



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

CFE McCauley Chambers
Tuesday, September 20, 2022
2 p.m.

Board Meeting #01

- A. O Canada
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Approval of the Minutes
 - 1. DRAFT – Board Meeting #15 – June 21, 2022
 - 2. DRAFT – Organizational Board Meeting – June 21, 2022
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, September 19, 2022, to speak under this item.)
- H. Reports
 - 3. Actions Taken Under the Delegation of Authority – 2022 Summer Recess (Information)
 - 4. Amendment to the Three-Year Capital Plan 2023-2026 (Recommendation)
 - 5. Process and Timeline for the Fall Review of the 2021-2022 Results and the Plans for 2022-2023 (Recommendation)
 - 6. 2021-2022 Board Self-Evaluation Summary (Information)
 - 7. 2021-2022 Superintendent of Schools' Evaluation Summary (Information)
 - 8. Bereavement (Information)
- I. Other Committee, Board Representative and Trustee Reports

- J. Trustees and Board Requests for Information**
- K. Notices of Motion**
- L. Meeting Dates**
- M. Adjournment**

MINUTE BOOK**Board Meeting #15**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta held in Centre for Education McCauley Chambers on Tuesday, June 21, 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
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 and wished everyone a Happy National Indigenous Day. Tan say Oki, etlaneta. Greetings in Cree, Blackfoot and Dene. Today we celebrate alongside First Nations, Metis, Inuit communities. We celebrate this land, the original inhabitants of this land and acknowledge that we celebrate here on Treaty 6. We are all treaty people.

**A. O Canada
Recognition of National Indigenous Peoples Day**

Ms. Sheila Williams, a consultant with the Division, sang O Canada in Cree.

Ms. Clarice Anderson, Supervisor with the Division's First Nations, Métis and Inuit unit, spoke and shared the Quллиq video which highlighted the significance of the traditional oil lamp in Inuit culture.

B. Roll Call: 2:01 p.m.

The Superintendent advised that all Trustees were present.

MINUTE BOOK**C. Approval of the Agenda****MOVED BY Trustee Nelson:**

**"That the agenda for the June 21, 2022, Board meeting be approved as printed."
(UNANIMOUSLY CARRIED)**

D. Communications from the Board Chair

On behalf of the Board, the Board Chair extend a sincere and huge thank you to staff in the Division who have done amazing work to support students, families and each other as we navigated another year of a global pandemic. The Board Chair continues to believe that the Division will emerge stronger as a result of the pandemic and, as she has shared many times at school council meetings, a silver lining of this pandemic is a renewed appreciation for the value of public education, for the staff that work in our schools and for our school communities.

The Board Chair said it has been amazing to see so many fun, colourful, inspirational events happening in our schools as the school year wraps up, in particular, the Pride celebrations, and just how critical it is that all students see themselves reflected in our schools, and that our schools are safe, welcoming and inclusive environments.

The Board Chair expressed thanks to her colleagues for their hard work, their passion for public education and their service to the students and families they serve. They have jumped into this work as a new Board of Trustees with such heart and energy. She feels humbled to serve with them all at this pivotal moment in public education for our province.

The Board Chair wished everyone a wonderful, happy, healthy and safe summer.

E. Communications from the Superintendent of Schools

The Superintendent welcomed principals Tara Copeman and Christine Simmons. They are members of the Superintendent's Community of Practice in Education (SCOPE) Committee.

The Superintendent said that this year was the most challenging year that the Division has had during the pandemic. He thanked all the families and the students for their patience and their flexibility over the past year, as it was greatly appreciated.

The Superintendent thanked the staff for their dedication, their innovation and their collaboration. The staff have done amazing work across all of the schools in the Division. He also thanked the central leaders working to support the schools. They have done incredible work and he was very grateful to all of them.

The Superintendent thanked the Board for their support and their advocacy to the Province around things the Division needed during the pandemic.

MINUTE BOOK

The Superintendent advised that the Division is looking forward to welcoming approximately 107,000 students in the fall.

The Superintendent wished everyone a healthy and relaxing summer break. He looks forward to seeing everyone again in September.

F. Approval of the Minutes

1. Board Meeting #14 – June 7, 2022

MOVED BY Trustee Hole:

**“That the minutes of Board Meeting #14 held June 21, 2022, be approved as printed.”
(UNANIMOUSLY CARRIED)**

G. Recognition

2. Michael A. Strembitsky Award of Excellence

The Board Chair announced the following students as recipients of the Michael A. Strembitsky Award of Excellence:

- Gold Medal – Juliana Concini, Strathcona School
- Silver Medal – Jonathan Afework, McNally School
- Bronze Medal – Ayesha Irfan, Queen Elizabeth School

There was a short break in the meeting.

H. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

I. Reports

3. 2022-2026 Division Strategic Plan

MOVED BY Trustee O'Keefe:

**“That Board Policy AD.BP Vision, Mission, Values and Priorities be read for the first, second, third and final time and be approved.”
(UNANIMOUSLY CARRIED)**

MINUTE BOOK

4. Four-Year Education Plan (2022-2026)

MOVED BY Trustee Sumar:

**"That the Edmonton Public Schools' Four-Year Education Plan (2022-2026) be approved."
(UNANIMOUSLY CARRIED)**

5. Governance and Evaluation Committee Work Plan Summary

A summary was provided of the work accomplished by the Governance and Evaluation Committee over the 2021-2022 school year.

6. Infrastructure Committee Work Plan Summary

A summary was provided of the work accomplished by the Infrastructure Committee over the 2021-2022 school year.

7. Policy Review Committee Work Plan Summary

A summary was provided of the work accomplished by the Policy Review Committee over the 2021-2022 school year.

8. Delegation of Authority – 2022 Summer Recess

MOVED BY Trustee Hole:

**"1. That in accordance with Section 3 of the *Education Act* Board Procedures Regulation, any special Board meetings during the 2022 summer recess be at the call of the Board Chair or, in their absence, the Board Vice-Chair."
(UNANIMOUSLY CARRIED)**

**"2. That in accordance with Section 52(1) of the *Education Act*, effective immediately following the June 21, 2022, Organizational Board meeting, delegation of authority to the Superintendent of Schools to make decisions during the 2022 summer recess on behalf of the Board be approved."
(UNANIMOUSLY CARRIED)**

**"3. That a report of all such decisions be brought to the first public Board meeting in the fall of 2022."
(UNANIMOUSLY CARRIED)**

MINUTE BOOK**J. Other Committee, Board Representatives and Trustee Reports**

Trustee Nelson provided a Foundation update. The Foundation was grateful for the unprecedented support through this year's Reading for Life Read-A-Thon and Fundraiser. There were 150 readers, 4,000 books read and almost \$30,000 raised. The funds will help support many kids who don't have access to technology at home and they will receive their own Chromebook to support their learning. Many of the Division's youngest learners will benefit from more time in the classroom at full-day Kindergarten, instead of the standard half-day. School snack bowls will be kept full and more classrooms will have access to mental health supports that keep the kids focused on enjoying their learning.

Trustee Nelson gave a shout-out to the Stingers Edmonton basketball team for their support of our students and the creation of the Fresh Hoops program. Through this partnership, the Foundation was able to update the outdoor basketball court at John D. Bracco School, giving new life to a space that is central to the school's student community. She also thanked the Stingers players who came out to break in the court with the student athletes and then hosted them at the Stinger's first home game at the EXPO Centre. The Foundation is looking forward to refreshing many more outdoor courts with their partnership with the Fresh Hoops program.

Trustee Nelson stated that the Foundation is focused on ensuring that they have the funds available to support their programs for the 2023 school year and beyond. She reminded everyone that the Foundation was still accepting applications for people interested in sitting on the Foundation Board. For those who wish to learn more or to get involved, please contact the Foundation's team at foundation@epsb.ca.

K. Trustees and Board Requests for Information - None**L. Notices of Motions - None****M. Next Board Meeting: Tuesday, September 20, 2022, at 2 p.m.****N. Adjournment: 3:38 p.m.**

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

MINUTE BOOK**Board Meeting #16**

Minutes of the Organizational Board meeting of the Board of Trustees of Edmonton School Division of Alberta held in Centre for Education McCauley Chambers on Tuesday, June 21, 2022.

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
Karen Mills

Leona Morrison
Kathy Muhlethaler
Kent Pharis

Nancy Petersen
Darrel Robertson
Liz Yule

Board Chair: Trisha Estabrooks

Recording Secretary: Catherine Angeles

A. Roll Call: 3:55 p.m.

The Superintendent advised that all Trustees were present.

