



AGENDA

BOARD OF TRUSTEES

Trisha Estabrooks
Board Chair

Nathan Ip
Board Vice-Chair

Dawn Hancock
Marcia Hole
Julie Kusiek
Marsha Nelson
Sherri O'Keefe
Jan Sawyer
Saadiq Sumar

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

Board Meeting #06

Via Zoom
Tuesday, February 15, 2022
2:00 p.m.

- A. Roll Call
- B. Approval of the Agenda
- C. Communications from the Board Chair
- D. Communications from the Superintendent of Schools
- E. Approval of the Minutes
 - 1. DRAFT – Board Meeting #05 – February 1, 2022
- F. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by noon on Monday, February 14, 2022, to speak under this item.)
- G. Trustee and Board Requests for Information
 - 2. Division Real Estate Strategy
(Recommendation)
 - 3. Establishment of Science, Technology, Engineering and Mathematics
(STEM) Alternative Program
(Recommendation)
 - 4. Division Insurance
(RFI Response)
- H. Other Committee, Board Representatives and Trustee Reports
- I. Trustee and Board Requests for Information
- J. Notice of Motions
- K. Meeting Dates
- L. Adjournment

MINUTE BOOK**Board Meeting #05**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held via Zoom on Tuesday, February 1, 2022, at 2 p.m.

Present:**Trustees**

Trisha Estabrooks
Dawn Hancock
Marcia Hole

Nathan Ip
Julie Kusiek
Marsha Nelson

Sherri O'Keefe
Jan Sawyer
Saadiq Sumar

Officials

Angela Anderson
Todd Burnstad
Grace Cooke
Ron MacNeil

Karen Mills
Leona Morrison
Kathy Muhlethaler
Kent Pharis

Nancy Petersen
Darrel Robertson
Carrie Rosa
Liz Yule

Board Chair: Trisha Estabrooks

Recording Secretary: Catherine Angeles

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: 2:02 p.m.

The Superintendent advised that all Trustees were present.

B. Approval of the Agenda

Trustee Sumar advised that he was withdrawing his motion (Agenda Item G5: KN95 masks for Edmonton Public Students and Staff).

MOVED BY Trustee O'Keefe:

**"That the agenda for the February 1, 2022, Board meeting be approved as amended."
(UNANIMOUSLY CARRIED)**

MINUTE BOOK

C. Communications from the Board Chair

The Board Chair noted that February 2022 marked Alberta's fifth annual Black History Month and throughout the month, the Division will honour the lives, histories and accomplishments of Black Albertans and Canadians. To help celebrate the important month, the Division's Diversity Education Unit compiled a variety of resources, including a video entitled: Listen, Hear, Learn: Honouring Black Voices. The video was then played.

The Board Chair thanked Dr. Jennifer Kelly and the Edmonton Heritage Council for sharing, with the Division, their presentation and exhibit titled "And Still We Rise: A Black Presence in Alberta", available at citymuseumedmonton.ca.

The Board Chair noted that today also marked the beginning of the Lunar New Year celebrations. She said that 2022 is the Year of the Tiger, an animal associated with bravery, courage and strength. The tiger can be seen as an animal that can give people hope – an important symbol as we continue to navigate the global pandemic

The Board Chair said it was important to recognize the ethnocultural diversity in the Division and the community through events such as Black History Month and Lunar New Year. Participating in such events are ways we can learn and act to build a more welcoming, safe and anti-racist world. Over the past weekend, the city and the country witnessed divisive, hateful and intolerant actions and language. The Board stands against hate and believes through education we can become a more tolerant, inclusive society. The Board is committed to living up to the Anti-racism and Equity Policy.

The Board Chair shared that the Division has been dealing with COVID-19 and all the many implications of a global pandemic for the past two years. Children have learned new vocabulary, new ways of doing and making sense of this world we live in, new ways of interacting with people. Students have made sacrifices and continue to make sacrifices in order to do their part to keep everyone safe. Vaccination rates are on the rise in young people - which is encouraging and the hope is that the government of Alberta takes up the Division's offer of hosting in-school vaccination clinics to make the vaccine more accessible.

The Board Chair expressed thanks, on behalf of the Board, to Division staff who were working incredibly hard, under tough circumstances to support kids and their families.

D. Communications from the Superintendent of Schools

The Superintendent advised that today marked the open house season for the Division. The Division shared open house information on social media, the Division News section of SchoolZone and through posters delivered to all schools. Families can visit openhouse.epsb.ca, to find open house dates and times and information on how to make the most of their virtual open house experience. Open house events will run until mid-April.

MINUTE BOOK

The Superintendent welcomed Principals Humphrey and Matthew, who are part of the Division's Superintendent's Community of Practice and Education (SCOPE). Every Board meeting two members are invited to come and listen to the dialogue of the Board. He appreciated them taking the time out of their busy days to attend the Board meeting.

E. Minutes

1. Board Meeting #04 – January 18, 2022

MOVED BY Trustee Hancock:

**"That the minutes of Board Meeting #04 held January 18, 2022, be approved as printed."
(UNANIMOUSLY CARRIED)**

F. Comments from the Public and Staff Group Representatives

The Board of Trustees heard from two registered speakers for this item.

G. Reports

2. COVID-19 Impact on the Division

The Superintendent provided a verbal update on the impact of COVID-19 on the Division.

3. Board Policy CI-BP COVID-19 Vaccination Policy for Trustees

MOVED BY Trustee Sawyer:

**"That Board Policy CI.BP COVID-19 Vaccination Policy for Trustees be read for the first time."
(UNANIMOUSLY CARRIED)**

**"That Board Policy CI.BP COVID-19 Vaccination Policy for Trustees be read for the second time."
(UNANIMOUSLY CARRIED)**

**"That Board Policy CI.BP COVID-19 Vaccination Policy for Trustees be read for the third and final time and be approved."
(UNANIMOUSLY CARRIED)**

4. Provincial Funding for Purchase of Stand Alone HEPA Filters for Classrooms

There was a short break in the meeting.

MINUTE BOOK**MOVED BY Trustee Hole:**

“That the Board of Trustees, in accordance with the Board Delegation of Authority Policy CHA.BP (section 3), authorize the expenditure of up to \$6,000,000 being a new unanticipated expenditure not accounted for in the current budget that exceeds \$1,200,000, to support the Division’s purchase of stand-alone HEPA air filtrations units.”
(UNANIMOUSLY CARRIED)

“That the Board of Trustees directs Administration to prepare and submit the required documentation to the Minister of Education seeking approval to access up to \$6,000,000 of the Division’s accumulated operating surplus funds in order to support the purchase of stand alone HEPA air filtration units be approved.”
(UNANIMOUSLY CARRIED)

5. KN95 Masks for Edmonton Public Students and Staff

Trustee Sumar withdrew this motion.

6. Proposed Expansion of the Edmonton Public Schools Foundation’s Fundraising Priorities

MOVED BY Vice-Chair Ip:

“That the Edmonton Public Schools Foundation strategically expand its fundraising priorities to reflect the full context of its Mission Statement, thereby better positioning its effort to support the may programs and priorities that contribute to student success across the Division”
(UNANIMOUSLY CARRIED)

Vice-Chair Ip suggested an addition to the next steps: that the Foundation bring the proposed priorities back to a future Board meeting.

7. Students Accessing Yellow Bus Service for Designated Overflow Schools

Information was provided regarding request for information #002.

There was a short break in the meeting.

8. Ventilation

Information was provided regarding request for information #003.

H. Other Committee, Board Representative and Trustee Reports

Trustee Kusiek stated that over the past month she was fortunate to be invited to the Strathcona, Lillian Osborne and Nellie Carlson School Council meetings. She also met with Councillor Cartmell, Councillor Janz and MLA Thomas Dang.

MINUTE BOOK

Trustee Kusiek shared that February 17 she was hosting with Trustee Ip a joint board Traffic Forum. There will be a special guest panel discussion with the Edmonton Federation of Community Leagues, Ever Active Schools and Councillor Cartmell. The focus will be on school traffic safety, yellow bus and ETS student transportation, and active transportation. All are welcome and can RSVP through her ward [website](#).

