utility dependent on the whim of a company. We need the government to take action. First in reasserting their role as a regulator. Secondly, taking leadership in public services.

WHY DOES THIS MATTER TO SCHOOL BOARDS?

Internet for All is just as important to participation in education as our school bus system. In late November, I was in a results review meeting with a principal from a school in a lower-income community (here in south-central Edmonton). They shared that one of the barriers their school community faced was access to a telephone, technology, and internet. Some of the families did not even have phones and were unable to be reached. We've heard from other school boards across Canada about the digital divide and how some areas lack connectivity.

Learning from Toronto

Toronto City Councillors passed amendments such as:

- Two requests to the CRTC, to finally implement their 2015 plan for opening wholesale access for fibre broadband, as well as forcing telecom companies to roll over customers' unused data at the end of their billing cycle.
- Expanding the scope of the project's exploration to examine public Wi-Fi options, prioritize low-income neighborhoods and senior citizens, consult with the community and anti-poverty advocates, and locate existing city-owned infrastructure assets to leverage for connectivity.

Community broadband has already been successful in other municipalities across Canada, such as Coquitlam, BC; Stratford, ON and Olds, AB. Where it's been implemented, community broadband has improved customers' choice of providers, connected entire areas to speeds much higher than average, and often lowered Internet bills overall. Here's more information about the [growing digital divide across Canada from NOW Toronto](#).

Thinking big picture for school boards

Public education is the cornerstone of our democracy. Internet connectivity will be a force multiplier for our economic growth and potential in the future.

- What steps as a Board can we take to ensure equitable, universal, barrier-free access to connectivity for Edmonton Public students?
- More broadly, what steps are there that could be taken by partners (especially school boards and local municipalities) to improve access and affordability?

- How could we harness our collective purchasing power in support of our students, staff, or families?
- Albertans have spent millions of dollars [connecting our public assets through the Alberta Supernet](#). As taxpayers, we've already invested in wiring our public institutions, hospitals, schools, and even LRT lines. Can we turn our broadband or supernet into a hub for families? Can we share our internet after school hours with families? What can we do to help the school be a community hub-- as a physical and digital space?
- What if we stopped thinking about the internet as a public commodity that was up to each individual consumer to "pay to play" but instead as a "public utility" like our streetlights or library that could illuminate learning, engagement, and possibility for all of us?

Municipal Broadband is achievable

Some communities have moved towards a municipal broadband model. What could we do to partner with the City and other educational institutions to make Edmonton a hub for the future of telecommunications?

This has enormous potential for all of the partner divisions across Alberta that Division staff are supporting. I'm inspired by the Cree nation in James Bay -- [the Eeyou who helped set up some of the fastest internet anywhere in Canada](#).

"Fibre-to-the-Home" is in the third phase of its plan to connect 14 communities in Eeyou Istchee and James Bay to a modern network at reasonable rates. The package that will be offered to Cree communities will include high speed internet with speeds up to 1 Gbps, as fast as anything in Montreal and Toronto... The package will also include home phone with 12 features and long distance included, and a TV service of more than 100 channels from Canada, the U.S. and around the world. The companies say they will be able to offer the services at prices comparable to similar residential services in Montreal and Quebec City.

RELATED FACTS

- There is a growing interest in Internet as a public utility (municipal broadband) across North America.
- Internet access is essential to our students, staff, and families for participation not only in public education, but society.
- The CRTC could take steps immediately to improve competition, connectivity, quality, and lower prices but they lack the political will to do so.

RECOMMENDATION

1. That the Edmonton Public School Board affirm that internet access is essential to our students, staff, and families for participation not only in public education, but society, and should be accessible and affordable for all.
2. That the Edmonton Public School Board request that provincial school board organizations such as the Alberta Schools Boards Association and the Public School Boards' Association of Alberta advocate to the federal and provincial governments on behalf of all Alberta school divisions for immediate initiatives to increase accessibility and quality and reduce costs of internet for students, staff, and families.

OPTIONS

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

NEXT STEPS

Following approval of the recommendations, the Edmonton Public School Board will:

- Write a letter of support to the federal government for the \$50 per month “Canadian Broadband Benefit” (CBB) as outlined by the Public Interest Advocacy Centre.
- Write to the Alberta Schools Boards Association and the Public School Boards’ Association of Alberta requesting that they advocate to the federal and provincial governments on behalf of all Alberta school divisions for immediate initiatives to increase accessibility and quality and reduce costs of internet for students, staff, and families.

MJ:km

DATE: March 9, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: *Three-Year Capital Plan 2022–2025*

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent

RESOURCE STAFF: Shauna Bland, Josephine Duquette, Terri Gosine, Kim Holowatuk, Scott Humphrey, Roland Labbe, Valerie Leclair, Andrew Lowerre, Shaminder Parmar, Jennifer Thompson, Christopher Wright

REFERENCE: [Infrastructure Planning Principles Policy \(EA.BP\)](#)
[Strategic Plan 2018-2022](#)
[Ten-Year Facility Plan 2020-2029](#)
[School Capital Manual](#)

ISSUE

The Board of Trustees is required to annually approve and submit to the province, the Division's Three-Year Capital Plan (Attachment I). The deadline for submission of the *Three-Year Capital Plan 2022–2025* to Alberta Education is April 1, 2021.

BACKGROUND

The current Three-Year Capital Plan 2021-2024 was approved by the Board of Trustees on [February 25, 2020](#), and updated on [October 20, 2020](#) to reflect the funding announcement of a new high school in The Meadows plan area.

The Division is in the process of completing five school capital projects approved from previous Three-Year Capital Plans. This includes two new schools, two replacement schools, and one school modernization/addition. All five projects are being managed by the Division.

School Name	Type of Project	Status of Construction	Scheduled Opening
Aleda Patterson School (K-3)	Replacement	Substantially Complete	Fall 2021
Alex Janvier School (4-9)	Replacement	Substantially Complete	Fall 2021
Highlands School (K-9)	Modernization / Addition	Substantially Complete	Fall 2021
Dr. Anne Anderson School (10-12)	New	Substantially Complete	Fall 2021
Garth Worthington School (K-9)	New	Substantially Complete	Fall 2021

Two additional new school projects are commencing construction. These projects are being managed by the Province and will be delivered through a P3 delivery model (Public Private Partnership).

School Name	Type of Project	Status of Construction	Scheduled Opening
Keswick School (K-9)	New	Construction	Fall 2022
Southeast High School (The Meadows 10-12)	New	Design	Fall 2024

Planning Context

The strategic direction for Division facility planning is outlined within the *Ten-Year Facility Plan 2020-2029*. While the plan is not specifically updated, Administration will provide an Information Report to the Board on March 9, 2021.

The Division's enrolment for the 2020-2021 school year declined by 1,274 students or 1.2 per cent from the previous school year. This marked the first time in 13 years that the Division experienced a decline in enrolment. Projections were completed in early March, before restrictions related to the global COVID-19 pandemic were announced. The added economic stress of the restrictions on the provincial economy, already negatively impacted by weakness in the energy sector, is considered a key factor that contributed to the enrolment decline.