B. Approval of the Agenda

MOVED BY Trustee Hole:

"That the agenda for the June 21, 2022, Organizational Board meeting be approved as printed."

(UNANIMOUSLY CARRIED)

C. Reports

1. Confirmation of Committees, Board Representation and Regular Meetings

MOVED BY Trustee Ip:

"That recommendations 1 to 10 be approved."

(UNANIMOUSLY APPROVED)

MINUTE BOOK**RECOMMENDATIONS**

That the following actions be taken for the 2022-2023 school year:

1. That the following standing committees of the whole be confirmed:
Caucus Committee
Audit Committee
2. That the following Board committees be confirmed:
 - a) Governance and Evaluation
 - b) Infrastructure
 - c) Policy Review
3. That Board representation on the following Division staff negotiating committees as required be confirmed:
 - a) Custodial Staff (CUPE Local 474)
 - b) Maintenance Staff (CUPE Local 784)
 - c) Support Staff (CUPE Local 3550)
 - d) Teaching Staff (Edmonton Public Teachers' Local 37)
4. That Board membership and representation on the Public School Boards' Association of Alberta (PSBAA) be confirmed:
 - Provincial Executive
 - Provincial Executive – Alternate
5. That Board membership and representation on the Alberta School Boards Association of Alberta (ASBA) be confirmed:
 - Provincial Executive
 - Provincial Executive – Alternate
 - Zone 2/3 Executive
 - Zone 2/3 Executive - Alternate
6. That the Board's ASBA Issues and Resolutions Committee, comprised of the Board Chair or Board Vice-Chair, the ASBA Provincial Executive Board of Directors representative and the ASBA Zone 2/3 representative be confirmed.
7. That the following Ad Hoc Committee and Board representative assignment be confirmed:
 - Ad Hoc Advocacy Committee
 - Edmonton Public Schools Foundation Board of Governors
8. That Board representation on the following Division committees be confirmed:
 - a) Equity Advisory Committee
 - b) School Renaming Criteria Advisory Committee

MINUTE BOOK

9. That the following dates and times of regular meetings be confirmed:

- a) **Board:** The Board will hold its regular meetings at 2 p.m. on the first and third Tuesday of each month when possible, unless otherwise directed by special motion or by the Board Chair.
- b) **Caucus Committee:** Caucus Committee meetings will be held on an as-needed basis at the call of the Caucus Committee Chair. The first Tuesday morning of each month will be reserved for such meetings.

10. That the Board reappoint or review the following positions and committees:

1.	Standing Committee of the Whole:	2021-2022	2022-2023
	a) Board Chair	Trisha Estabrooks	Trisha Estabrooks
	b) Board Vice-Chair	Nathan Ip	Nathan Ip
	c) Audit Chair	Nathan Ip	Dawn Hancock
2.	Board Committees:		
	a) Governance and Evaluation (3 members)	Marcia Hole Nathan Ip Sherri O'Keefe (C)	Dawn Hancock Marcia Hole Sherri O'Keefe
	b) Infrastructure Committee (3 members)	Nathan Ip Julie Kusiek (C) Saadiq Sumar	Julie Kusiek Sherri O'Keefe Saadiq Sumar
	c) Policy Review (3 members)	Marsha Nelson Jan Sawyer (C) Saadiq Sumar	Marcia Hole Jan Sawyer Saadiq Sumar
3.	Negotiations:		
	a) Custodial Staff (CUPE Local 474)	Dawn Hancock Sherri O'Keefe	Dawn Hancock Sherri O'Keefe
	b) Maintenance Staff (CUPE Local 784)	Marcia Hole Marsha Nelson	Marcia Hole Marsha Nelson
	c) Support Staff (CUPE Local 3550)	Trisha Estabrooks Jan Sawyer	Trisha Estabrooks Jan Sawyer
	d) Teaching Staff – Edmonton Public Teachers' Local 37	Julie Kusiek Jan Sawyer (TEBA Representative)	Julie Kusiek Jan Sawyer (TEBA Representative)

MINUTE BOOK

		2021-2022	2022-2023
4.	Representatives for the Public School Boards' Association of Alberta (PSBAA) (2 Provincial Executives)	Marsha Nelson Marcia Hole - Alternate	Marsha Nelson Jan Sawyer – Alternate
5.	Representatives for the Alberta Schools Board Association (ASBA) a) Provincial Executive <i>*Provincial Board of Directors – Director terms will commence every November of even-numbered years for one Director and one Alternate Director and will be eligible for re-election for one successive term of two years.</i> b) Provincial Executive – Alternate c) ASBA Zone 2/3 Executive d) ASBA Zone 2/3 Executive – Alternate	Trisha Estabrooks Sherri O'Keefe Dawn Hancock Saadiq Sumar	Trisha Estabrooks Julie Kusiek Dawn Hancock Sherri O'Keefe
6.	ASBA Issues and Resolutions Committee (1-year term – 3 positions) • ¹ Board Chair or Vice-Chair • ² ASBA Zone 2/3 Executive representative • ³ ASBA Provincial Executive Board of Directors representative	¹ Trisha Estabrooks or Nathan Ip ² Dawn Hancock ³ Trisha Estabrooks	¹ Trisha Estabrooks or Nathan Ip ² Dawn Hancock ³ Trisha Estabrooks
7.	Ad Hoc Committee and Board Representative Assignment: Ad Hoc Advocacy Committee (up to 9 members) Board Representative Assignment • Edmonton Public Schools Foundation Board of Governors	Dawn Hancock Marcia Hole Julie Kusiek Marsha Nelson	Nathan Ip Julie Kusiek Marsha Nelson Sherri O'Keefe

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		2021-2022	2022-2023
8.	Board Representatives on Division Committees:		
	Equity Advisory Committee (2 members)	N/A	Marcia Hole Saadiq Sumar
	School Renaming Criteria Advisory Committee (2 members)	N/A	Trisha Estabrooks Jan Sawyer

D. **Next Board Meeting:** Tuesday, September 20, 2022, at 2 p.m.

E. **Adjournment:** 4:18 p.m.

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: September 20, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Actions Taken Under the Delegation of Authority – 2022 Summer Recess

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

REFERENCE: [Board Policy CHA.BP – Board Delegation of Authority](#)
[Board Policy EA.BP – Infrastructure Planning Principles](#)
[Education Act – Section 52\(1\)](#)
[June 21, 2022, Board Report – Delegation of Authority – 2022 Summer Recess](#)

ISSUE

The Superintendent reports to the Board on any decisions he made under the Delegation of Authority during the summer recess on matters that would normally be brought to the Board.

BACKGROUND

The Board passed the following motion at the June 21, 2022, Board meeting:

1. That in accordance with Section 3 of the Education Act Board Procedures Regulation, any special Board meetings during the 2022 summer recess be at the call of the Board Chair or, in their absence, the Board Vice-Chair.
2. That in accordance with Section 52(1) of the *Education Act*, effective immediately following the June 21, 2021, Organizational Board meeting, delegation of authority to the Superintendent of Schools to make decisions during the 2022 summer recess on behalf of the Board be approved.
3. That a report of all such decisions be brought to the first public Board meeting in the fall of 2022.

CURRENT SITUATION

The Superintendent reports that he took no actions on behalf of the Board.

KM:ca

DATE: September 20, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Amendments to Three-Year Capital Plan 2023–2026

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent

RESOURCE

STAFF: Josephine Duquette, Scott Humphrey, Roland Labbe, Andrew Lowerre, Shaminder Parmar, Jennifer Thompson, Christopher Wright

REFERENCE: [Infrastructure Planning Principles Policy \(EA.BP\)](#)
[Three-Year Capital Plan 2023–2026](#)
[Ten-Year Facility Plan 2023–2032](#)
[Information Update to the Ten-Year Facilities Plan 2020–2029](#)
[Government of Alberta School Capital Manual - Chapter 2](#)

ISSUE

The Province requires the Board of Trustees to submit the Division's approved Three-Year Capital Plan annually to Alberta Education by April 1. On March 22, 2022, the Board of Trustees approved the Three-Year Capital Plan 2023–2026. Since the submission, there has been a critical change in the status of one of the new construction priorities. The proposed amendments will reflect recent advancements in land assembly for a school site in the Edgemont neighbourhood.