Trustee Kusiek hosted a Ward F conversation on January 20 with participation from 50 attendees. A main topic of conversation was the lottery for the Lillian Osborne High School enrolment. Trustee Kusiek thanked Division staff for their support in answering her questions and the questions of constituents over the past month. She also thanked Mr. Christopher Wright for attending the January 20 Ward F conversation and providing insight to questions about the lottery.

Trustee Kusiek shared that Strathcona High School won the Metro Edmonton High School Swim Championship for the thirty-third consecutive year. Strathcona High School swim team is remarkable in that they are a “no cut” team and welcome students from all levels of experience and ability. Trustee Kusiek recognized Coach Kirby Peng, all the community members, teacher volunteers and staff who have supported the team and congratulated the student swimmers.

I. Trustee and Board Requests for Information

Trustee Kusiek submitted the following request for information regarding lotteries:

On December 14, 2021, Division staff provided Trustees an update on the Growth Control Model. This included the addition of two new lottery schools, bringing the total to five. This includes a high school for the first time.

The December 14, 2021, report to Trustees also included information on student enrolment growth, local demographic changes due to residential development, and lottery process changes for the 2022-2023 school year. The Division is seeing student enrolment growth and a current utilization rate of 79%, which essentially means “full” usage of classroom spaces available.

In keeping with this information report above, the following questions are being submitted as a request for information:

- 1. Notification: Since announcing the lottery at Lillian Osborne High School, several questions have come up in regard to the notification timelines for families.**
 - a. When planning for the upcoming school year, how early is the Division able to make a call on the need for a new or existing lottery?
 - b. When is the earliest possible time that families can be made aware of a new or continuing lottery at their designated school?
- 2. Growth Enrolment Pressures: At the heart of the issue is insufficient provincial funding for space for students. The Board of Trustees submits a Three-Year Capital Plan to the province each spring which asks for new schools and modernizations. The last modernization announced by the**

MINUTE BOOK

province for Edmonton Public Schools was in 2018. The last new school announced by the province for Edmonton Public Schools was in 2019 (opening date scheduled for fall 2024). Optionally, please include information on this set of questions with the upcoming Capital Planning report, separate from this Request for Information.

- a. With the current number of spaces for students and expected student growth enrolment, what is the projected increase in the number of lottery schools for Edmonton Public Schools in the next five years, up to 2027?
 - b. How many spaces for students would the province need to announce towards Edmonton Public Schools maintaining up to just five lottery schools over the next five years, up to 2027?
 - c. How many school spaces (seats) for students would the province need to announce for Edmonton Public Schools to move all schools from a Growth Control Model level 3 to a level 1 or 2 and retain all existing level 1 and 2 schools at that level by 2027? (no schools at level 3)
 - d. What impact does the rate of growth in a neighbourhood have in the ongoing ability of a school to accommodate all students within a designated attendance area?
 - e. When thinking about opportunities to collaborate with city planning, what growth rate for school age children in new/developing neighbourhoods is sustainable from an enrolment accommodation perspective?
 - f. How does the Division plan for future stabilized school enrolment when planning attendance area boundaries for a school?
3. **Community: One important aspect of the Growth Control Model is reducing division and keeping communities together. Some feedback from families impacted by the Lillian Osborne lottery includes a variety of perspectives on community. Can you please comment on what you heard in past engagement on the Growth Control Model regarding different perspectives on community and how that informed the current lottery process?**
- a. Community of peers. What did feedback say about the community of peers, say by keeping a cohort of students from one school together at the next (the idea that as children grow up their peers become increasingly important).
 - b. Community of familial connections. The Division already prioritizes students in a lottery who have a sibling attending the lottery school in the following school year. What feedback was provided about the impact of including families who have an older sibling who recently graduated (say, in the past 1-2 years) from the high school to also give preference to younger siblings? The idea behind this community is that the family already has connections and relationships to the school, sometimes having been avid volunteers and community builders within that school for many years prior.
 - c. Community of location. What did past engagement say in regards to families who live near the school being additionally prioritized within an attendance area? For example, the Calgary Board of Education employs a “walk zone” to further prioritize enrolment in an attendance area.
4. **Transportation: Families are concerned about the cost of transportation through yellow bus service or ETS passes should they need to go to the overflow designated school.**
- a. What is the current ETS bus subsidization rate? How does this compare with subsidization rates for the previous three years?

MINUTE BOOK

- b. What factors impact the level of subsidy the Division is able to offer for ETS passes for students? For example, the levels of provincial funding or ETS fees set by the City of Edmonton?
- c. When is the timeline for ETS bus subsidization rates set? How can the Division and Trustees work to reduce these costs for all families, and in particular families impacted by the lottery and further travel to a designated overflow school?
- d. In what ways does or could the Division work to inform families in advance that by choosing a home in a high growth neighbourhood, they may need to travel further to school?
- e. How does the availability of current ETS routes factor into decisions around choice of designated overflow school for junior high and high school students?

J. **Notices of Motion** - None

K. **Next Board Meeting:** Tuesday, February 15, 2022, at 2 p.m.

L. **Adjournment:** 5:21 p.m.

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: February 15, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Division Real Estate Strategy

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent

RESOURCE STAFF: Leanne Fedor, Roland Labbe, Stacey Pal, Kris Uusikorpi, Christopher Wright

REFERENCE: [Board Policy EA.BP – Infrastructure Planning Principles](#)

ISSUE

A public document is desired to assist the Board and administration in engaging with stakeholders regarding the Division Real Estate Strategy.

BACKGROUND

Guided by the Board of Trustees and the Infrastructure Planning Policy, the Real Estate Strategy was initiated with the purpose of developing and recommending a course of action for non-operational properties (closed schools) and vacant reserve sites. With a growing number of properties, it is no longer sustainable to retain all of these sites as the Division is not funded to operate or maintain them. When the last facility audits were completed in 2018, the deferred maintenance of the Division's closed school inventory was estimated to be \$82 million. Infrastructure Maintenance Renewal funding is calculated based fifty per cent on a per pupil basis. As an additional consideration, the approximate annual operating costs for closed school facilities is \$2.3 million and the annual revenue is \$756,000. Since 2007-2008, school divisions only receive Operating and Maintenance funding on a per pupil basis. Therefore, no funding is received from the province to operate closed school facilities. As such, the Board of Trustees has articulated value statements on the front page of the attached Real Estate Strategy that reflect the importance of being good stewards of public lands and public educational funds.

In 2018, administration began gathering data on all of the closed school facilities and vacant reserve sites. This was accomplished through existing data as well as Facility Audits. Once the data was compiled, administration needed to understand which lenses the data needed to be viewed through. To help guide the Real Estate Strategy, the Board of Trustees were engaged to help better understand what their hopes, concerns, and values were, in relation to this portfolio, as well as how the Infrastructure Planning Principles tied into this body of work. Trustee feedback led to the development of a master summary document which helped to sort or rank the properties using value-based criteria, also known as the Real Estate Strategy Action Plan. When this draft was complete, it was brought back to Trustees for feedback and review to ensure the appropriate values were reflected.

The culmination of this work laid the foundation for the creation of the Division Real Estate Strategy Booklet (Attachment I), being a single strategy and document that captures factors to be examined when considering the future of non-operational properties held by the Division.

RELATED FACTS

- The Division currently owns and maintains 21 closed school facilities and controls a number of vacant Municipal Reserve sites where schools have not been built.
- The Division is not funded to maintain or operate non-operational facilities (closed schools and non-school buildings).

RECOMMENDATION

That the Real Estate Strategy (as captured on pages 1-6 of the Real Estate Booklet, Attachment I) be approved.

CONSIDERATIONS and ANALYSIS

Administration is seeking approval that the strategy and values are in line with the desire of the Board of Trustees. The Schedules attached to the Real Estate Strategy Booklet are intended to be flexible and will be revised on an ongoing basis. Changes to the action plans will occur when there are changes in property holdings and/or a re-ranking of sites occurs as a result of new data. For example, if a closed building had a tenant and that tenant moved out, there would be a change of use and the ranking may shift. Administration will undertake necessary revisions (Schedules 1-3 in the Real Estate Strategy booklet) and provide annual updates to the Board regarding the various properties listed.

NEXT STEPS

Upon Board approval of the Real Estate Strategy booklet, Division Communications will work on the booklet design to align with Division standards.