The Division is projecting that student enrolment will likely return to "near-normal" levels in 2021–2022 and increase by 2.1 percent, based on current conditions and knowns, and we expect continual growth over the next three years.

RELATED FACTS

- The Three-Year Capital Plan is required to be approved by the Board of Trustees annually and submitted to the Province prior to April 1 of each year.
- The format of the Three-Year Capital Plan focuses on the identification and prioritization of capital priorities for the Division.
- Only one aggregated list of project priorities, combining new construction with modernization/replacement priorities, can be submitted to the province.
- The Division is in the process of completing five school capital projects approved from previous Three-Year Capital Plans including two new schools, two replacement schools, and one school modernization/addition/demolition.
- Two additional projects have been funded for construction; a new K-9 school in the Keswick neighbourhood and a new high school in The Meadows plan area.
- The plan introduces two additional new construction priorities in Year 3 of the Plan to accommodate growth in the developing communities of Aster K-9 and Crystallina Nera K-6, and proposes adjustment to two other priorities for the Windermere/Glenridding Heights area. No new modernization or replacement school projects for the Division are funded by the province; therefore, no changes are proposed for the ranking of these projects.
- An ongoing and predictable funding of modernizations and replacement projects is required to address the Division's deferred maintenance.

RECOMMENDATION

That the proposed *Three-Year Capital Plan 2022–2025* be approved for submission to the Province.

CONSIDERATIONS and ANALYSIS

The capital priorities in this proposed *Three-Year Capital Plan* align with the Division's Infrastructure Planning Principles, the Strategic Plan 2018–2022, and Ten-Year Facilities Plan 2020–2029. The Division expects enrolment growth to continue to put pressure on existing capacity, despite a decline in overall enrolment this year. Much of the student residency growth will be focused in new growth areas, with some mature communities seeing stabilization of student residency, partially attributable to infill and intensification projects. Funding for modernization projects and Infrastructure Maintenance and Renewal funding has been consistently below levels required to maintain optimal learning environments within the Division's aging infrastructure. The uncertainty of access to capital funding creates challenges in prioritizing projects for both new construction and the modernization/replacement of schools.

Capital Planning Methodology

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 other data sources, and analysis of development and student residency data that includes but is not limited to:

- the number of current students residing in an area and the number of projected students for that area
- the 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
- the average distance travelled by the students to their designated school from the proposed site
- the “site readiness” of the proposed project site as defined by the Province
- impact of any capacity recently constructed or currently under construction

New Construction Considerations

Although the Division has seen a decline in enrolment for the 2020-2021 school year, the decline has not been concentrated in a specific geographic area of the city. Schools in areas of the city where new construction priorities have been identified closely met their enrolment projections. This means that pressure for new schools in developing areas will continue, as the majority of projected new students will reside in developing areas where schools are at or nearing capacity. All requests for new construction are located in developing neighbourhoods, with most being in the southwest and west areas of the City. Students from new growth areas will continue to be accommodated in schools in mature and established areas where there is some available space. If no new construction is realized, students will face increasing travel times to their designated schools, adding to student transportation challenges for families and the Division.

Two phases of a new school in Windermere-Glenridding Heights are proposed to be consolidated into one request for a 2,400 capacity Grade 7-12 school. The proposed elementary school in Glenridding Heights is also recommended to rise in priority. The Plan includes new construction priorities in the Aster and Crystallina Nera neighbourhoods. With schools in the southeast sectors already experiencing high utilization, new residential development in these and surrounding neighbourhoods will increase accommodation pressures at existing school sites. The Division will continue to monitor new growth expected to occur in the Decoteau, Horse Hill, and Riverview areas.

Modernization/Replacement Project Considerations

Funding for modernization projects and Infrastructure Maintenance and Renewal funding has been consistently below levels required to maintain optimal learning environments within the Division’s aging infrastructure. The following factors are used to prioritize modernization/replacement projects: current and projected student enrolment, school utilization, deferred maintenance, building replacement costs, Facility Condition Index and community consultation. Consistent enrolment in core and mature areas, together with aging infrastructure, continue to support the modernization and replacement priorities on the Plan.

The modernization/replacement project priorities remain unchanged from the previous capital plan, as there has been no funding announced for this category of projects since March, 2018. Delton and Spruce Avenue replacement school projects remain as the first and second priorities, respectively, for the Division. Delton and Spruce Avenue schools serve large geographic areas with a vulnerable student population. Replacing the aging infrastructure at these two sites will ensure that students in these areas have equitable access to high quality learning environments. Providing modern facilities would achieve the Board’s intended goal of enhancing educational programming opportunities for students in City Centre Education Partnership schools, via its April 2010 decision to reconfigure programming for students to fewer sites. Accessibility, safety, and building condition challenges remain for these two

schools. Both schools would serve portions of Blatchford and the Edmonton Exhibition Lands once housing development is realized.

The plan continues to include major modernizations for three high schools that have yet to receive any significant modernization despite their age, as well as four additional aging schools. The two unfunded Space for Students in Mature Communities initiatives in the city's mature areas of Britannia and Rosslyn remain as capital priorities. A preferred consolidation concept for the Britannia cluster was identified and approved by the Superintendent in the fall of 2018. The approved concept would consolidate Brightview, Britannia, Mayfield and Youngstown schools into a new Pre-Kindergarten – Grade 3 school on the Mayfield School site and a new K-9 school on the Britannia School site. This proposed consolidation, as well as a yet to be determined configuration for the Rosslyn cluster remain unfunded.

In order to reflect the Division's ongoing commitment to address its aging infrastructure in the mature communities, one additional cluster 'placeholder' is included in the list of priorities, to support possible outcomes from potential future school consolidation discussions. Provincial funding support for replacement schools as part of the Division's Mature Community discussions is a critical component to meaningful community involvement: stakeholders must see that improved learning environments, sustainable programming, and community reinvestment will result from their active collaboration in the process.

An ongoing and predictable funding of modernizations and replacement projects would align with comments in the McKinnon Report which: *"strongly encourage the Government of Alberta to establish a stable and sustainable level of annual capital spending and put an end to the 'boom and bust' cycles."*

Programming and Student Accommodation

The Division continues to work to ensure programming options are available to as many students as possible, and distributed based on demand. Program distribution allows the Division to ensure all students have access to a range of learning opportunities, while ensuring optimal facility utilization.

Aggregation and Provincial Consideration

The *Three-Year Capital Plan 2022–2025* outlines the Division's capital priorities for the next three-year period. The *Plan* reflects capital investment in both mature areas and new growth areas. It includes a breakdown of project costs and demonstrates that the Division is able to deliver projects during the three-year period. Once approved, the priorities and supporting documentation are entered into the provincial database system, which includes copies of provincially required Site Readiness Checklists for new or replacement school projects identified in Year 1 of the submission. Alberta Education reviews and prioritizes the Division's school capital projects among all school divisions in the province, in accordance with their criteria as listed in the *Alberta School Capital Manual, March 2015* (Attachment II): health and safety, building condition, utilization rates, enrolment projections, education program delivery and impact, site readiness and infrastructure performance. Their review will also include any additional information provided such as regional plans or partnership opportunities.