BACKGROUND

In June of 2022, the land required to assemble the future Kindergarten to Grade 9 school site in the Edgemont neighbourhood was acquired by Brookfield Properties and included in a land development application with the City of Edmonton. The application involves zoning the land for school construction and the creation of a separate parcel for the school site. The school site will be registered at Alberta Land Titles office as a dedicated reserve site to be held by the City of Edmonton for Edmonton Public Schools until funding is announced by Alberta Education for school construction. Administration will work with the City of Edmonton to ensure the school site is ready for construction when Provincial funding for the school is announced. Brookfield Properties' land development application includes an area for residential development. Administration anticipates the additional development will further increase enrolment pressures on current designated receiving schools.

Based on this new information, administration has updated its analysis of the Division's capital priorities and proposes to amend the current *Three-Year Capital Plan 2023–2026* aggregated and new construction list of priorities, moving Edgemont K–9 from Priority 4 to Priority 2 on both lists.

A comparison of the proposed and approved aggregated priorities, as well as the proposed and approved new construction priorities for the *Three-Year Capital Plan 2023–2026*, is provided in Attachment I.

RELATED FACTS

- In June 2022, the site readiness factor of the Edgemont K–9 school site changed significantly upon the sale and submission of a land development application for lands that include the site.
- An updated analysis of the Division’s capital priorities criteria suggested a change to the list of new and aggregated construction priorities, moving Edgemont K–9 from Priority 4 to Priority 2.
- Fall amendments to the Division’s Capital Plan have previously been approved in 2017, 2018 and 2020 to reflect changes in condition from spring Capital Plan approvals.

RECOMMENDATION

That the amended *Three-Year Capital Plan 2023–2026* be approved for submission to the Provincial Government.

CONSIDERATIONS and ANALYSIS

Capital Planning Methodology:

The proposed priorities for new construction and major additions are based on a review of all City of Edmonton development plans and data, demographic data sets including data from all three levels of government, building and development insights from the development industry, analysis of current and projected Division student residency, the utilization rate of schools to which students residing in the area attend, the average distance traveled by students to their designated school, the impact of recent or projected changes in capacity nearby (e.g., recently constructed schools), and site readiness of the proposed project site as defined by the Province.

A new grade 7-12 school in Glenridding Heights neighbourhood to serve the Windermere plan area remains the highest priority need for the Division. After this priority, Edgemont neighbourhood ranks highest in number of planned lots remaining to be serviced, pace of development over the last five years, number of students planned as per City Bylaw documents, current student residency and projected student residency growth over the next five years. A breakdown is provided in the following table:

Area or Neighbourhood	Remaining Planned Low Density Units	Percentage of Planned Units Developed	Average Annual Development Rate Over 5-Years	Planned Student Population	EPSB Student Population (as of Sept. 7, 2022)	EPSB 5-Year Student Growth Projection
*Glenridding (7–12)	9,878	38%	2.8%	1,931	1,763	1,484
Edgemont (K–9)	2,082	46%	5.8%	971	531	724
Rosenthal (K–6)	1,818	38%	2.0%	672	343	396
**McConachie (7–9)	863	85%	3.5%	720	452	435
***Glenridding Heights (K–6)	1,501	51%	4.4%	589	457	363

*Includes all neighbourhoods in Windermere Area Plan for Grades 10-12, and only Glenridding Heights and Glenridding Ravine neighbourhoods for Grades 7–9

**Includes Brintnell, Cy Becker and McConachie neighbourhoods for Grades 7–9

***Includes Glenridding Heights and Glenridding Ravine neighbourhoods for Grades K–6

Due to capacity limitations at designated receiving schools for Edgemont neighbourhood, students are currently designated to three different elementary schools, three junior high schools and two senior high schools. No other developing neighbourhood has to spread its resident students among so many different schools in order to accommodate them. This complexity of designations is contributing to greater distances travelled, on average, for students living in Edgemont over students living in Rosenthal, McConachie, Glenridding Heights and Glenridding Ravine. The map in Attachment II reinforces the distance between developing communities and existing schools. The Edgemont K-9 site has the fewest existing schools within a three-kilometer radius. With development in planned communities south of the Edgemont site expected to progress quickly in the coming years, housing units will continue to be further from any existing Division schools.

Related to the distance metric noted above, ride times for students accessing yellow bus services to their designated school is available. While not all students attend their designated school or choose to access busing, the table (below shows that the longest average ride times are being experienced by Edgemont students. Moreover, the larger number of designated schools serviced for elementary and junior high riders creates a greater draw on yellow bus resources, which will increase as development continues.

	Yellow Bus Avg Ride Minutes (September 2022)			Number of Designations		
	EL	JH	Combined	EL	JH	Combined
Edgemont	20	31	23	3	3	6
Rosenthal	17	13	16	1	1	2
Glenridding	16	16	16	1.5	1.5	3

Since the approval of the Three-Year Capital Plan 2023–2026 by the Board of Trustees on March 22, 2022 (Attachment III), the most significant change impacting ranking of new construction priorities has been the acquisition of the future school site in Edgemont neighbourhood by Brookfield Properties, and their commitment to deliver a serviced site to be available for school construction in time with a potential provincial funding announcement. Edgemont's position near the bottom of the Year 1 Priorities in the March 2022 Three-Year Capital Plan was a conservative placement and was hindered by the lack of a school site. The resolution of the school site issue removed a major impediment to the province's funding consideration within their gated project approval process.

Fall amendments to the Division's Capital Plan have previously been approved in 2017, 2018 and 2020. The amendments are intended to reflect the most pressing capital needs of the Division based on the most current information available. Administration utilizes all available resources and data sets needed to make sound, evidence-based decisions in formulating capital priority recommendations for consideration by the Board of Trustees. When key factors change, it is essential that changes to priorities are made quickly for consideration by Alberta Education prior to future school project funding announcements.

If the action requested to move Edgemont K–9 up in priority is approved, the resulting impact on other priorities will be the following:

1. Rosenthal K–6 will move from Priority 2 to Priority 3 in the new construction priorities
2. McConachie 7–9 will move from Priority 3 to Priority 4 in the new construction priorities
3. Rosenthal K–6 will move from Priority 2 to Priority 3 in the aggregated priorities
4. McConachie 7–9 will move from Priority 3 to Priority 4 in the aggregated priorities

NEXT STEPS

The amended *Three-Year Capital Plan 2023–2026* will be submitted to Alberta Education and letters from the Board Chair to the Minister of Alberta Education and Alberta Infrastructure will be sent advising of the amendments, for provincial consideration of future capital funding announcements.

ATTACHMENTS and APPENDICES

- | | |
|----------------|--|
| ATTACHMENT I | Comparison of Approved and Proposed Priorities for the Three-Year Capital Plan 2023–2026 |
| ATTACHMENT II | Utilization by School (2021-22) and Year 1 New Construction Priorities |
| ATTACHMENT III | Three-Year Capital Plan 2023–2026 (as approved March 22, 2022) |

SP:jl

Comparison of Approved and Proposed Priorities for the *Three-Year Capital Plan 2023–2026*

Aggregated List of Priorities

	Priority		Project	Capacity	Sector	Cost (millions)
	App.	Prop.				
Year 1	1	1	Glenridding Heights 7–12	2,400	SW2	\$78
	4	2	Edgemont K–9	950	W	\$34
	2	3	Rosenthal K–6	650	NW	\$22
	3	4	McConachie 7–9	950	N	\$36
	5	5	Glenridding Heights K–6	650	SW2	\$22
	6	6	Delton Replacement K–6	650	C	\$22
	7	7	Spruce Avenue Replacement 7–9	450	C	\$14
	8	8	Space for Students in Mature Communities Britannia Cluster: Mayfield PK–3 and Britannia K–9 Replacements	1,100	NW	\$45
Year 2	9	9	Hawks Ridge K–6	650	NW	\$22
	10	10	Crystallina Nera K–6	650	N	\$22
	11	11	Queen Elizabeth Modernization/Replacement	TBD	N	TBD
	12	12	Harry Ainlay Modernization	TBD	SW1	TBD
	13	13	McKee Modernization/Replacement	350	SC	\$13.5
	14	14	Westglen Modernization/Replacement	350	C	\$13.5
Year 3	15	15	Aster K–9	950	SE1	\$34
	16	16	Riverview K–9	950	W	\$34
	17	17	Dr. Anne Anderson School Addition	600	SW2	\$11
	18	18	The Orchards South K–9	950	SE2	\$34
	19	19	Space for Students in Mature Communities Rosslyn Cluster: Concept TBD	1,800–2,400	N	\$62–73
	20	20	Lendrum Modernization/Replacement	350	SC	\$9
	21	21	Weinlos Modernization/Replacement	350	SE1	\$13.5
	22	22	McNally Modernization/Replacement	TBD	SC	TBD
	23	23	Space for Students in Mature Communities: Cluster TBD	TBD	TBD	TBD