ATTACHMENTS and APPENDICES

ATTACHMENT I Real Estate Strategy Booklet

LF:kk

DRAFT Real Estate Strategy

Edmonton Public Schools' Real Estate Strategy recommends a course of action to manage non-operational infrastructure; buildings and land. The goal is to create a single strategy that reviews and assesses all the necessary data that would impact Edmonton Public Schools infrastructure and land assets. Our strategy prioritizes building collaborative relationships with our many partners. As a result, we have an opportunity to support Division initiatives through funding sources that we have not explored before.

Overarching Values Statement:

We want to be good neighbours and see public lands available for public good.

Edmonton Public Schools' Board of Trustees believes that:

- We must be good stewards of public land and public educational funding, and consider educational and community needs now and into the future.
- Community voice is important in real estate decisions that affect them.
- Public land should not be used for private or charter schools.



February 2022

Glossary of Terms

Surplus Declaration

Either Non-Reserved Land or Reserved Land which consists of a School Site and which is declared surplus by the Board.

Assembled School Site

Fully serviced sites assembled as municipal reserve through dedication. Sites are held by the City of Edmonton for future school construction.

Reserve Land

Land which has been or will be zoned as either Municipal Reserve (MR), School Reserve (SR) or Municipal and School Reserve (MSR) by the City of Edmonton. This land is NOT owned by Edmonton Public Schools.

Vacant School Site

A site that does not currently contain a school building.

Non-Reserve School Site

A parcel of land containing a school building (and may contain school playing fields) that is not reserve land. Title to the land and buildings are held by the Division.

Non-Operational Site

Properties that are not directly funded for maintenance and renewal such as closed schools and administrative sites (central office, maintenance and distribution centre). Non-operational sites are titled to the Division.

Market Value

The amount that a property might be expected to realize in a competitive market under all conditions requisite to a fair sale if it is sold on the open market by a willing seller to a willing buyer based on the appropriate zoning or rezoning of that property.

Joint Use Agreement (JUA)

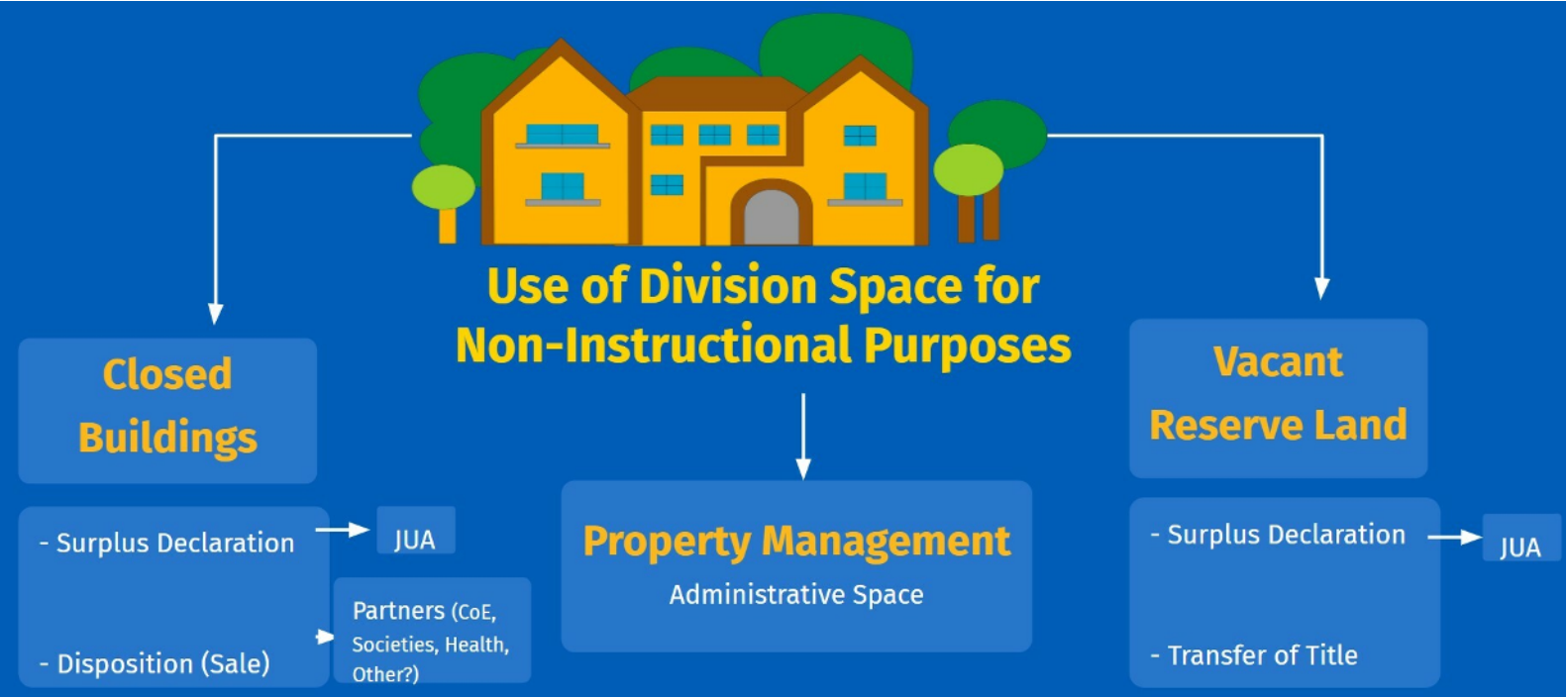
The Joint Use Agreements are partnerships of the City of Edmonton, Edmonton Public Schools, Edmonton Catholic School Division and Conseil scolaire Centre-Nord that have existed since 1959. The steering committee which is comprised of representatives from each partnering entity, maintains a strategic leadership role in the promotion and coordination of the Principles of the agreements. The JUA agreements include both the Joint Use Agreement: Facilities and the Joint Use Agreement: Land.

Current State



See Schedule 1 for Deferred Maintenance Values

How Does It All Fit Together?