NEXT STEPS

If approved, the *Three-Year Capital Plan 2022–2025* will be submitted to Alberta Education by April 1, 2021, for consideration of future capital funding announcements.

ATTACHMENTS and APPENDICES

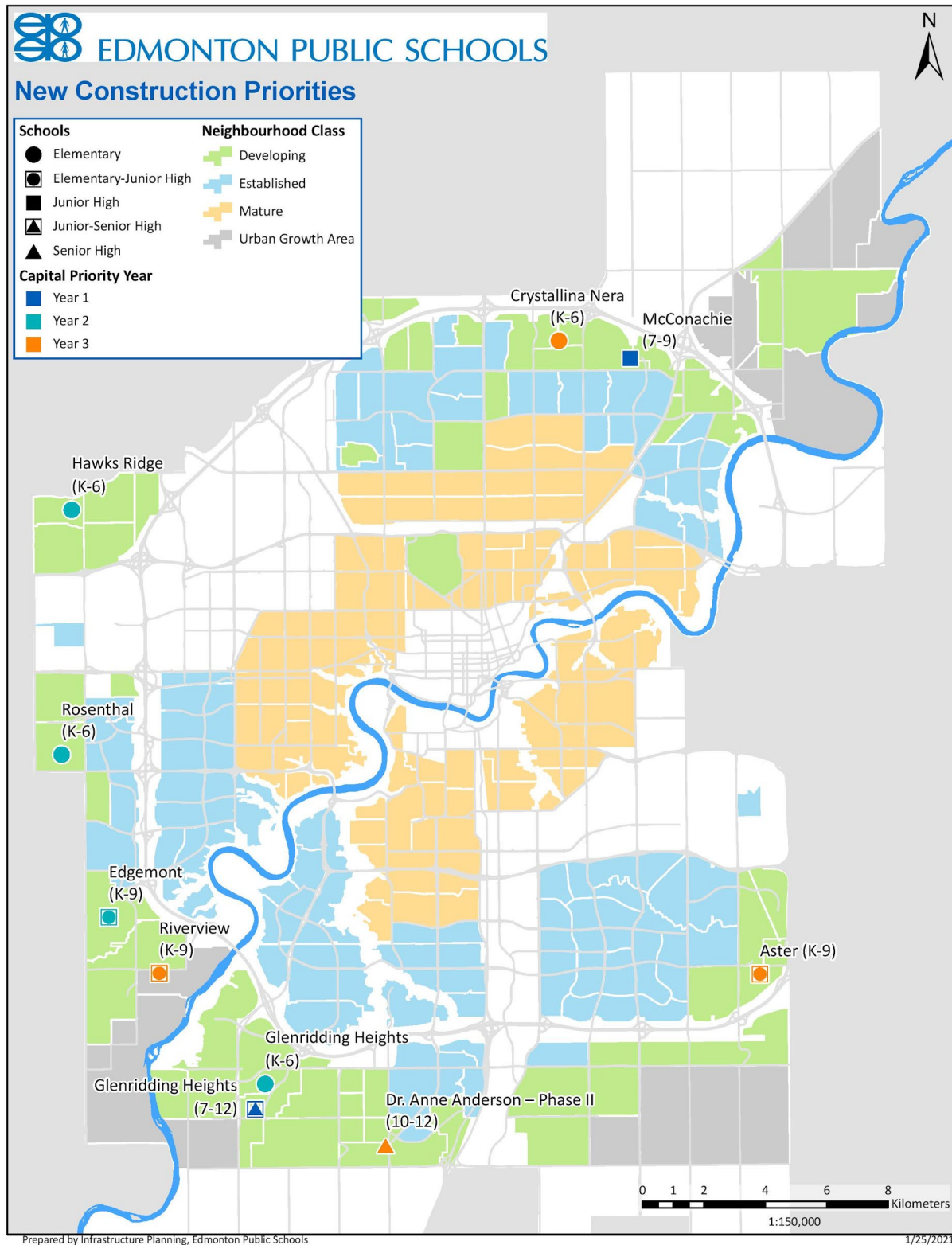
- ATTACHMENT I Three-Year Capital Plan Aggregated List of Priorities
- ATTACHMENT II Alberta School Capital Manual

SP: or

Edmonton Public Schools New Construction Priorities 2022-2025

Priority 2021–2024	Priority 2022–2025	New Construction Project Location	Capacity	Sector	Cost (millions)
Year 1	Year 1				
1	1	McConachie 7-9	950	N	\$36
2/4	2	Glenridding Heights 7-12	2400	SW2	\$78
Year 2	Year 2				
3	3	Edgemont K-9	950	W	\$34
6	4	Glenridding Heights K-6	650	SW2	\$22
5	5	Rosenthal K-6	650	NW	\$22
7	6	Hawks Ridge K-6	650	NW	\$22
Year 3	Year 3				
9	7	Dr. Anne Anderson School Addition – Phase II	600	SW2	\$11
8	8	Riverview K-9	950	W	\$34
-	9	Aster K-9	950	SE1	\$34
-	10	Crystallina Nera K-6	650	N	\$22