Prop. – Proposed

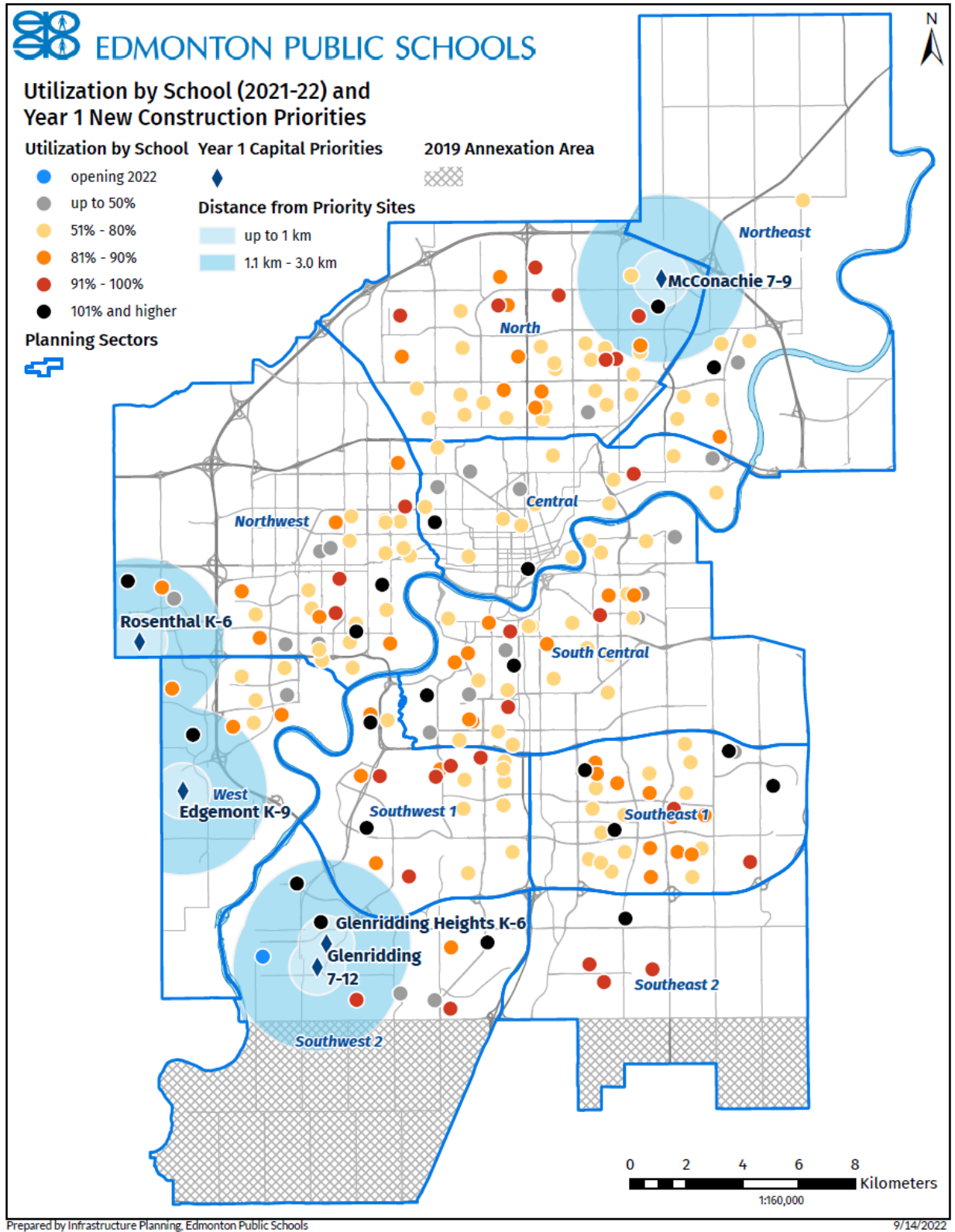
App. – Approved

New Construction List of Priorities

Priority			Project	Capacity	Sector	Cost (millions)
	App.	Prop.				
Year 1	1	1	Glenridding Heights 7–12	2,400	SW2	\$78
	4	2	Edgemont K–9	950	W	\$34
	2	3	Rosenthal K–6	650	NW	\$22
	3	4	McConachie 7–9	950	N	\$36
	5	5	Glenridding Heights K–6	650	SW2	\$22
Year 2	6	6	Hawks Ridge K–6	650	NW	\$22
	7	7	Crystallina Nera K–6	650	N	\$22
Year 3	8	8	Aster K–9	950	SE1	\$34
	9	9	Riverview K–9	950	W	\$34
	10	10	Dr. Anne Anderson School Addition	600	SW2	\$11
	11	11	Orchards South K–9	950	SE2	\$34

Prop. – Proposed

App. – Approved





EDMONTON PUBLIC SCHOOLS

Recommendation Report

DATE: March 22, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Three-Year Capital Plan 2023–2026

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](#)
[Three-Year Capital Plan 2022–2025](#)
[Ten-Year Facility Plan 2023–2032](#)
[Information Update to the Ten-Year Facilities Plan 2020-2029](#)
[Government of Alberta School Capital Manual - Chapter 2](#)

ISSUE

The Province requires a Division's Three- Year Capital Plan, to be approved by the Board of Trustees , to be submitted to Alberta Education by April 1 annually.

BACKGROUND

The current Three-Year Capital Plan 2022–2025 was approved by the Board of Trustees on March 9, 2021. Two school capital projects for the Division approved from previous Three-Year Capital Plan submissions are under construction. These projects are being managed by the Province.

School Name	Type of Project	Status of Construction	Scheduled Opening
Joey Moss School (K–9)	New	Construction	Fall 2022
Southeast High School (The Meadows 10–12)	New	Construction	Fall 2024

No additional new school or modernizations projects are currently funded for design or construction. In fall 2021, the Division completed five school capital projects, which were approved from previous Three-Year Capital Plans. The projects included two new schools, two replacement schools, and one school modernization/addition. The Division managed all five projects.

School Name	Type of Project	Opened
Aleda Patterson School (K–3)	Replacement	Fall 2021
Alex Janvier School (4–9)	Replacement	Fall 2021
Highlands School (K–9)	Modernization / Addition	Fall 2021
Dr. Anne Anderson School (10–12)	New	Fall 2021
Garth Worthington School (K–9)	New	Fall 2021

Planning Context

The strategic direction for Division facility planning is outlined within the Ten-Year Facility Plan 2023–2032.

The Division's enrolment for the 2021–2022 school year increased by 1,978 students or 1.9 per cent from the previous school year. This near normal increase was anticipated by Administration in the previous Three-Year Capital Plan, based on current conditions, and expected growth over the next three years. Enrolment growth this year has been supported by rebounding immigration, steadily increasing job opportunities and growth in the local economy, strengthened by the recovering energy sector.

Date	Total Enrolment	Change (%)	Change (total students)
2017–2018	98,914	+3.3%	+3,282
2018–2019	101,865	+2.9%	+2,951
2019–2020	104,930	+2.9%	+3,065
2020–2021*	103,655	-1.2%	-1,275
2021–2022	105,633	+1.9%	+1,978

*Start of the COVID-19 pandemic

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.
- The Division is in the process of completing two new school capital projects approved from previous Three-Year Capital Plans (the new K-9 Joey Moss School in the Keswick neighbourhood and a new high school in The Meadows plan area).
- No additional projects have been funded for construction from the previous Plan submission.
- Only one aggregated list of project priorities, combining new construction with modernization/replacement priorities, can be submitted to the Province.
- The requirement to blend new construction priorities with modernization/replacement priorities in a single aggregated list creates a situation where serving new communities competes against mature areas of our City, and works against the principle to provide equitable access to modern, high quality learning environments regardless of where students live.
- In each of the three years of the Plan, new construction priorities are now ranked ahead of modernization/replacement projects as a result of recent provincial comments related to capital planning.
- This Plan introduces an additional new construction priority in Year 3 of the Plan, to accommodate growth in the developing community of The Orchards (K–9).
- No new modernization or replacement school projects for the Division are currently funded by the province; therefore, no changes are proposed for the ranking of modernization/replacement priorities.
- Ongoing and predictable funding of modernizations and replacement projects is required to address the Division's growing deferred maintenance deficit.
- Requests for additional space through the addition of modular classrooms occurs through a separate Provincial process, typically submitted by November 1 annually.