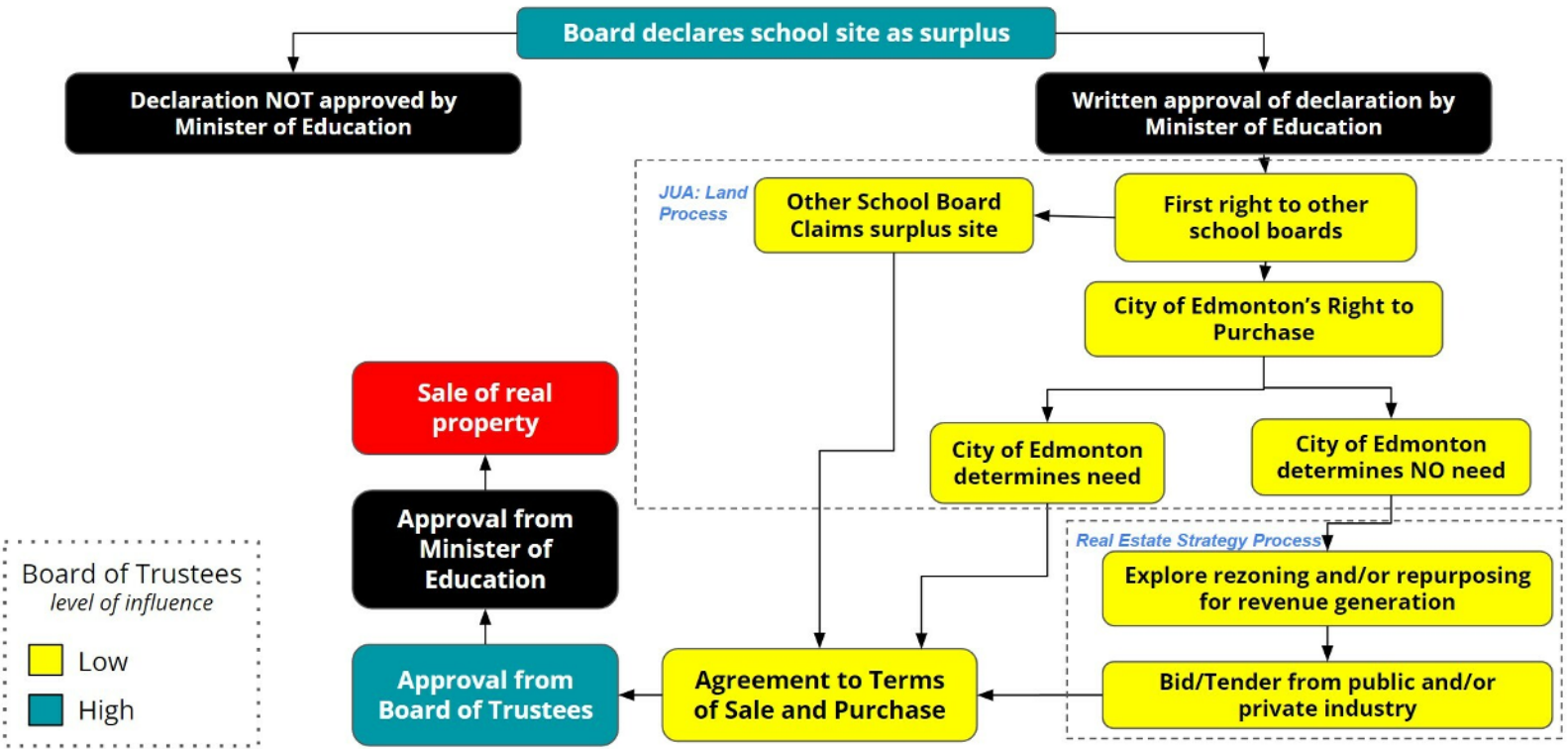


Surplus Declaration Process*

*No sites or buildings that would be subject to a capital plan request would be recommended for surplus or disposition.

School Surplus Declaration and Disposition of Property

Education Act: Sections 192 and 194, Disposition of Property Regulation (AR#86/2019) and Joint Use Agreement: Land: Sections 6, 7 and 8)



Non-Operational Site Ranking and Five-Year Action Plan

Twenty-one non-operational sites and two vacant RF3 (residential) land lots were evaluated against criteria (see next page). Values were assigned to each criteria. When added, the sum of each valuation determined the rank of each site. The lower the valuation, the sooner (earlier) the site is ranked for action. To view the map, ranking and five-year action plan of the sites, please see Schedule 2.



Criteria

Current Use

Each non-operational site is reviewed on how it is currently being used:

- Vacant = address sooner;
- Leased;
- Administration site = address later.

Vacant sites are ranked for quicker action as these sites cost the Division to operate and have continued deferred maintenance.



Appraised Value/Deferred Maintenance Ratio*

This refers to the ratio between the appraised value of a site and the amount of deferred maintenance:

- Is the deferred maintenance more than the appraised value? $<1:1$ = address sooner;
- Is the deferred maintenance equal to the appraised value? $1:1$;
- Is the deferred maintenance less than the appraised value? $>1:1$ = address later.



Operational Cost vs Lease Revenue*

The operating cost of each site is compared against current lease revenue:

- Sites that bring in less revenue than operating cost = address sooner;
- Sites that bring in revenue equal or more than operating cost = address later.



Proximity to other non-operational sites*

The number of non-operational sites within a two kilometer radius of each other is identified:

- Sites clustered together = address sooner;
- Stand alone sites = address later.



Neighbourhood Growth

The number of development and building permits that have been issued by the City of Edmonton are reviewed to evaluate neighbourhood growth:

- Fewer permits = address sooner;
- More permits = address later.

Neighbourhoods with a higher number of permits may indicate a future potential shift in demographics.

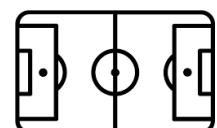


Playing Fields*

The playing field size of each non-operational site is evaluated:

- Larger land area = address sooner;
- Smaller land area = address later.

Larger pieces of land provide more flexibility and are perhaps more desirable for the market, therefore represent potential opportunity.



Vacant Reserve Sites

Any vacant site may be declared surplus by the Board of Trustees. Criteria for selecting a site for potential surplus declaration includes the following: existing student population, peak student generation in the area, potential for future development and sector capacity.

Any surplus declaration must follow the process laid out in the Joint Use Agreement: Land and respect the Disposition of Property Regulation pursuant to Section 194 of the *Education Act*. The Joint Use Agreement: Land commits school boards to a review of vacant reserve sites every three years.

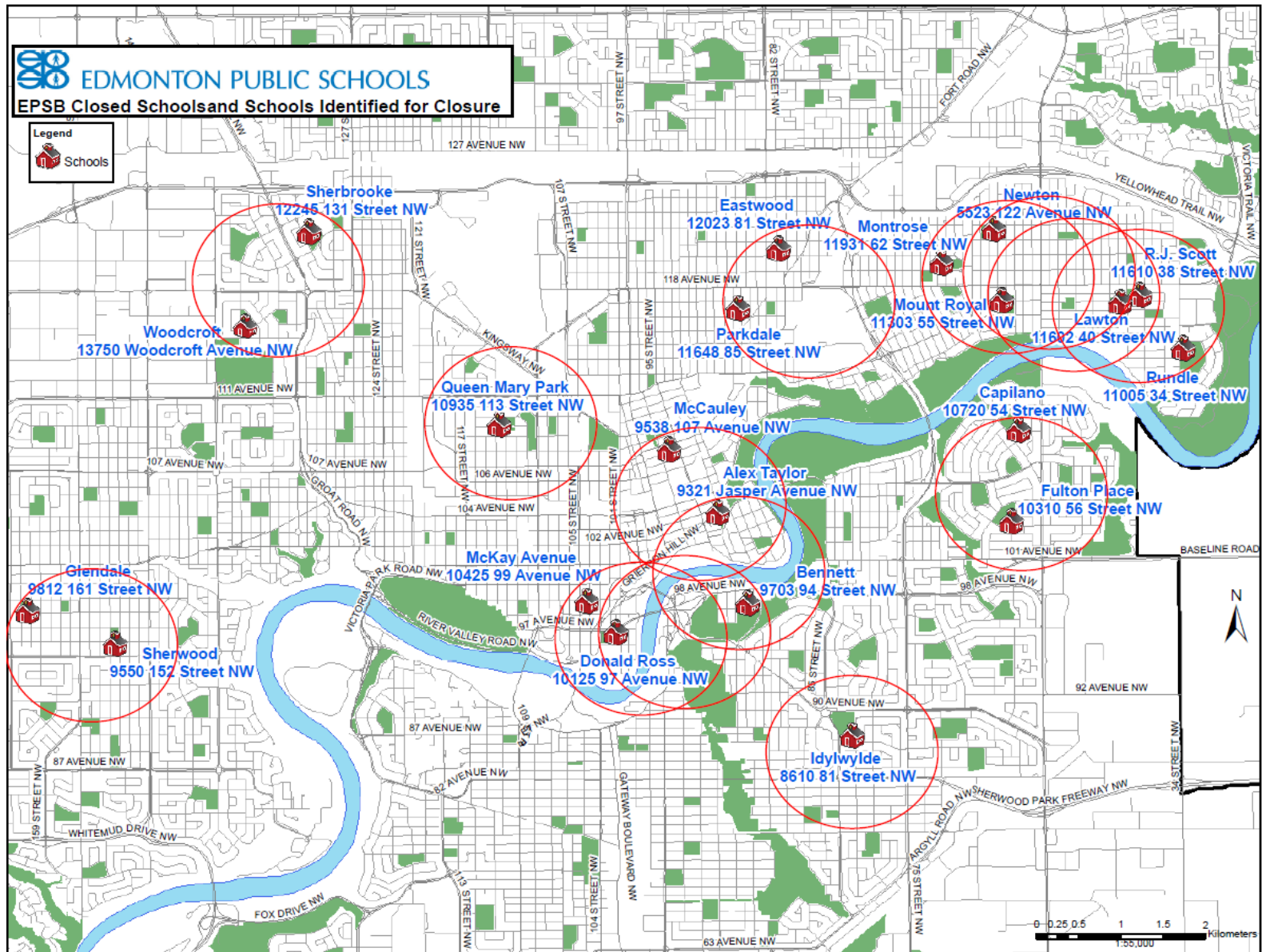
Vacant reserve sites considered for the Real Estate Strategy are assembled and are not listed on the Three-Year Capital Plan.