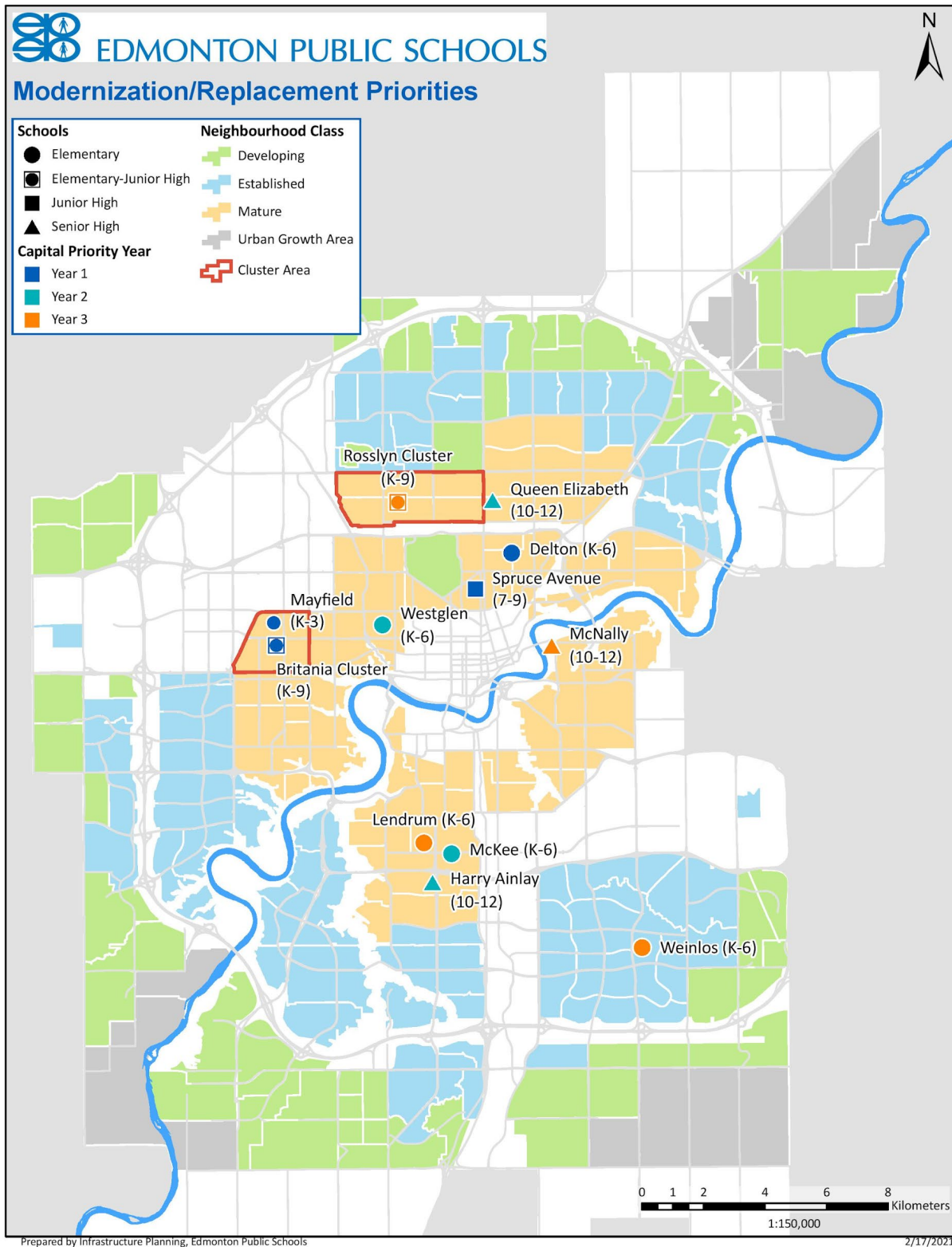
New Construction Map



Edmonton Public Schools Modernization/Replacement Priorities 2021-2024

Priority 2020–2023	Priority 2021–2024	Modernizations/Replacements	Capacity	Sector	Cost (millions)
Year 1	Year 1				
1	1	Delton Replacement K–6	650	C	\$17
2	2	Spruce Avenue Replacement 7–9	450	C	\$15
3	3	Space for Students in Mature Communities Britannia Cluster: (Mayfield Replacement PK-3 and Britannia Replacement K-9)	1,100	NW	\$45.1
Year 2	Year 2				
4	4	Queen Elizabeth Modernization/Replacement	Modernization/ Replacement	N	TBD/\$78
5	5	Harry Ainlay Modernization	Modernization	SW1	TBD
6	6	McKee Modernization/Replacement	350	SC	\$13.5
7	7	Westglen Modernization/Replacement	350	C	\$13.5
Year 3	Year 3				
8	8	Space for Students in Mature Communities Rosslyn Cluster: Concept to be Determined	1,800–2,400 Replacement or Modernization	N	\$62–73
9	9	Lendrum Modernization/Replacement	350	SC	\$9
10	10	Weinlos Modernization/Replacement	350	SE1	\$13.5
11	11	McNally Modernization/Replacement	Modernization/ Replacement	SC	TBD
12	12	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or modernization	TBD	TBD