RECOMMENDATION

That the Draft *Three-Year Capital Plan 2023-2026* be approved for submission to the Provincial Government.

CONSIDERATIONS and ANALYSIS

The capital priorities in this proposed Three-Year Capital Plan (Attachment I) align with the Division's Infrastructure Planning Principles, the Strategic Plan 2018–2022, and Ten-Year Facilities Plan 2023–2032.

The Division expects enrolment growth to continue to put pressure on existing capacity as enrolment growth is expected to return to pre-pandemic levels. Much of the student residency growth will be focused in new growth areas, with some mature and developed communities seeing stabilization of student residency partially attributable to infill and intensification projects. Funding for modernization projects and annual infrastructure grants (IMR - Infrastructure Maintenance and Renewal and CMR - Capital 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:

- number of existing and projected students residing in an area
- pace of development and the amount of development remaining in an area
- utilization rate of schools to which students residing in the area are designated
- average distance traveled by students to their designated school
- impact of recent or projected changes in capacity (e.g., recently constructed schools)
- site readiness of the proposed project site as defined by the Province

New Construction Considerations (Attachments II and IV)

Pressure for new schools in developing areas is expected to continue, as the majority of projected new students will reside in developing areas where schools are at or nearing capacity. All of the 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 the logistical and cost-related challenges that families and the Division experience regarding student transportation. Additional infrastructure to accommodate students through modular classroom additions is managed through a separate request process annually.

The Plan includes ten priorities in newly developing areas. The Plan includes a new construction priority in The Orchards neighbourhood. Six proposed new school construction projects in the neighbourhoods of Aster, Crystallina Nera West, Glenridding Heights, Riverview, and Rosenthal are also recommended to rise in priority. This highlights the urgency in required capital funding to accommodate students in developing communities. 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, as well as planned future growth in southeast Edmonton.

**Modernization/Replacement Project Considerations** (Attachments III and V)

Funding for modernization project funding and annual capital grants (CMR and IMR) has been consistently below levels required to prevent deferred maintenance from increasing 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, combined with aging infrastructure, supports the need for the modernization and replacement priorities included in 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 Division's first and second modernization/replacement priorities, respectively. The Spruce Avenue School replacement project has been in 15 previous capital plans (going back to 2008), while the Delton School replacement project has been in 13 previous capital plans (going back to 2010). Both projects are expected to continue to serve large geographic areas with a vulnerable student population, and are the receiving schools established through several past school closures and consolidations. Replacing the aging infrastructure at these two sites will ensure that students in these areas have equitable access to high-quality learning environments, to achieve the Board's intended goal of enhancing educational programming opportunities for students attending schools in the City's core. Accessibility, safety, and building condition challenges remain for these two schools. In addition, both schools will 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 configurations for the Rosslyn cluster, remain unfunded. Investment in school infrastructure in maturing neighbourhoods is important to ensure the Division is not faced with difficult decisions related to sudden reductions in capacity (e.g., component failure and building issues). This is especially the case in areas of the city where relatively high levels of existing capacity are in the form of older modular classrooms, which have shorter life cycles than typical school capacity.

The average age of an operational school in the Division is 47 years old, 149 buildings in Division inventory were built prior to 1971. Due to many schools being built in the same era, a large cohort of schools will likely require emergent facilities funding at the same time. These aging components and a shrinking amount of capital funding to address them in combination contribute to the mounting deferred maintenance the Division is facing, estimated to reach the \$1.0 billion value by 2029.

In order to reflect the Division's ongoing commitment to address its aging infrastructure in 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 can result from their active collaboration in the process.

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.”*

Aggregation and Provincial Consideration

The Three-Year Capital Plan 2023–2025 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 the Division is able to deliver projects during the three-year period. In each of the three years of the Plan, new construction priorities are ranked ahead of modernization/replacement priority as a result of recent messaging by the Province. The requirement to blend priorities into a single aggregated list for large metro school jurisdictions creates a situation where serving new communities competes against mature areas of our City. This works against the principle to provide equitable access to modern, high-quality learning environments regardless of where students live. It also does not align with objectives in Edmonton’s City Plan to intensify mature areas, and see a greater percentage of new residents reside in these communities.

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 *Government of Alberta School Capital Manual – Chapter 2 (Attachment VI)*: building condition, community renewal, declining demographics, enrolment pressures, education functionality and programming, health and safety, legal requirements. Their review will also include any additional information, such as regional plans or partnership opportunities.

NEXT STEPS

The Three-Year Capital Plan 2023–2025 will be submitted to Alberta Education by April 1, 2022, for provincial consideration of future capital funding announcements.

ATTACHMENTS and APPENDICES

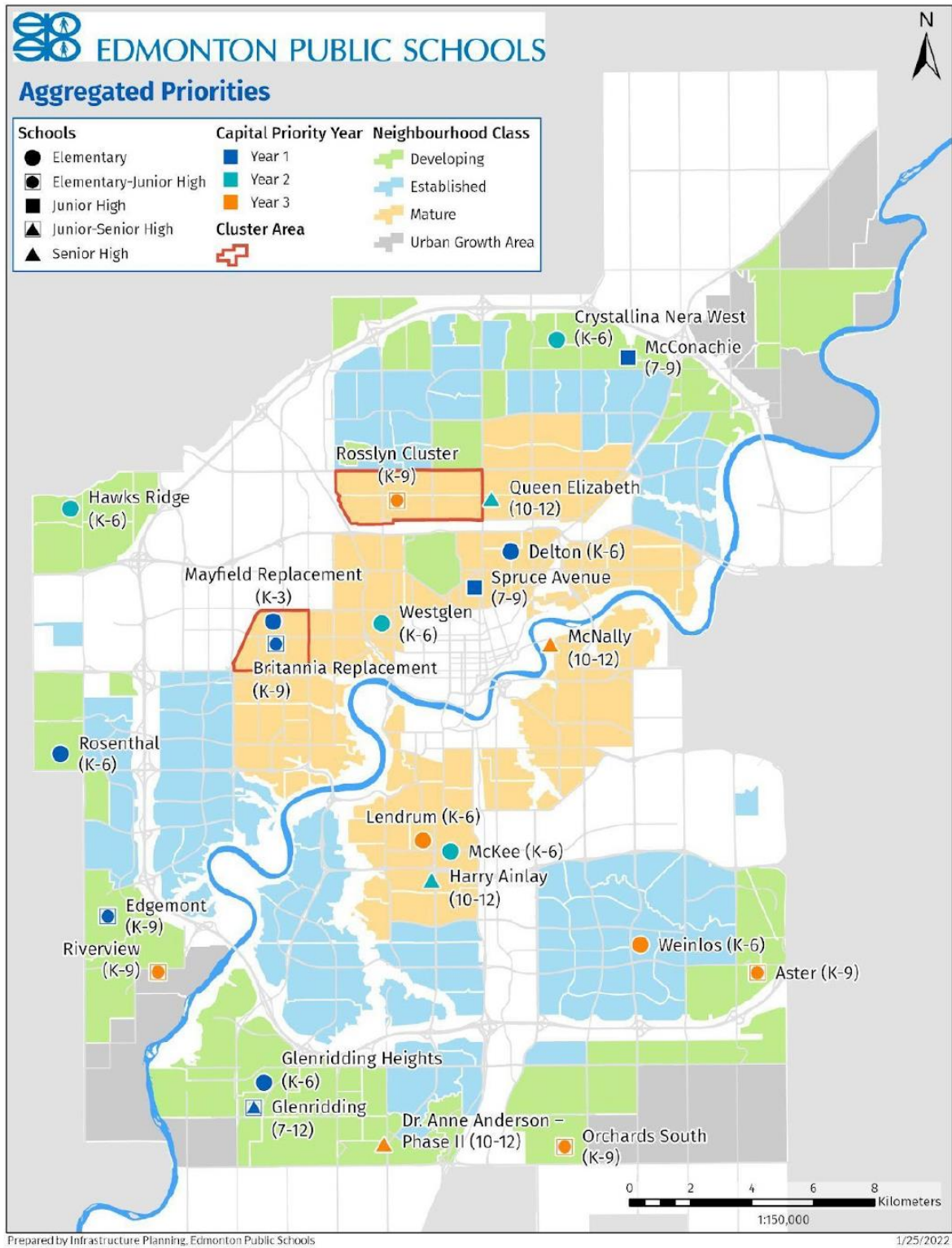
ATTACHMENT I	Three-Year Capital Plan Aggregated List of Priorities
ATTACHMENT II	Proposed New Construction Priorities
ATTACHMENT III	Proposed Modernization/Replacement Priorities
ATTACHMENT IV	Proposed Year-One New Construction Priorities - Additional Information
ATTACHMENT V	Proposed Year-One Modernization/Replacement Priorities - Additional Information
ATTACHMENT VI	Government of Alberta School Capital Manual - Chapter 2.0