See Schedule 3 for Vacant Sites and Capital Requests

Schedule 1: Deferred Maintenance Values (2021)

Site Name	Deferred Maintenance Value (Approx.)
Alex Taylor School	\$3,475,000
Bennett School	\$800,000
Capilano School	\$2,250,000
Donald Ross	\$2,000,000
Eastwood School	\$4,050,000
Fulton School	\$6,850,000
Glendale School	\$2,200,000
Idylwyld School	\$2,550,000
Lawton School	\$5,550,000
McCauley School	\$2,500,000
McKay School	\$1,800,000
Montrose School	\$2,500,000
Mount Royal School	\$4,050,000
Newton School	\$6,800,000
Parkdale	\$5,900,000
Queen Mary Park School	\$5,400,000
R.J. Scott School	\$5,800,000
Rundle School	\$7,050,000
Sherbrooke School	\$1,000,000
Sherwood School	\$3,000,000
Woodcroft School	\$6,050,000
TOTAL	\$81,575,000

Schedule 2: Non-Operational Site Map, Ranking and Five-Year Action Plan



2019 Ranking

ADDRESS SOON

The order of buildings presented is a general framework and is adaptable to meet the Division's changing needs.

ADDRESS LATER

Ranking	Site Name	Current Use	Appraised
YEAR 1			\$7,140,000
1	Bennett RF3 Lot	Vacant	\$390,000
2	Eastwood RF3 Lot	Vacant	\$205,000
3	Idylwyld School	Vacant	\$2,785,000
4	Lawton School	Vacant	\$3,760,000
YEAR 2			\$33,175,000
5	Newton School	Administrative	\$5,225,000
6	Alex Taylor School	Leased (Lease end date: 8/31/2025)	\$8,550,000
7	Capilano School	Leased (Overhold)	\$9,950,000
8	Sherbrooke School	Leased (Overhold)	\$5,410,000
9	R.J. Scott School	Administrative	\$4,040,000
YEAR 3			\$23,975,000
10	Rundle School	Leased	\$2,335,000
11	Queen Mary Park	Leased (Overhold)	\$5,170,000
12	Woodcroft School	Administrative	\$6,785,000
13	Eastwood School	Leased	\$4,690,000
14	Mount Royal School	2021 Closure	\$4,995,000
YEAR 4			\$25,370,000
15	Donald Ross School	Administrative	\$7,130,000
16	McCauley School	Leased	\$7,200,000
17	Fulton School	Leased	\$8,000,000
18	Glendale School	2021 Closure	\$3,040,000
YEAR 5			\$27,700,000
19	Sherwood School	2021 Closure	\$4,285,000
20	Bennett Centre	Administrative	\$6,380,000
21	Montrose School	2021 Closure	\$5,005,000
22	McKay School	Administrative	\$9,150,000
23	Parkdale	Leased	\$2,880,000
TOTAL (YEAR 1 - 5)			\$117,360,000

2022 Ranking

Ranking	Site Name	Current Use	Appraised
YEAR 1			\$12,670,000
1	Bennett RF3 Lot	Vacant	\$390,000
2	Eastwood RF3 Lot	Vacant	\$205,000
3	Idylwylde School	Vacant	\$2,785,000
4	↑ Sherwood School	Vacant	\$4,285,000
5	↑ Montrose School	Vacant	\$5,005,000
YEAR 2			\$17,300,000
6	Newton School	Administrative	\$5,225,000
7	↑ Mount Royal School	Short-Term Rentals	\$4,995,000
8	↑ Glendale School	Short-Term Rentals	\$3,040,000
9	R.J. Scott School	Administrative	\$4,040,000
YEAR 3			\$29,915,000
10	Rundle School	Leased	\$2,335,000
11	↓ Sherbrooke School	Leased (Overhold)	\$5,410,000
12	↓ Lawton School	Leased	\$3,760,000
13	Eastwood School	Leased	\$4,690,000
14	↓ Alex Taylor School	Leased (Lease end date: 8/31/2025)	\$8,550,000
15	Queen Mary Park School	Leased (Overhold)	\$5,170,000
YEAR 4			\$31,935,000
16	↓ Capilano School	Leased (Overhold)	\$9,950,000
17	↓ Woodcroft School	Administrative	\$6,785,000
18	McCauley School	Leased	\$7,200,000
19	Fulton School	Leased	\$8,000,000
YEAR 5			\$25,540,000
20	↓ Donald Ross School	Administrative	\$7,130,000
21	Bennett Centre	Administrative	\$6,380,000
22	McKay School	Administrative	\$9,150,000
23	Parkdale	Leased	\$2,880,000
TOTAL (YEAR 1 - 5)			\$117,360,000

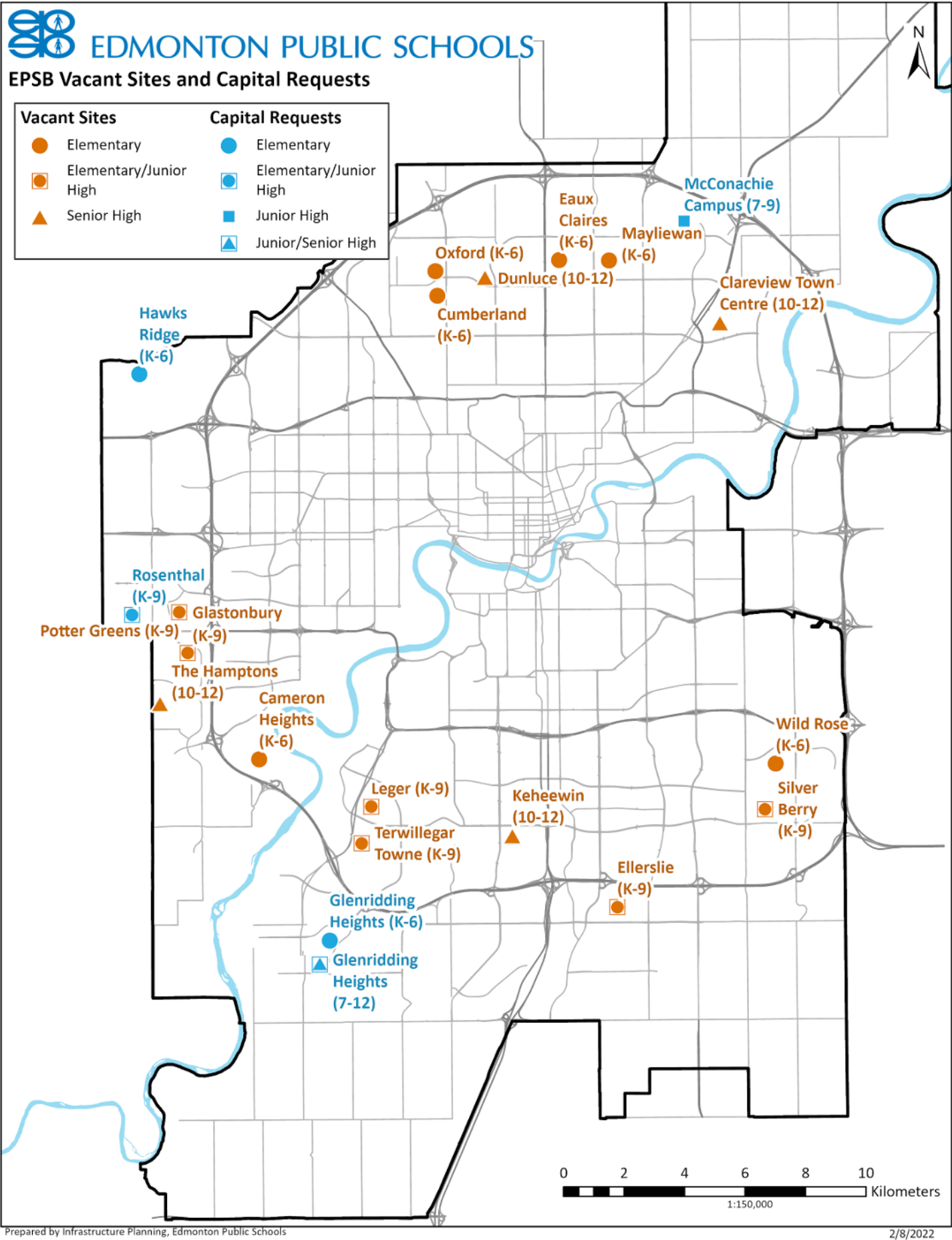
↑ Site moved up at least one year to address sooner.