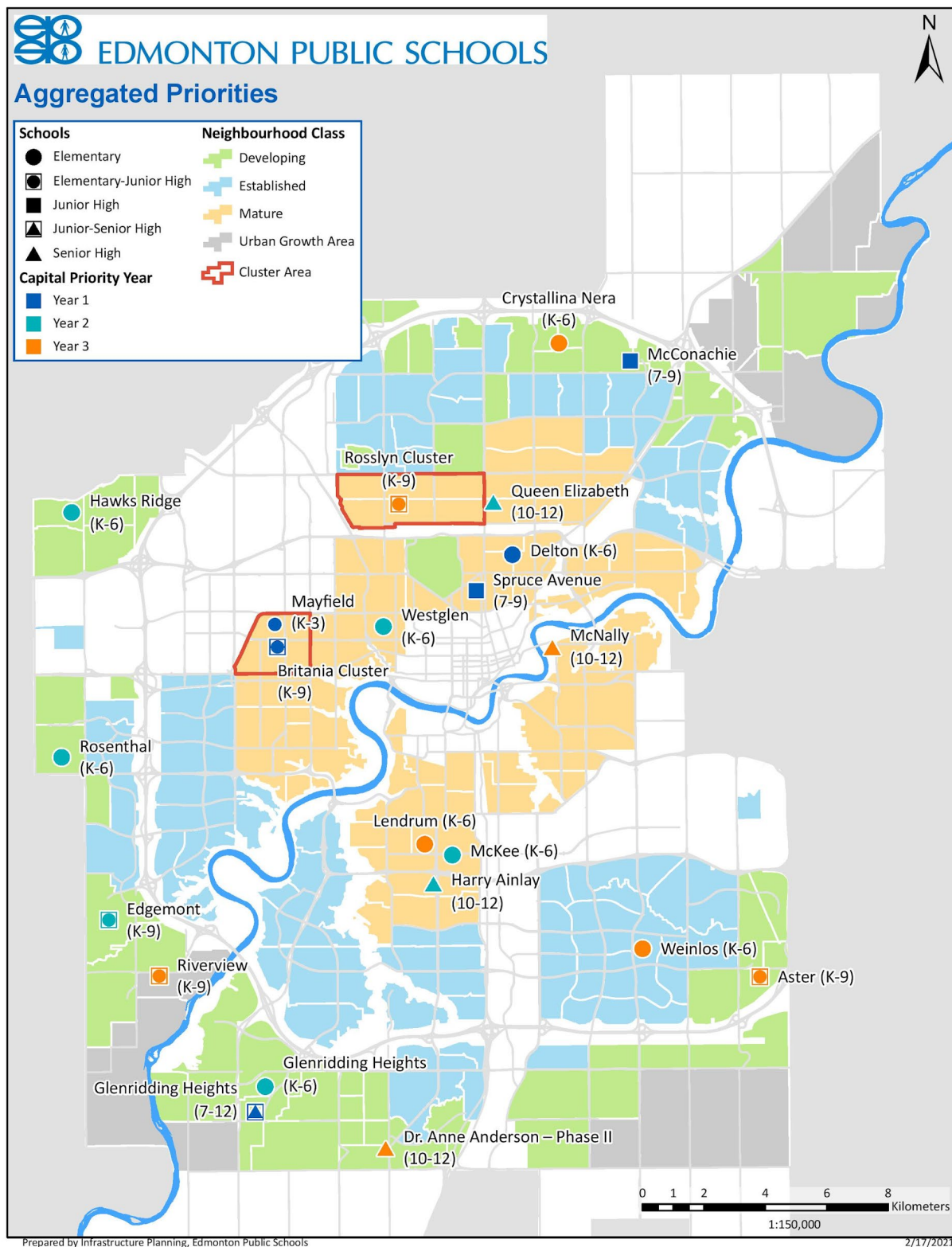
Modernization/Replacement Map



Edmonton Public Schools Aggregated Priorities 2022-2025

Priority 2021–2024	Priority 2022–2025	Aggregated Priorities	Capacity	Sector	Cost (millions)
Year 1	Year 1				\$191.1
1	1	Delton Replacement K-6	650	C	\$17
2	2	Spruce Avenue Replacement 7-9	450	C	\$15
3	3	McConachie 7-9	950	N	\$36
4 & 9	4	Glenridding Heights 7-12	2,400	SW2	\$78
5	5	Space for Students in Mature Communities Britannia Cluster: (Mayfield Replacement PK-3 and Britannia Replacement K-9)	1,100	NW	\$45.1
Year 2	Year 2				\$191.5
6	6	Edgemont K–9	950	W	\$34
7	7	Queen Elizabeth Modernization/Replacement	Modernization/Replacement	N	TBD/\$78
8	8	Harry Ainlay Modernization	Modernization	SW1	TBD
12	9	Glenridding Heights K-6	650	SW2	\$22
10	10	Rosenthal K–6	650	NW	\$22
11	11	McKee Modernization/Replacement	350	SC	\$13.5
13	12	Westglen Modernization/Replacement	350	C	\$13.5
15	13	Hawks Ridge K–6	650	NW	\$22
Year 3	Year 3				\$196.5
14	14	Space for Students in Mature Communities Rosslyn Cluster: Concept to be Determined	1,800–2,400 Replacement or Modernization	N	\$62–73
16	15	Lendrum Modernization/Replacement	350	SC	\$9
17	16	Weinlos Modernization/Replacement	350	SE1	\$13.5
20	17	Dr. Anne Anderson School Addition – Phase II	600	SW2	\$11
19	18	McNally Modernization/Replacement	Replacement or Modernization	SC	TBD
19	19	Riverview K–9	950	W	\$34
New	20	Aster K-9	950	SE1	\$34
New	21	Crystallina Nera K-6	650	N	\$22
22	22	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or modernization	TBD	TBD

Aggregated Priorities Map



2. School Capital Plans

2.1 Ten-Year Facilities Plan

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

School jurisdictions must develop their Ten-Year Facilities Plan and must submit to Education upon Capital Planning's request. School jurisdictions may also be asked to submit additional information or a business case in support of a project. A school jurisdiction should review its plan annually to confirm that it is up to date and relevant.

The plan should include the following information:

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

2.2 Three-Year Capital Plan

Each year school boards must assess their school capital needs and prioritize proposed projects based on safety of existing school facilities, enrolment pressures, modernization needs, etc. These projects are identified in their Three-Year Capital Plan and Ten-Year Facilities Plan. The Three-Year Capital Plan must be approved by the Board of Trustees or Charter School Authority and signed off on an annual basis and then submitted to Education for consideration of funding.

The projects requested in these plans - new and replacement schools, modernizations and additions - are examined and the Government of Alberta determines the most pressing needs as identified by the school boards. Education prioritizes these project requests by first considering school board priorities and then other criteria. See section 4.1 of the manual for details on the criteria. High-priority projects from the provincial school capital plan are considered and approved when funds become available. Education's needs are looked at in the context of the infrastructure needs of other government ministries.

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

The Three-Year Capital Plan must:

- identify the highest priority school facility/infrastructure needs for the three-year period;

- be updated by the school jurisdiction and submitted on an annual basis;
- include, at a minimum, the detailed breakdown of costs by facility required to complete the web-based New School Project Application and the Expansion and Modernization Project Application (Infrastructure's Forms 1 and 2 available on the Web Application Program [WAP]);
- demonstrate that the school jurisdiction has evaluated its ability to deliver the requested projects during the three-year period; and
- include a completed copy of the Site Readiness Checklist (Form 8) for new or replacement school projects that are included in the first year of the jurisdiction's three year capital request.

Should a site be deemed not ready after approval of a project, any and all costs to rectify the situation shall be borne by the jurisdiction. If the site is deemed not viable the approval may be withdrawn.

3. Creating Your Three-Year Capital Plan

The following steps will assist you in preparing your Three-Year Capital Plan.

3.1 Consider Accommodation Options

Approaches for Delivering Education Programs

School jurisdictions should consider possible alternatives and approaches for delivering education programs and accommodating students. Examples include but are not limited to:

- making more efficient use of existing space available in other schools or other facilities in the community, in other communities in the region, or in other school jurisdictions;
- adjusting grade structures within the school(s);
- operating schools for longer periods each day;
- offering year-round schooling; and
- enhancing technology in schools (e.g. videoconferencing) to provide for additional opportunities for students to access education programs.

In preparing three-year capital plans, school jurisdictions may consider the following options to help address accommodation needs:

- new schools and major additions
- modernizations and replacement schools.

Requests for modular classrooms and leasing are submitted through a different process (see section 10).

3.1.1 Expansion Program

This funding program supports construction of new school buildings or major additions to existing school buildings to accommodate growth in enrolment and new program requirements.

DATE: March 9, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Information Update Regarding the *Ten-Year Facilities Plan 2020–2029*

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent

RESOURCE

STAFF: Shauna Bland, Josephine Duquette, David Evans, Jenifer Elliott, Terri Gosine, Kim Holowatuk, Scott Humphrey, Roland Labbe, Valerie Leclair, Andrew Lowerre, Ron McGowan, Shaminder Parmar, Jennifer Thompson, Christopher Wright

REFERENCE: [Alberta School Capital Manual](#)
[Ten-Year Facility Plan \(2020-2029\)](#)
[Three Year Capital Plan 2021-2024](#)
[Growth Control Model Information Sheet](#)
[RFI 037: Multi-Year Block Funding Model](#)

ISSUE

The *Ten-Year Facilities Plan 2020–2029* was approved by the Board of Trustees on February 25, 2020. This report provides information on changes in context since The Plan was approved. If requested by the province, this report would be provided along with the *Ten-Year Facilities Plan 2020–2029*.

BACKGROUND

Learning for students in Alberta shifted from in-person to online mid-March, 2020, in an effort to slow the spread of the COVID-19 global pandemic. The impact of restrictions imposed in response to the pandemic impacted the economy in many ways, which was compounded by slow economic activity due to low natural resource revenues.

Specific to our Division, the overall enrolment declined by 1,274 students. This was the first decline in overall enrolment since 2007, in a year where the pre-pandemic projection was for a 2.1 per cent increase. The 2020–2021 school year also marks the first year of the new provincial funding framework for education in Alberta. The framework caused some anticipated enrolment declines across the province within specific areas of education delivery, particularly at the Pre-Kindergarten, Kindergarten and returning Grade 12 levels. The combination of the pandemic and the economy resulted in a 22.2 per cent decline in new students entering the Division across all grades in the 2020–2021 school year.

Economic recovery post-pandemic for Edmonton and Alberta will be challenging, and a slow recovery in the global energy sector is likely to exacerbate those challenges. These uncertainties remain a challenge to the Division's forecasting for the planning and the allocation of Division resources. The strategic direction for Division facility planning is outlined within the Ten-Year Facility Plan.