SP:kk

Three Year Capital Plan Aggregated List of Priorities 2023–2026

Priority 2022– 2025	Priority 2023– 2026	Aggregated List of Priorities	Capacity	Sector	Cost (millions)
Year 1	Year 1				\$273
4	1	Glenridding Heights 7–12	2,400	SW2	\$78
10	2	Rosenthal K–6	650	NW	\$22
3	3	McConachie 7–9	950	N	\$36
6	4	Edgemont K–9	950	W	\$34
9	5	Glenridding Heights K–6	650	SW2	\$22
1	6	Delton Replacement K–6	650	C	\$22
2	7	Spruce Avenue Replacement 7–9	450	C	\$14
5	8	Space for Students in Mature Communities Britannia Cluster: (Mayfield Replacement PK–3 and Britannia Replacement K–9)	1,100	NW	\$45
Year 2	Year 2				\$71
13	9	Hawks Ridge K–6	650	NW	\$22
21	10	Crystallina Nera K–6	650	N	\$22
7	11	Queen Elizabeth Modernization/Replacement	TBD	N	TBD
8	12	Harry Ainlay Modernization	TBD	SW1	TBD
11	13	McKee Modernization/Replacement	350	SC	\$13.5
12	14	Westglen Modernization/Replacement	350	C	\$13.5
Year 3	Year 3				\$197.5- \$208.5
20	15	Aster K–9	950	SE1	\$34
19	16	Riverview K–9	950	W	\$34
17	17	Dr. Anne Anderson School Addition	600	SW2	\$11
-	18	The Orchards South K–9	950	SE2	\$34
14	19	Space for Students in Mature Communities Rosslyn Cluster: Concept to be Determined	1,800–2,400	N	\$62–73
15	20	Lendrum Modernization/Replacement	350	SC	\$9
16	21	Weinlos Modernization/Replacement	350	SE1	\$13.5
18	22	McNally Modernization/Replacement	TBD	SC	TBD
22	23	Space for Students in Mature Communities Project: Cluster Location TBD	TBD	TBD	TBD

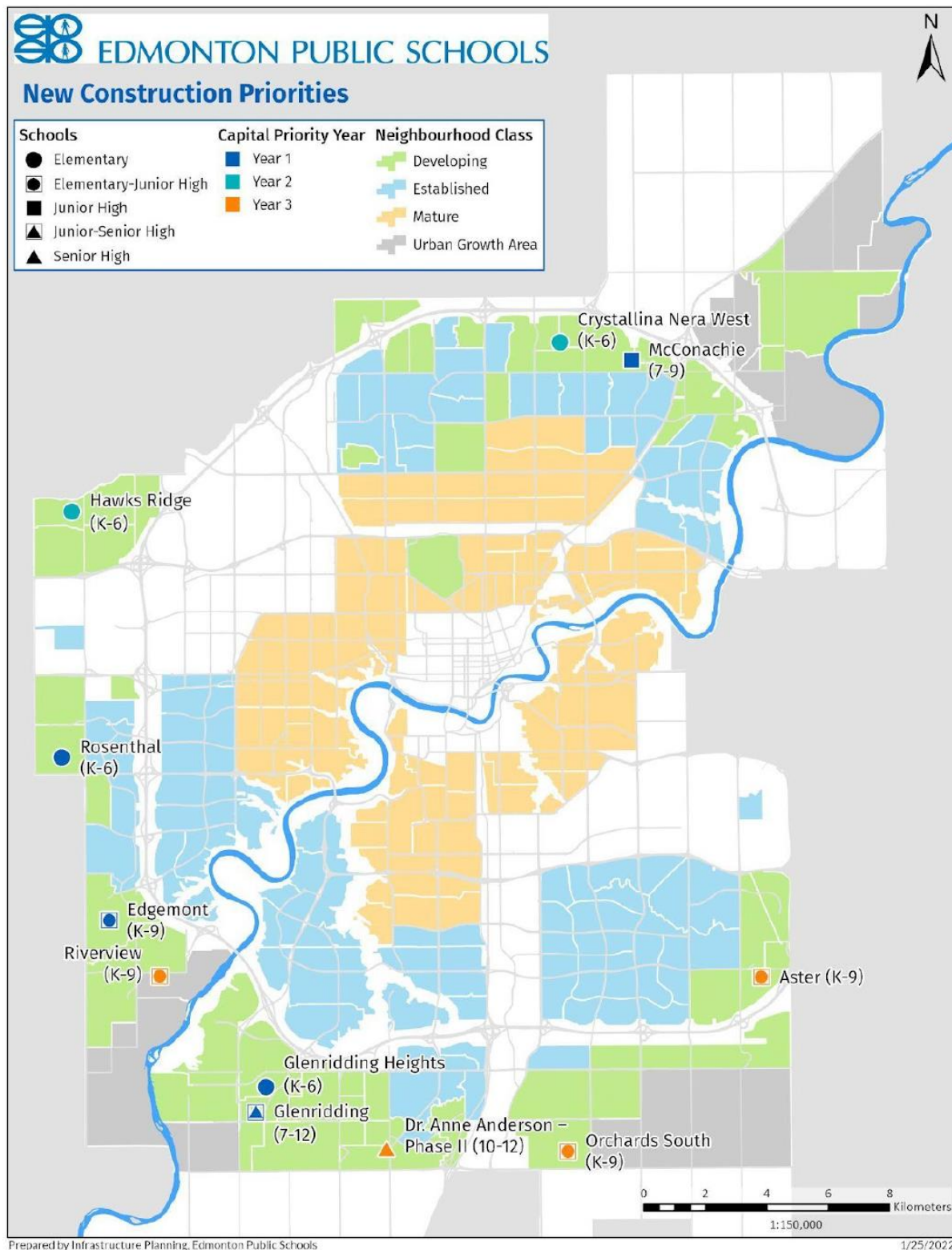
Aggregated Priorities Map



Proposed New Construction Priorities 2023–2026

Priority 2022–2025	Priority 2023–2026	New Construction Project Location	Capacity	Sector	Cost (millions)
Year 1	Year 1				\$192
2	1	Glenridding Heights 7–12	2400	SW2	\$78
5	2	Rosenthal K–6	650	NW	\$22
1	3	McConachie 7–9	950	N	\$36
3	4	Edgemont K–9	950	W	\$34
4	5	Glenridding Heights K–6	650	SW2	\$22
Year 2	Year 2				\$44
6	6	Hawks Ridge K–6	650	NW	\$22
10	7	Crystallina Nera K–6	650	N	\$22
Year 3	Year 3				\$113
9	8	Aster K–9	950	SE1	\$34
8	9	Riverview K–9	950	W	\$34
7	10	Dr. Anne Anderson School Addition	600	SW2	\$11
-	11	Orchards South K–9	950	SE2	\$34