↓ Site moved down at least one year to address later.

What cause a site to move in ranking?

- Four schools (Montrose, Mount Royal, Glendale and Sherwood) were closed at the end of the 20/21 school year.
- Increase in short-term rentals and the amount of space leased.
- Renovations and repairs were completed at a few sites resulting in a minor decrease of deferred maintenance.
- Some neighbourhoods have seen an increase in building and development permits.

Schedule 3: Vacant Sites and Capital Requests





Infrastructure

Property Management Office

property.mangement@epsb.ca

DATE: February 15, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Establishment of Science, Technology, Engineering and Mathematics (STEM) Alternative Program

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent, Operations and Learning Services

RESOURCE STAFF: Lindsay Adrian, Marnie Beaudoin, Sean Jones, Roland Labbe, Valerie Leclair, Ann Parker

REFERENCE: [GA.BP Student Programs of Study](#)
[GAA.BP, Delivery of Student Programs of Study](#)

ISSUE

Science, Technology, Engineering and Mathematics (STEM) programming has been implemented in school divisions across North America, and continues to expand. Strong student interest in STEM learning in Edmonton Public Schools warrants the establishment of a STEM alternative program.

BACKGROUND

A STEM alternative program will provide immersive STEM learning opportunities, enabling students to explore their personal interests, develop skills and knowledge as well as foster creativity and leadership through a focus on STEM. The STEM program will support students to prepare for the future and a successful transition from high school to the world of work and post-secondary. The STEM alternative program will support the Division's Career Pathways model.

Initiated in 2015, Career Pathways embodies the [2018–22 District Strategic Plan](#) and the vision of success, one student at a time. Career Pathways fosters growth and success for every student by supporting their journey from early learning through high school completion and beyond, and enhances public education through communication, engagement and partnerships.

The goal of Career Pathways is to provide students with a broad range of learning opportunities that prepare them for their next steps in life—whether that be post-secondary, the world of work or involvement in their community, so they are able to transition from high school to a life of dignity and fulfillment. Students develop a curiosity about the world around them, and grow skills and competencies through rigorous and relevant projects, activities and experiences connected to curricular outcomes.

RELATED FACTS

- Many Division schools offer a range of STEM learning opportunities. There is currently no Division school offering immersive STEM learning through an alternative program model.
- W.P. Wagner School currently offers a Campus EPSB STEAM (Science, Technology, Engineering, Arts and Math) course. This is a one semester opportunity for students from across Division high schools

to explore STEAM-based learning through the lens of engineering and architecture.

- STEM Collegiate Canada has submitted a charter school application to Alberta Education. The proposed charter school would be located in Edmonton and will initially open with Grade 7 to Grade 12 in September 2022. The proposed charter school will expand to elementary grades in September 2024.

RECOMMENDATION

That the Science, Technology, Engineering and Mathematics (STEM) program as a K–12 Division alternative program, effective September 2022, be approved.

CONSIDERATIONS and ANALYSIS

Student Interest and Demand

In the fall of 2021, Career Pathways invited students from Grade 7 to Grade 12 to participate in a student interest survey to gauge student interest in a variety of potential learning opportunities across all five career pathways:

- Art, Design and Communication
- Business and Information Technology
- Construction, Manufacturing and Transportation
- Health, Education and Human Services
- Natural Resources and Environmental Sciences

The information received through this survey is used to support Division planning related to Career Pathways learning opportunities for students.

Student Responses

18,849 total responses 37.75% of Division population (Grades 7–12)

Students could select their first, second and third choices from a list of 26 areas of interest. The number and percentage of responses indicates first, second and third choices for each area of interest. The areas of interest included on this table represent those that are most closely related to STEM occupations.

Area of Interest	Number/Percentage of Responses	Ranking out of 26
Health Science Studying, researching, and gaining knowledge to improve health, cure diseases, and understand how humans and animals' function. Related Careers: Dietician, Medical Technologist, Dentist, Pharmacist, Doctor, Nurse, etc.	4,492/7.94%	1st
Business and Entrepreneurship Focusing on financial institutions, commerce, retail operations and entrepreneurial endeavors. Related Careers: Entrepreneur, Accountant, Bookkeeper, Administrative Assistant, Economist, Marketer, Sales Manager, etc.	4,267/7.55%	2nd

Computing Developing computer hardware and/or software. Related Careers: Software Developer, Software Test Engineer, Programmer Analyst, Web Developer, Information Technology Specialist, Video Game Developer, etc.	3,888/6.88%	3rd
STEAM (Science, Technology, Engineering, Arts, Math) Using Science, Technology, Engineering, Arts, and Math to tackle challenges and develop solutions. Related Careers: Architect, Engineer, Mathematician, App Developer, Product Designer, etc.	3,813/6.74%	4th
Animal Science and Veterinary Protecting, caring for and conducting research regarding the health and well-being of animals. Related Careers: Veterinarian, Farmer, Animal Trainer, Animal Scientist, Zoologist, Animal Control Worker, etc.	2,421/4.28%	11th
Horticulture and Agriculture Working with garden cultivation and management, learning to grow crops and studying how to raise animals. Related Careers: Landscaper, Farm Worker, Agricultural Engineer, Botanist, Food Scientist, etc.	309/0.55%	25th

Response rates and definitions for all 26 areas of interest are available in the [student interest survey](#) (Attachment I).

Program Description

The STEM alternative program will deliver the Alberta programs of study through the focus of science, mathematics, engineering and technology and will focus on student-centered learning. Instructional approaches such as project-based learning, design thinking and inquiry will be used across courses and subjects from Kindergarten to Grade 12, to foster authentic, hands-on learning experiences that enable students to research, tackle and solve real world problems in innovative ways. As part of a project approach to learning, students will have the opportunity to share their learning with a variety of audiences such as parents, the community and/or other students.

The STEM program will prepare students to be engaged citizens and to take on leadership roles in a world that demands a high level of knowledge, skills and innovation in technology. The program will seek to provide collaborative learning opportunities with post-secondary institutions, business and industry.

The proposed STEM alternative program reflects the Division's Career Pathways model.

Career Pathways Model

The Career Pathways Model fosters growth and success for every student by supporting their journey from early learning through high school completion and beyond, and enhances public education through communication, engagement and partnerships.

The Career Pathways Model is about building awareness, understanding and readiness for a pathway that helps students find dignity and fulfillment in life.

Conversations about Career Pathways will take place throughout a student's journey.



Kindergarten to Grade 4: Developing Awareness

Students from Kindergarten to Grade 4 will explore their passions, interests and strengths with an emphasis on science, engineering, technology and mathematics. Students will be exposed to a range of curriculum-based STEM learning opportunities through in-class learning, field trips, and community connections to support exploration of passions and interests.

Grades 5–9: Shaping Understanding

Student awareness of STEM fields and occupations is pursued, as well as the academic requirements of such fields. Student exploration of STEM-related careers begins at this level through STEM-based Career and Technology Foundations (CTF) courses. Students will be exposed to a range of curriculum-based STEM learning opportunities across core and CTF courses, as well as through in-class learning, field trips, and community connections to support exploration of STEM-based fields.

Grades 10–12: Building Readiness

The program focuses on the application of the subjects in a challenging and rigorous manner. Courses and pathways are available in STEM fields and careers, as well as preparation for post-secondary education and employment. Collaboration with post-secondary institutions, business and industry provides students with authentic learning opportunities and experiences. Students are able to select a major area of STEM focus and complete a capping project in their final year.

Registration

Registrations will follow [HC.AR Student Admission and Enrolment](#). There is no entrance criteria for the STEM alternative program.

Facilities and Resources

No facility modifications are required to accommodate the STEM alternative program. Career Pathways has available, through a donor contribution, \$120,000 to support innovative teaching and learning. These funds will be available to provide additional supplies, equipment and resources to support the establishment of this program. No additional Division funds will be required.

Fees

There will not be a STEM program fee. Standard school fees may apply (such as field trips fees, lunch supervision fees, or fees for consumable student course materials, for example).