CURRENT SITUATION**COVID-19 Pandemic:**

According to Statistics Canada, Edmonton's population reached 972,223 in 2019 and has been growing at an average rate of 2.6 per cent every year since 2016. The Division's student enrolment consistently outpaced this growth and had averaged 3.3 per cent over the previous seven years. Despite the economic challenges throughout the province as a result of the downturn in energy prices, Edmonton was still expected to grow by 2.1 per cent in 2019, which is 0.2 per cent higher than the rest of Alberta and 0.8 per cent higher than the rest of the country. Since the onset of the COVID-19 pandemic, economic challenges intensified to the point where more people left the province than moved in. The population overall has remained static given a slight rise in natural population growth (births versus deaths). Due to international and some inter-provincial travel restrictions or recommendations, immigration to Canada and temporary foreign student entry has been negatively impacted. A total of 206 fewer international students are attending our Division, due in part to these restrictions. The labour market softness also may have contributed to 277 more students leaving the Division than the previous year, and 1,556 fewer students entering the Division than the previous year.

New Provincial Funding Framework:

The new provincial Funding Model for School Authorities for the 2020–2021 school year and the 2020–2021 Special Education Coding Criteria provided the Division with details and clarity around funding criteria and eligibility for Program Unit Funding programming in the Division. As a result, the Division is offering programming for a total of 600 Pre-Kindergarten students for the 2020–2021 school year, down from 1,040 the previous year. A change of eligibility age moving from March 1 to December 31 for Kindergarten entry contributed to a decrease of 550 students enrolled in Kindergarten this year.

Division Enrolment:

The Division is projecting that student enrolment will likely return to “near-normal” levels in 2021–2022 and increase by 2.1 per cent, based on current conditions and knowns, and expect continual growth over the next three years. If the trajectory of the pandemic prolongs conditions that challenge economic recovery, and impact immigration and travel, enrolment growth could be lower.

Utilization:

The Division opened two new schools in 2020–2021: Soraya Hafez School and Thelma Chalifoux School. The number of students attending these schools was impacted by a lack of opportunity to showcase them in spring open houses. Combined with an overall decline in enrolment, the additional under-utilized capacity resulted in a decline in the Division's overall utilization rate from 81 per cent to 80 per cent. In 2021–2022, two new replacement schools (Aleda Patterson and Alex Janvier schools) and a modernization and new addition to Highlands School will reduce the operating school inventory in these areas by four schools, consolidating seven schools into three schools. Garth Worthington School and Dr. Anne Anderson School will also open in southwest Edmonton. In total, these new spaces will be needed to accommodate student growth, and a return to a utilization rate above 80 per cent is expected within one to two years. Two additional schools are being project managed by the province on behalf of the Division through a P3 delivery model: a K–9 school in the Keswick neighbourhood in southwest Edmonton and a high school in The Meadows area of southeast Edmonton, will help alleviate growth pressures in those areas.

High School Accommodation:

The Division experienced a slight decrease in the level of returning Grade 12 students in the 2020–2021 school year. A slight increase in returning Grade 12 students is expected in the short term (approaching normal pre-pandemic levels). The return of high school enrolment growth to normal levels and the larger cohort size in younger grades will mean continued accommodation pressure on the Division's existing high school infrastructure.

Dr. Anne Anderson School, opening in September 2021, will add 1,943 high school spaces in southwest Edmonton. On March 6, 2020, the Government of Alberta announced construction funding for a Meadows high school. The funding will allow the Division to provide 2,400 additional high school spaces in southeast Edmonton. Student residency is high in both southeast and southwest Edmonton compared to available capacity. These two new schools will increase capacity for current and future students in areas where it is most needed.

Growth Accommodation

For areas where demand for accommodation may outpace capacity, the Division will apply the [Growth Control Model](#). In some instances, access to space may be limited and a lottery held for new students and families. In those cases, a designated overflow receiving school would be established to accommodate students unable to gain access through lottery. Three schools in the Division are in this highest level of growth accommodation intervention for the 2021–2022 school year: Dr. Lila Fahlman, Dr. Margaret-Ann Armour and Svend Hansen Schools. When student residency and school enrolment permits, measures such as a lottery can be discontinued. An example of measure reduction is the reinstatement of Kindergarten and Grade 1 programming at Michael Strembitsky School for the 2021–2022 school year, after being redirected for the past six years.

Capital Investment and the Need to Address Deferred Maintenance:

In 2017, the Division reported on the completion of 171 school condition assessments to quantify the total value of deferred maintenance at \$757 million. Current valuation of deferred maintenance is \$812 million, and at recent funding levels, the total value of deferred maintenance in the Division is forecast to exceed \$1 billion in 2027. While the Division has been receiving a consistent amount of Infrastructure Maintenance Renewal (IMR) funding over the past 14 years (between \$15 million to \$30 million annually), topped by Capital Maintenance Renewal (CMR) funding in 2020, these funds have not been enough to address deferred maintenance needs of the rapidly aging Division buildings.

The most cost-effective approach to addressing deferred maintenance is a planned, preventative maintenance program informed by accurate system and component data, consistently funded to meet benchmarks for reinvestment or component replacement. Details to support these claims can be found in a Request for Information (RFI 037) submitted to the Board of Trustees in the 2018/19 school year. Funding for modernization projects and capital renewal has been consistently below the levels required to fully maintain the Division's aging infrastructure.

School modernizations and Space for Students in Mature Communities projects help to address the Division's mounting deferred maintenance deficit in the most rapid and effective manner. An example of addressing deferred maintenance comes in the form of replacement schools in the Westlawn and Highlands school clusters that will be completed for the 2021/22 school year. These will result in two new schools (Aleda Patterson and Alex Janvier schools) and a modernization/addition to Highlands School to create three new/modernized schools where there were previously seven older facilities with

high operating costs and significant deferred capital renewal needs. No new modernizations or replacement school projects are currently funded for the Division.

An ongoing and predictable funding of modernizations and replacement projects would align with comments in the McKinnon Report which *'strongly encourage the Government of Alberta to establish a stable and sustainable level of annual capital spending and put an end to the "boom and bust" cycles.'* Decreased investment in the Division's capital infrastructure would mean that building component failure and costly unplanned repairs become more common in aging facilities. While the Division's maintenance and repair program is excellent and ensures stakeholder safety, an increasing list of challenges would be anticipated in order to address emergent issues. Additionally, a reactive approach to planned maintenance and growth accommodation can result in student space challenges and accommodation planning, increased transportation costs, space reconfigurations within schools to accommodate instruction in unconventional spaces, potential disruptions to continuity of programming for students and families, and necessitate unnecessary investments in additional modular classrooms.

21st Century Learning Environments and Environmental Sustainability:

Providing equitable access to high quality, 21st Century learning environments remains an overarching goal and guiding priority in planning our Division's school facilities. Student learning diversity is best served in providing a variety of teaching and learning spaces that can be utilized to support that diversity. The flexibility for instruction to occur in a variety of classroom configurations, smaller gathering areas, or individual work areas within learning communities provides an alternative to the traditional model with fixed classrooms linked through a connecting hallway. More open environments allow for incorporating access to natural light and allow for observation between learning space types within the learning communities, to enhance safety and supervision. Other features such as exposing building systems to allow teaching and learning opportunities can turn the entire school into a working three-dimensional model to observe and analyze. A comprehensive description of what 21st Century learning environments represent is provided in Section 3.0.6 of the *Ten-Year Facilities Plan 2020–2029*.