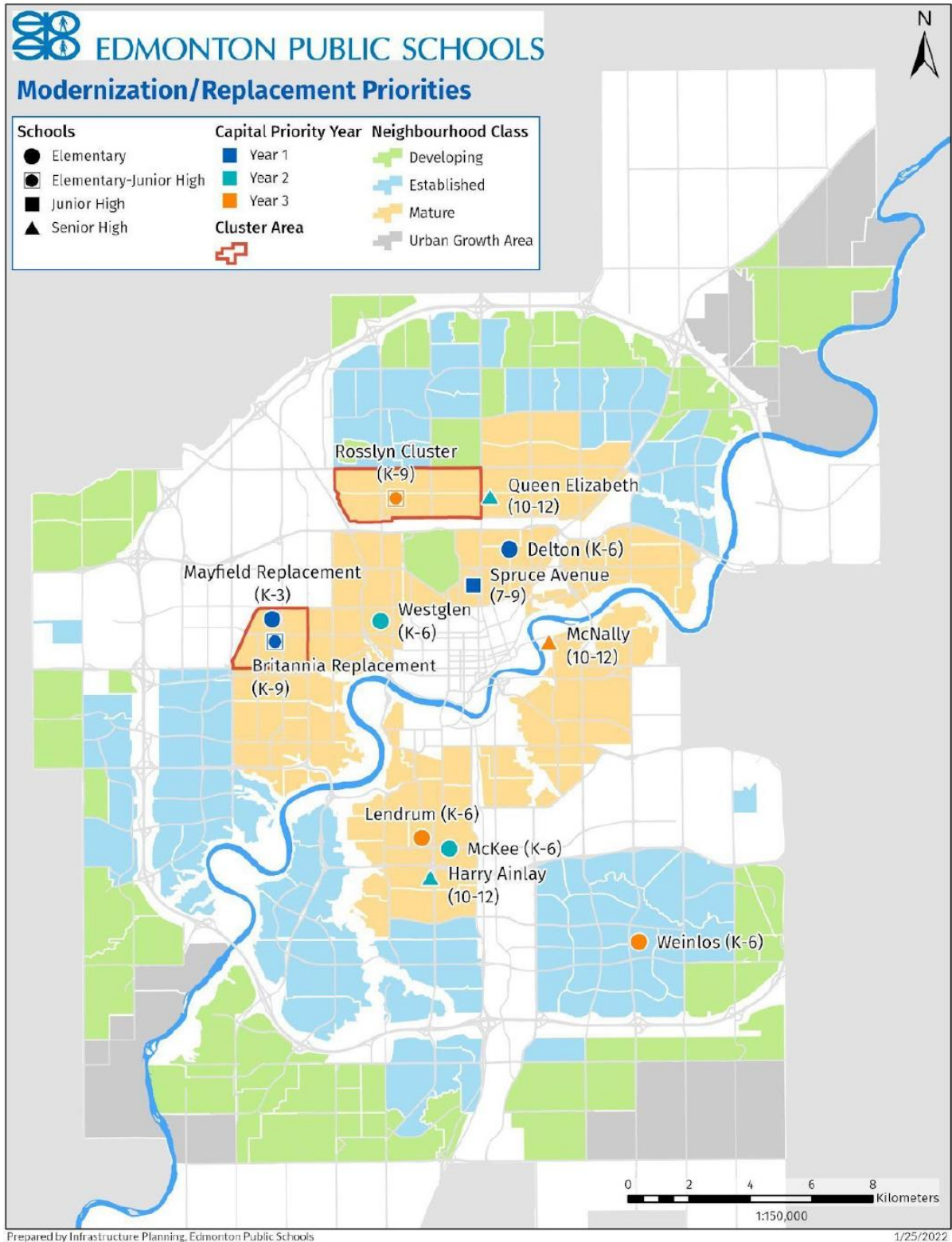
New Construction Map



Proposed Modernization/Replacement Priorities 2023-2026

Priority 2022– 2025	Priority 2023– 2026	Modernizations/Replacements	Capacity	Sector	Cost (millions)
Year 1	Year 1				\$81
1	1	Delton Replacement K–6	650	C	\$22
2	2	Spruce Avenue Replacement 7–9	450	C	\$14
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				\$27
4	4	Queen Elizabeth Modernization/Replacement	TBD	N	TBD
5	5	Harry Ainlay Modernization	TBD	SW1	TBD
6	6	McKee Modernization/Replacement	350	SC	\$13.5
7	7	Westglen Modernization/Replacement	350	C	\$13.5
Year 3	Year 3				\$84.5–\$95.5
8	8	Space for Students in Mature Communities Rosslyn Cluster: Concept to be Determined	1,800–2,400	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	TBD	SC	TBD
12	12	Space for Students in Mature Communities Project: Cluster Location TBD	TBD	TBD	TBD

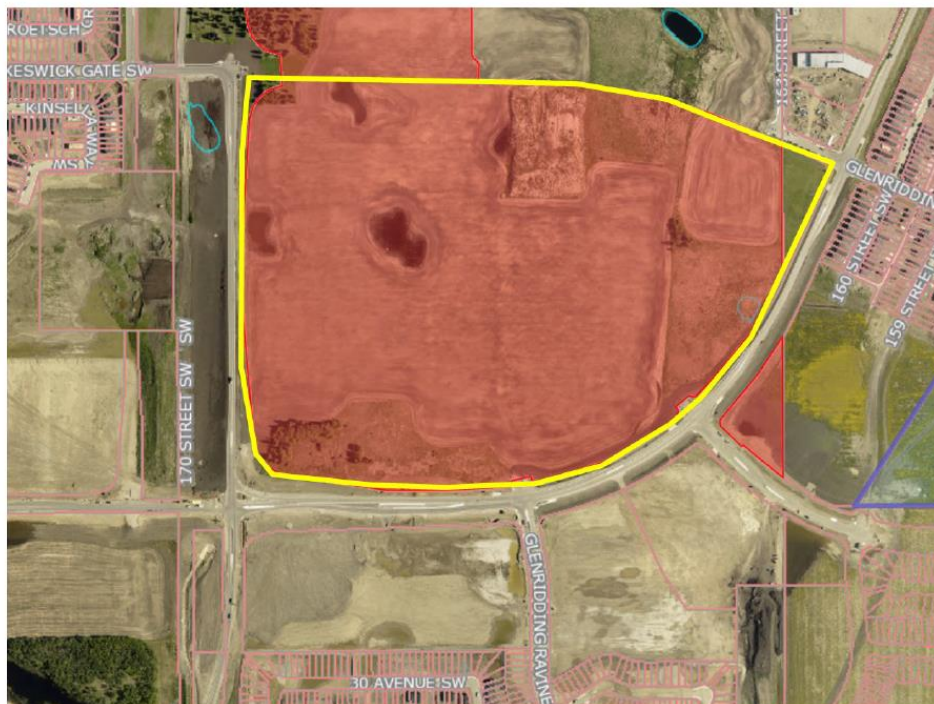
Modernization/Replacement Map



Proposed Year-One New Construction Priorities – Additional Information

Windermere District Park - Glenridding Heights New Construction 7-12:

- Neighbourhoods in the Windermere area have experienced rapid growth since 2010.
- The rate of development remains high, with continued development in Keswick, Glenridding Heights and Glenridding Ravine neighbourhoods.
- Junior high utilization in the sector is very high.
- Windermere area neighbourhoods that could populate this school include junior high residents in Windermere Estates, and high school residents in Ambleside, Keswick, Glenridding Heights and Glenridding Ravine, Windermere Estates and the future Windermere Neighbourhood 5.
- This school would provide relief on Lillian Osborne School, which is operating over capacity and is instituting a lottery process to control enrolment, as well as other neighboring high school with high utilization rates, including Harry Ainlay, Jasper Place, and Strathcona schools.
- The new Dr. Anne Anderson High School in Heritage Valley added nearby capacity but is anticipated to be fully utilized within two years, and will, therefore, not be able to accommodate students from Windermere Area neighbourhoods.
- High schools in south Edmonton are nearing their capacity and ability to accommodate students from their respective attendance areas.
- New high schools are required to increase capacity for current and future students in south Edmonton.
- A high school in the neighbourhood would significantly reduce commute times for students residing in the Windermere Area who are attending Harry Ainlay, Jasper Place, Lillian Osborne, and Strathcona high schools.
- The Windermere District Park site is owned by the City of Edmonton and the City will commence sports field and park development to accommodate a funded school project.



Rosenthal New Construction K-6:

The rate of development in Rosenthal neighbourhood is accelerating and there is a significant number of lots remaining to be developed.

- The neighbourhood will see a significant increase in student generation in the coming years.
- Utilization of space in the sector and in nearby schools is high.
- LaPerle School receives elementary students from the neighbourhood, and is running short on space to accommodate a growing demand.
- David Thomas King School in the adjacent neighbourhood is now conducting a lottery for registrations, as there are more students than there is space available to accommodate them.
- A site for the school is owned by the City of Edmonton and available for construction.