Transportation

Edmonton Transit Service (ETS) is the preferred method of transportation for junior and senior high students.

NEXT STEPS

Upon approval of the recommendation:

- Administration will provide a recommendation report for approval to the Superintendent, proposing two school locations to offer the STEM program effective September 2022.
- The two school locations will include a high school and a junior high school offering the STEM program effective September 2022.
- The Division website will be updated to reflect information about the STEM alternative program.
- Once school locations have been confirmed, information about the STEM program will be shared with parents and schools.
- Curriculum and Learning Supports (CLS) will support the identification of curriculum and resources including Locally Developed Courses that will support STEM teaching and learning.
- Career Pathways (CLS) will provide the schools with teacher professional development and explore potential post-secondary, business and industry partnership opportunities.

ATTACHMENTS and APPENDICES

ATTACHMENT I [Student Interest Survey](#)

AP:kd



Participating Students

18849

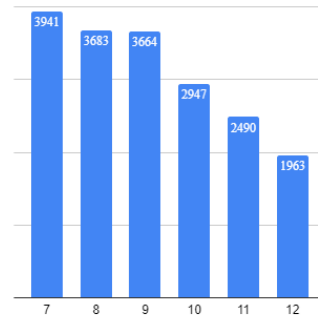
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Participating Schools

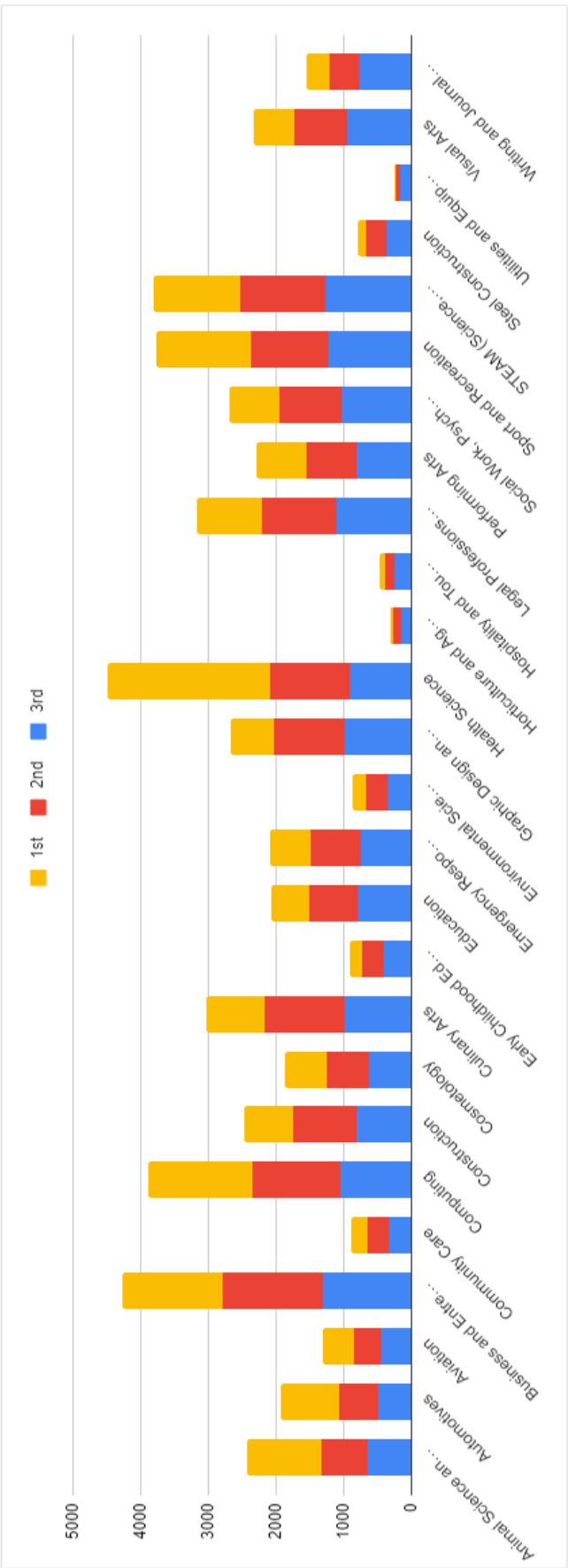
82

83.67%

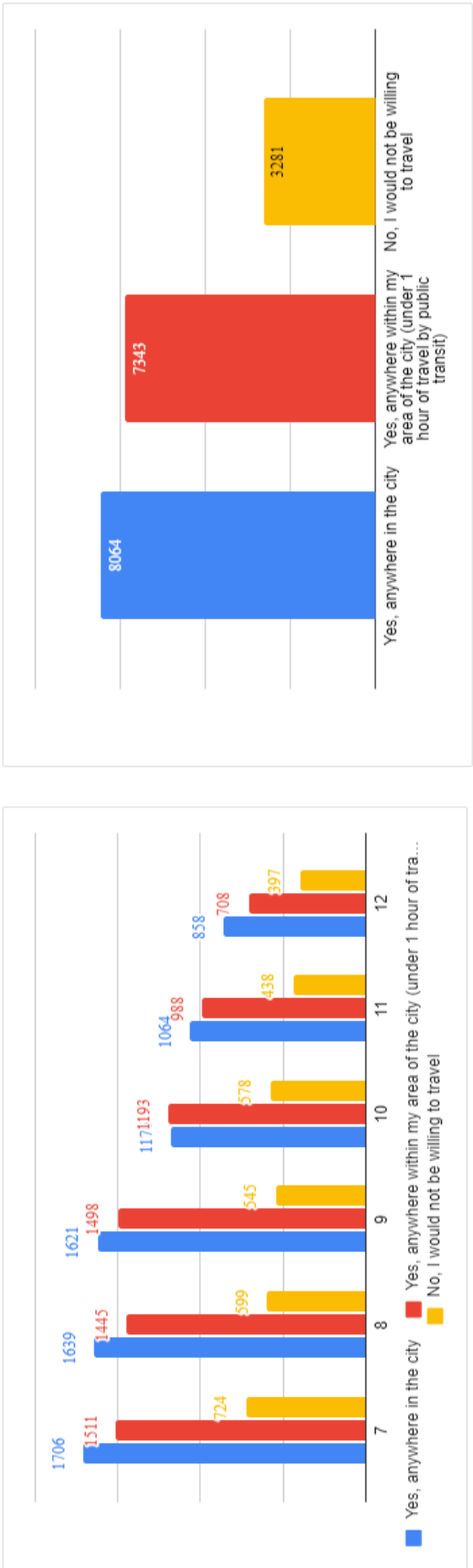
Grade Responses



Areas of Student Interest



Willingness to Travel



Descriptions of Fields of Interest Provided on the Survey

1. Animal Science/Veterinary

Protecting, caring for and conducting research regarding the health and well-being of animals.

Related Careers: Veterinarian, Farmer, Animal Trainer, Animal Scientist, Zoologist, Animal Control Worker, etc.

2. Automotives

Performing preventative maintenance, diagnosing problems and repairing many types of vehicles.

Related Careers: Auto Body Technician, Automotive Painter, Automotive Repair, Mechanic, Truck and Transport Mechanic, Railcar Repair, etc.

3. Aviation

Operating and maintaining aircraft and working in the airline industry.

Related Careers: Aerospace Engineer, Air Traffic Controller, Aircraft Mechanic, Flight Attendant, Pilot, etc.

4. Business and Entrepreneurship

Focusing on financial institutions, commerce, retail operations and entrepreneurial endeavours.

Related Careers: Entrepreneur, Accountant, Bookkeeper, Administrative Assistant, Economist, Marketer, Sales Manager, etc.

5. Community Care

Providing basic health services for clients who have medical conditions.

Related Careers: Caregiver, Client Care Attendant, Geriatric Health Aide, Home Support Worker, Nursing Assistant, etc.

6. Computing

Developing computer hardware and/or software.

Related Careers: Software Developer, Software Test Engineer, Programmer Analyst, Web Developer, Information Technology Specialist, Video Game Developer, etc.

7. Construction

Design, planning, creation and maintenance of residential, commercial and industrial buildings. (Indeed.com)

Related Careers: Construction Trades, Concrete Finisher, Drywall Installer, Glazier, Roofer, etc.