New schools opening this year and next demonstrate the flexibility and value that 21st Century school designs can provide, including maximizing energy sustainability and minimizing operating costs. Replacement facilities represent the shortest path to addressing the deferred maintenance of our aging building inventory while ensuring equitable access to these types of environments. In addition, by delivering school capacity to accommodate students closest to where they live, transportation requirements can be minimized to reduce the environmental cost of student travel in vehicles and associated emissions. Reducing travel times and maximizing the environmental sustainability of the Division's buildings will remain key strategies to reduce the carbon footprint and operating costs.

A Changing City—Policies and Demographics:

Since the adoption of the *Ten-Year Facilities Plan 2020–2029*, the *City Plan* was approved by City Council. The *City Plan* confirms the goal to increase the share of all development in Edmonton to be 50 per cent infill (significantly more than the goal of 25 per cent infill from the previous plan). This will influence the Division's capital planning, as there will be a need to ensure that there are sufficient schools in mature communities available to accommodate new students that may come with the increased unit density.

The City Plan supports the concept of greater accessibility to neighbourhood services by advocating for the development of 15-minute districts throughout the city. The Division continuously strives to provide

educational programming close to where students reside. The City of Edmonton must prioritize the development of affordable, multi-family housing around existing and future school sites to provide the best opportunity for the Division to provide student accessibility to educational programming within the 15-minute concept.

KEY POINTS

- The Division's overall enrolment declined by 1,274 students from the 2019–2020 to the 2020–2021 school year.
 - This was the first decline in overall enrolment since 2007.
- The new provincial funding framework for education in Alberta caused some anticipated enrolment declines within specific areas of education delivery, particularly at the Pre-Kindergarten, Kindergarten and returning Grade 12 levels.
- A change of eligibility age moving from March 1 to December 31 for Kindergarten entry contributed to a decrease of 550 students enrolled in Kindergarten this year.
- A total of 206 fewer international students are attending our Division.
- The pandemic and weaker economic conditions contributed to 1,556 fewer students entering the Division than in 2019–2020, and 277 more students leaving the Division than in 2019–2020.
- Even with the decrease in student enrolment in the 2020–2021 school year, the Division projects that student enrolment will likely return to “near-normal” levels in 2021–2022, and continue to grow steadily over the next 10 years.
- No new modernizations or replacement school projects are currently funded for the Division, as the delivery of two new replacement schools (Aleda Patterson and Alex Janvier Schools) and a modernization and new addition to Highlands School will be completed for the coming year.
- IMR and CMR funding will not be enough to address the deferred maintenance needs of rapidly aging Division buildings and will result in downstream costs in the form of increased demands on labour, equipment, and building materials as well as transportation costs and accessibility issues
- Providing equitable access to high quality, 21st Century learning environments remains an overarching goal and guiding priority in planning our Division's school facilities over the remainder of the Ten-Year Facilities Plan.
- New schools opening this year and in subsequent years demonstrate the flexibility and value that 21st Century school designs can provide, including maximizing energy sustainability and operating costs.
- Replacement facilities represent the shortest path to addressing the deferred maintenance of our aging building inventory while ensuring equitable access to 21st Century learning environments.

SP: kk

DATE: March 9, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: COVID-19 Impact on the Division from January 27 to February 23, 2021

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Laurie Barnstable, Anna Batchelor, Megan Normandeau, Carrie Rosa

REFERENCE: January 12, 2021 Caucus Committee meeting

ISSUE

The Board of Trustees are receiving ongoing verbal and written updates on the Division's efforts to support students and staff and mitigate transmission during the COVID-19 pandemic. Trustees have asked that information be shared regularly at public Board meetings.

BACKGROUND

Information reports about the impact of COVID-19 on the Division were presented at the November 24, 2020 and February 9, 2021 Board meetings. Every weekday, updates on the number of COVID-19 cases in schools are provided to Trustees via a transmittal memo, to students and families via a [page](#) on the Division website, and to media via a direct report. Each week, the Superintendent emails an update to all staff.

Division schools continue to do everything they can to mitigate risk by following safety guidelines outlined in the Government of Alberta's school re-entry plan and our Division's Re-entry Strategy. This includes: screening for illness, handwashing and sanitizing, physical distancing where possible, enhanced cleaning standards, strict illness protocols, personal protective equipment (PPE), masks and cohorts.

CURRENT SITUATION

There continues to be incidences of COVID-19 cases in our schools. In the last month, case numbers have been steadily [decreasing](#). From January 27 to February 23, 2021:

- We received notice that 90 individuals in the Division tested positive for COVID-19
- 52 out of 215 schools had COVID-19 cases
- 2,200 students were recommended or required to quarantine
- 264 staff were recommended or required to quarantine

Transition to online learning at Steele Heights School

Following approval from Alberta Education, in-person learners at Steele Heights School transitioned to online learning for one week on February 8, 2021. Eight cases of COVID-19 were reported in the school since January 25, 2021 and approximately 251 students and 11 staff members were asked to quarantine. The transition to online learning supported safety, continuity of learning and school operations, preventing the need to rearrange and mix class cohorts for the small number of in-person learners who had not been asked to quarantine. Students returned to in-person learning on February 16, 2021, following the Family Day long weekend.

Aceso Medical COVID-19 testing for staff members

The Division continues to offer COVID-19 testing for staff members through Aceso Medical. As of February 23, 2021, Aceso Medical has completed 3,610 COVID-19 tests for the Division.

When a staff member requests a test, they are usually contacted within 30 minutes of Aceso Medical receiving the request. Testing is done at a central site or through a mobile testing unit, and typically occurs on the same day the test request was made. If the staff member requires the mobile testing unit to come to their home, testing may occur on the day following the request, depending on the time of the request and mobile unit capacity.

As of February 23, 2021, the Division has spent \$175,873.43 for the testing program. The federal *Safe Return to Class Fund* has been used to cover these costs. The Division set aside approximately \$750,000 in federal funding for the testing program. Based on a review of expenditures as of February 23, 2021, we anticipate a total expenditure of no more than \$500,000 for this service.

All staff who report COVID-19 symptoms need to get a test before returning to work. The Aceso Medical testing program supports staff by providing access to tests and results as soon as possible. The Division recognizes how important it is for our students to have a continuous learning experience.

Creativity and resilience in Division schools

The COVID-19 pandemic has challenged schools to reinvent traditional practices and constantly adapt to new challenges and changes. Staff and students have shown creativity and resilience in their teaching and learning throughout the school year. Division principals shared examples of this outstanding work:

- Teachers are embracing technology and trying new initiatives and platforms (online reading buddies, virtual holiday concerts, virtual open houses) and expanding their own learning to provide a more enriching experience for students.
- Teachers are planning outdoor activities, making use of outdoor spaces, trying new activities (snowshoeing, shelter building) and making connections between nature and curriculum for students.
- Conversations around mental health are intentional, with frequent check-ins for staff and students, purposeful conversations and access to supports.
- Librarians are finding new ways to support COVID-19 appropriate book exchanges, online reservations and portable libraries.
- Schools are trying new team-building activities, including socially-distanced friendly competitions like snowman building, costume contests, social media challenges and theme days across cohorts.
- The adjustment to virtual assemblies has made it possible for schools to connect with people around the world.
- Music teachers are using digital music composition and body percussion in lieu of singing.
- Foods teachers are planning elaborate lessons (meals with multiple courses, sushi, extravagant desserts) using the extra time the quarterly system has provided in the timetable.