8. Cosmetology

Improving the appearance of a customer's face, hair, or skin using make-up and beauty treatments.

Related Careers: Hair Stylist, Nail Technician, Salon or Spa Manager, Wedding and Event Stylist, Makeup Artist, Esthetician, etc.

9. Culinary Arts

Preparing meals, managing food inventory and eating establishments.

Related Careers: Chef, Food and Beverage Manager, Cook, Caterer, etc.

10. Early Childhood Education and Childcare

Working with young children and families in child care centres, school-based programs, home settings or other educational settings.

Related Careers: Daycare Worker, Daycare Supervisor, Early Childhood Educator, Preschool Helper, etc.

11. Education

Working to support learning at various stages in people's lives.

Related Careers: Classroom Teacher, Educational Assistant, Post-Secondary Instructor, Professor, Principal, etc.

12. Emergency Response

Responding to unexpected or dangerous occurrences and reducing the impact of the event on people and the environment.
Related Careers: Emergency Medical Responder, Firefighter, Police Officer, etc.

13. Environmental Science and Alternative Energy

Gathering data and monitoring environmental conditions. Analyzing environmental problems and developing solutions.
Related Careers: Environmental Scientist, Geological Engineer, Hydrologist, Climate Change Researcher, Energy Broker, etc.

14. Graphic Design and Media

Combining art and technology to communicate ideas through images and layout.
Related Careers: Graphic Designer, Animator, Web Developer, Creative Director, etc.

15. Health Science

Studying, researching, and gaining knowledge to improve health, cure diseases, and understand how humans and animals' function.
Related Careers: Dietician, Medical Technologist, Dentist, Pharmacist, Doctor, Nurse, etc.

16. Horticulture and Agriculture

Working with garden cultivation and management, learning to grow crops and studying how to raise animals.
Related Careers: Landscaper, Farm Worker, Agricultural Engineer, Botanist, Food Scientist, etc.

17. Hospitality and Tourism

Accommodating guests with lodging, food and drink service, event planning, transportation and travel.
Related Careers: Guest Services, Event Planner, Tour Guide, Banquet Services Staff, etc.

18. Legal Professions and Criminology

Researching laws, analyzing data, reviewing evidence and making judicial decisions.
Related Careers: Lawyer, Criminologist, Crime Scene Investigator, Court Clerk, etc.

19. Performing Arts

Conveying artistic messages using voice, body or objects.
Related Careers: Actor, Director, Makeup Artists, Music Director, Set Designer, Producer, Dancer, Choreographer, Singer, Costume Designer, etc.

20. Social Work, Psychology and Psychiatry

Understanding problems at home, at the workplace, or in the community and identifying strengths, or resources that can help.
Related Careers: Social Worker, Psychologist, Psychiatrist, Mediator, Community Health Worker, etc.

21. Sport and Recreation

Planning, organizing, directing, controlling and evaluating the operations of recreational sports and fitness programs and services.
Related Careers: Exercise Physiologist, Athlete, Health Educator, Coach, Personal Trainer, Referee, etc.

22. STEAM (Science, Technology, Engineering, Arts Math)

Using Science, Technology, Engineering, Arts, and Math to tackle challenges and develop solutions.
Related Careers: Architect, Engineer, Mathematician, App Developer, Product Designer, etc.

23. Steel Construction

Using tools, machines and your hands to make engines, computers, toys, electronic devices, control panels and more.
Related Careers: Welder, Metal Fabricator, Boilermaker, Millwright, etc.

24. Utilities and Equipment Operation

Operating maintenance equipment and vehicles, such as excavators and loading machines for electricity, gas, water, or sewage.

Related Careers: Equipment Technician, Construction Equipment Operator, Operating Engineer, etc.

25. Visual Arts

Using creative abilities to convey messages through various types of media.

Related Careers: Painter, Sculptor, Art Consultant, Art Historian, Curator, Cartoonist, Fashion Designer, etc.

26. Writing and Journalism

Conveying a message through various types of written media.

Related Careers: Author, Journalist, Broadcaster, Cartoonist, Podcaster, Social Media Influencer, etc.

DATE: February 15, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Division Insurance
(Response to Request for Information # 4)

ORIGINATOR: Todd Burnstad, CFO

**RESOURCE
STAFF:** Corinna Andony, Madonna Proulx, Olena Vazquez

REFERENCE: [January 18, 2022, Public Board Meeting request for Information by Board Chair Estabrooks](#)

ISSUE

At the January 18, 2022, public Board meeting, Board Chair Estabrooks requested administration provide further information on rising insurance costs for the Division.

BACKGROUND

Edmonton Public Schools has been a member and key player in the formation of the USIC (Urban School Insurance Consortium) insurance reciprocal since the mid 1980's. The insurance consortium was formed with the strategic goal to pool insurance as a mechanism to keep insurance costs at a reasonable level while providing safe learning spaces and experiences for the students and staff that it serves.

In 2010, USIC became a licensed insurance reciprocal in the province of Alberta.

Today, USIC consists of 14 school board members, serving approximately 390,000 students or 52 per cent of Alberta students and insures approximately \$16 billion worth of buildings. Edmonton Public is USIC's second largest school division.

CURRENT SITUATION

Administration was asked to respond to several questions related to the Division's insurance. As some of the responses require discussion of matters of legal and/or of a confidential nature, those responses are not included in this report but will be discussed with Trustees at a future Caucus meeting.

Why are we seeing an increase in insurance premiums and what trends is the Division noticing?

Since 2019, the hardening of the insurance market has led to global increases in insurance rates in the commercial market. As a result of severe weather incidents, the insurance industry experienced exponential losses due to both local and worldwide natural disasters.

A look back at the most extreme global loss patterns of 2021, sets the stage for the insurance-related issues that Marsh, USIC's insurance broker, expects to dominate the 2022 public policy agenda. Losses experienced in 2021 stemmed from volatile weather events and large liability awards. Companies and organizations in areas at high risk of natural catastrophes such as wildfire, hurricanes, hailstorms and

tornadoes are seeing the highest rate hikes, non-renewals and even difficulty in securing coverage. For example, in wildfire areas of Canada rates were up over 20 per cent. Higher rebuilding costs due to materials price inflation and labour shortages are also creating increased premiums.

How could a backstop insurance program from the Government of Alberta benefit EPSB and other school divisions?

Currently USIC has secured a provincial government backstop on property insurance for the Fort McMurray Public School Division only (as opposed to all of the USIC members). The backstop means that should Fort McMurray suffer a future catastrophic loss; that particular loss, up to a certain dollar limit, would first be covered through the government's insurance program as opposed to the reciprocal's coverage. USIC advocated for a backstop with the government following the 2020 spring flood which was Fort McMurray's second catastrophic event in a five-year period. Without this provincial backstop for, premium rates for USIC would most likely have been higher.

Implementation of a government backstop could contribute to a potentially more sustainable risk for both the insurer and insured. The expectation is that this alternative risk transfer (ART) will help secure lower premiums from insurers by having the Government of Alberta take on additional risk on behalf of USIC (including all members).

Government backstop programs are intended to protect private citizens, businesses, and the insurance industry. However, based on news articles¹, Canada is the largest developed country in the world with a large exposure to earthquakes that does not have a formal government backstop program. It is further recommended that governments should pay particular attention to developing contingency plans as a result of increased catastrophic events. Increased natural disasters as well as the COVID-19 pandemic is highlighting the need for backstop insurance programs in Canada and worldwide.

KEY POINTS

- Edmonton Public Schools has been a member of the USIC insurance reciprocal since the mid 1980's.
- USIC has a membership of 14 metro and urban school divisions throughout Alberta.
- Various risk mitigation techniques will continue to be monitored, recommended and implemented where necessary.
- Implementation of a government backstop could reduce or shield all school divisions from large increases for insurance premiums.
- The Division's insurance premiums have increased by \$4.4 million or 125 per cent over the last five years.

FOOTNOTES¹:

- [Pandemic a reminder Canada's insurance industry needs a government backstop for catastrophic events](#)
- [Feds urged to consider backstop for "tail risks" such as pandemic, quake and flood](#)
- [Ottawa in talks with Lloyd's of London for insurance partnership to withstand 'black swan' events](#)

MDP:ja