CR:ab

DATE: March 9, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Bereavement

ORIGINATOR: Angela Anderson, Chief Human Resources Officer

RESOURCE STAFF: Cindy Maksymuik

REFERENCE: AEBC.AR Acknowledging Student, Staff and Trustee Deaths and Bereavements

Mr. Hildefonso Interiano passed away on February 21, 2021, at the age of 69 years. Mr. Interiano started with the Division in 2002. He spent his 18-year career working as a custodian and custodial assistant in supply services, Eastwood, Hardisty, Evansdale and Rosslyn schools. Mr. Interiano was on a leave of absence prior to his passing. He is survived by his wife, Rosa, sons, Hugo and Emerson, daughter, Lorena, as well as numerous other family and friends.

AA:cm

DATE: March 9, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: IMR/CMR Funding Differences
(Response to Request for Information #095)

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent

**RESOURCE
STAFF:** Terri Gosine, Christopher Wright

REFERENCE: [Education Funding Manual](#)
[School Capital Manual](#)

ISSUE

Trustee Stirling requested the following information at the February 9, 2021 public Board meeting:

1. What are the differences between Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) funding and how those funds can be used by the Division?
2. Is Administration able to provide clarity on the proposed future of the CMR grant?
3. What opportunities and challenges may be associated with the future direction of CMR funding?

BACKGROUND

- 1. What are the differences between Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) funding and how those funds can be used by the Division?**

As noted in the Alberta [Education Funding Manual](#) and the [School Capital Manual](#), **Infrastructure Maintenance and Renewal (IMR)** funding is calculated based on:

- 50 per cent enrolment;
- 24 per cent age of the building;
- 24 per cent eligible school space; and
- 2 per cent for non-refundable GST and other factors

School jurisdictions may only use IMR funding for the purpose for which it is intended. Intended uses include:

- ensuring school facilities meet all regulatory requirements, particularly as they pertain to providing a safe and healthy learning environment
- preserving and improving the quality of the learning environment by:
 - replacing building components that have failed;
 - prolonging the life of the school facility through planned, proactive replacement of major components; and
 - upgrading of the educational areas to meet program requirements.
- meeting the requirements of children/students requiring specialized supports and services

- replacing or upgrading building components to improve energy conservation and efficiency to achieve cost savings as a result

A minimum of 30 per cent of a school jurisdiction's IMR allocation must be capitalized and applied to projects that meet capitalization eligibility requirements.

Last spring, the Province introduced a stimulus package of **Capital Maintenance and Renewal (CMR) funding** for school jurisdictions. At the time, this funding was announced as part of a plan to get Albertans back to work during the pandemic. Information provided by Alberta Education indicates the following parameters for CMR funding:

- Projects must extend the life of a tangible capital asset. One hundred per cent of the costs approved for funding support must be capitalized and applied to specific pre-approved projects that meet capitalization eligibility requirements. No 'operational' or 'expense' expenditures are excluded from CMR eligibility.
- Funds are approved on a project-specific basis, meaning CMR funds can only be expended on the specific pre-approved projects.

Projects that were approved for the Division under the CMR program last spring included mechanical upgrades, building component upgrades and architectural upgrades. Projects that would not be approved for CMR because they cannot be capitalized would include flooring replacements, PA systems, phone systems and millwork replacements.

In September 2020, Alberta Education asked school jurisdictions to submit a list of CMR projects for consideration in the 2021 Provincial budget. Edmonton School Division submitted a list of projects on October 15, 2020. To date, there has been no information provided as to the approval of our submission.

CURRENT SITUATION

2. Is Administration able to provide clarity on the proposed future of the CMR grant?

Administration believes that additional information related to CMR and IMR funding will be provided following the 2021 Provincial budget. There has been a recent indication that the Province intends to move towards project-specific funding approvals for at least a portion of the maintenance renewal funding, through the introduction of CMR.

3. What opportunities and challenges may be associated with the future direction of CMR funding?

If CMR fully replaces the IMR program with only project-specific approvals, we anticipate that the CMR funding formula will limit our jurisdiction's flexibility to address emergent and unexpected infrastructure needs that arise. More specifically, should all Maintenance and Operations funding need to be 'capitalized' costs, certain areas of infrastructure maintenance would be unsupported. Given that up to 70 per cent of current IMR funds can be used for infrastructure needs not considered to be 'capital' expenditures, a shift to a CMR platform with a need for costs to be 100 per cent 'capitalized' would leave jurisdictions with a significant challenge for infrastructure needs historically captured under the 'expense' portion of IMR funding. The 'expense' provides the Division with greater flexibility in attending to varied infrastructure needs.

In a similar fashion, our jurisdiction's ability to respond to the changing needs of our infrastructure and deferred maintenance will be hampered by an approach that is exclusively based on prioritization and project-specific funds. By definition, prioritization would require a significant problem in order to warrant Provincial support. This same premise underpins funding instruments that address space challenges (annual portable requests and new school construction), as well as failing school facilities (modernizations and replacements). Proactive efforts to ensure high quality learning environments are unsupported when the majority of infrastructure renewal funding is distributed on a worst-case scenario basis.

The 2019 Report and Recommendations: Blue Ribbon Panel on Alberta's Finances (McKinnon Report), notes that *"... spending on capital in Alberta has fluctuated widely since 1990. The erratic capital spending pattern has resulted in a 'roller coaster' pattern for Alberta's stock of public infrastructure. The Panel strongly encourages the Government of Alberta to establish a stable and sustainable level of annual capital spending and put an end to the 'boom and bust' cycles."* Administration is concerned that inconsistent funding could be exacerbated when specific projects are considered for funding support. The annual IMR grant, while still subject to fluctuation, likely represents a greater degree of funding certainty than projects ranked in priority Province-wide.

A final concern is related to the timing of CMR approvals, which Administration understands could align with the annual release of the Provincial spring budget. This approval timeline would result in constraints for planned infrastructure work during the summer break. Given the lead times for design, procurement and obtaining City permits after specific per-project funding is confirmed, our ability to complete work during the important summer months when schools are less utilized would be challenged.

Administration remains optimistic that an element of operational funds from the IMR program will still be provided to jurisdictions. We hope that, despite the potential changes to the IMR program, jurisdictions will be provided the ability and sufficient flexibility to react to emergent or changing needs. Notwithstanding, jurisdictions require more clarity around an IMR/CMR program prior to the implementation of any significant revisions.

KEY POINTS

- There has been a recent indication that the Province may move towards project-specific funding approvals for at least a portion of the maintenance renewal funding.
- If the Capital Maintenance and Renewal (CMR) funding platform fully replaces the IMR program, we anticipate that the CMR funding formula will limit our jurisdiction's flexibility to address emergent and unexpected infrastructure needs that arise.
- Should all Maintenance and Operations funding need to be 'capitalized' costs, certain areas of infrastructure maintenance would be unsupported.

CW:TG:kk