McConachie New Construction 7-9:

- McConachie and adjacent neighbourhoods have had a high rate of development since 2014.
- The neighbourhood will see a significant increase in student generation in the coming years.
- Neighbourhood residency is already high in lower grade levels.
- There is little junior high capacity available at the nearest schools to accommodate junior students who reside in the neighbourhood.
- A new junior high school would ease the enrolment pressures faced by other junior high programs in the north sector.
- The District park site is fully serviced and the City of Edmonton is currently in the process of completing site assembly and sports field development.



Edgemont New Construction K-9:

- Edgemont neighbourhood has had a high rate of development since 2014, with a relatively high number of lots remaining to be developed.
- The pace of development in the neighbourhood has increased.
- The neighbourhood will see a significant increase in student generation in the coming years.
- Neighbourhood residency is already high.
- Utilization of space in the sector, nearby schools and schools receiving students from the neighbourhood is high.
- Resident students from the neighbourhood are designated to three different schools for elementary and junior high programming, and transportation complexities would be alleviated in delivering a new local school.
- Development has reached the future site and we anticipate it would be available in time for start of construction.

Glenridding Heights New Construction K-6:

- Glenridding Heights neighbourhood has maintained a high rate of development since 2014, although there are relatively fewer lots remaining to be developed.
- Dr. Margaret-Ann Armour School in the adjacent neighbourhood, the receiving school for this neighbourhood, is now conducting a lottery for registrations, as there are more students than there is space available.
- The neighbourhood is experiencing a significant increase in student generation expected to continue in coming years.
- Utilization of space in the sector and in nearby schools is high.
- A site for the school is owned by the City of Edmonton and available for construction.



Proposed Year-One Modernization/Replacement Priorities - Additional Information

Delton Replacement K-6 (Built in 1946):



Delton School serves a large area with a diverse and vulnerable student population.

- The School serves students and families with a range of programs; including full-day and pre-Kindergarten, Behaviour and Learning Assistance and Opportunity programs for students requiring specialized supports.
- Delton School receives students from three former school attendance areas that have been closed and redesignated to attend it.
- A new school at the Delton site would serve a large number of students who currently lack access to a modernized learning environment.
- Delton continues to rank as a year one priority due to its poor building condition.
- The building presents significant mobility challenges with the number of stairs that are required to navigate it, does not meet standards outlined in the School Capital Manual, has deficiencies in terms of mechanical and electrical systems, fire safety and barrier-free accessibility.
- Replacing the facility will reduce deferred maintenance and operational costs.
- Student population is projected to increase over the next decade, partially through development of the City's Exhibition Lands site and Blatchford.
- The City, through its community renewal program, is also investing in the area by upgrading pedestrian safety and road infrastructure and constructing a school bus lay-by at the school site.

Spruce Avenue Replacement 7-9 (Built in 1929):



- Since the consolidation of McCauley and Parkdale Schools' junior high programs in 2010, Spruce Avenue is the only school offering a junior high program north of the city's core.
- This junior high is the last of six junior high schools that once served the current attendance area.
- The school has a large attendance area and serves a diverse and vulnerable student population.
- Spruce Avenue School offers regular, Literacy, and Behaviour and Learning Assistance programs for students requiring specialized supports.

- Spruce Avenue School presents mobility challenges with the number of stairs that are required to navigate it, does not meet space standards outlined in the School Capital Manual, has deficiencies in terms of mechanical and electrical systems, fire safety and barrier-free accessibility.
- Replacing the facility will reduce deferred maintenance and operational costs.
- A replacement school would give students access to modernized learning spaces and allow improved junior high program delivery.
- Student population is projected to increase over the next decade, partially through development of the City's Exhibition Lands site and Blatchford.
- The City completed a neighbourhood renewal project which improved pedestrian safety and road infrastructure around the school.

Space for Students in Mature Communities

Britannia Cluster: Replacement Schools (Mayfield PreK-3 and Britannia K-9):

- Through extensive community engagement, which started in March 2016, 'Concept C' was selected as the preferred option to address the Division's facility and enrolment challenges in the Britannia-Youngstown, Mayfield and Canora neighbourhoods.
- The concept would result in four aging schools being combined into two new schools - a Pre-Kindergarten to Grade 3 school for 400 students at the Mayfield site and a K-9 school for 700 students at the Britannia site.
- The four existing schools combine to provide a range of programs for students, including three special needs programs, full-day and pre-Kindergarten, and Logos Alternative.
- Although the four existing schools have seen declining enrolment in past years, enrolment is projected to be stable over the next five years.
- Utilization is expected to remain below 85 per cent at all existing schools in their current configuration except Mayfield, which is expected to increase.
- The consolidation would eliminate deferred maintenance at the Mayfield and Britannia schools.
- The preferred concept addresses the challenges faced by the Division in terms of utilization, aging infrastructure, and costs of maintenance, operation, and configuration to modernized spaces.
- In 2016, the Division commissioned building condition audits for each building involved in the consolidation, and the cost to fix deficiencies (not including costs to reconfigure the facilities to meet 21st century learning standards) are detailed below.

Britannia - \$5,293,571	New Mayfield K-3 - \$0
Youngstown - \$2,804,421	New Britannia K-9 - \$0
Brightview - \$3,097,564	
Mayfield - \$2,382,059	
Total Deferred Maintenance – \$13,577,615	Estimated Deferred Maintenance – \$0

Chapter 2

School Capital Manual

AUGUST 2020



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2. Capital Planning Process

2.1 Provincial Capital Planning Process

The Government of Alberta uses a consolidated capital planning process. The purpose of the province wide Capital Planning process is to identify current and future capital needs and to develop strategies to address those needs in alignment with the Government of Alberta's (GOA) prioritization criteria.

Each ministry has a unique project delivery mandate and must develop the criteria, methodologies and strategies to fulfill that mandate, measure success and work for continuous improvement. While each ministry's criteria must align with overall government prioritization in order to fulfill their mandate, each ministry may/will place different emphasis on each of the GOA criteria.

Each ministry's capital project needs are evaluated and prioritized by ministry staff using the ministry's own program delivery criteria. In addition to evaluating the importance of a project to meet program delivery mandates, another critical factor for inclusion in a ministry's annual capital plan request is the readiness of the project to move forward in an effective and timely manner after approval. For Education, this means that the school jurisdiction must either have a suitable, serviced site or there must be a suitable site identified with a written commitment from the municipality to provide that site and service it before the scheduled start of construction. Additionally, any required access roadways and services need to be installed prior to tendering school construction.

Once the individual ministries have completed and submitted their Ministry Capital Plans, the Provincial Capital Planning group consolidates the requests of all ministries. Projects are then evaluated from a provincial standpoint for criticality, readiness, alignment with government priorities and with consideration for the budget allocation available.

The projects that are approved by Cabinet become part of that year's Provincial Capital Plan. Education is responsible for preparing and providing the approval letters that reflect the decisions made by Caucus.

2.2 Ministry's Capital Planning Process

School authorities are required to submit their capital project requests to Education by the April 1st submission deadline each year. Capital Planning staff review and evaluate project submissions using the ministry's criteria for program delivery and project drivers as outlined in Section 2.5 and the appendices of this document. Ministry staff provide recommendations to the ministry's senior

leadership team including the data analysis, project drivers, readiness, rationale and criticality of each project requested for possible inclusion in the current Ministry Capital Plan.

Once a decision is reached by the Education Minister, and in alignment with the submission deadlines provided annually by the Provincial Capital Planning team, the ministry finalizes and submits Education's Capital Requests into the province wide process for consolidation, further evaluation and funding consideration.

- The submission deadline is April 1 unless otherwise communicated in writing from the department.

When Education is advised of the decisions of Treasury Board and Finance, and Cabinet, approval letters are prepared and provided to school authorities for the capital requests that were approved for funding.

There are several distinct, but integrated components, outlined below that inform the School Capital Review and Prioritization Process.

Capital Planning Process:

- No significant change. This overview helps to provide context for readers.

2.3 Ten-Year Facilities Plan

The Ten-Year Facilities Plan provides a broad overview of the school jurisdiction's existing facilities, including facility age and condition, historical and current utilization and anticipated needs as a result of projected changes in enrolment. It assists each school jurisdiction, Education and Infrastructure to identify trends affecting long-range facility requirements and strategies to support the school jurisdiction's planned program delivery.

School jurisdictions are required to develop a Ten-Year Facilities Plan and be prepared to submit the plan to Education upon request of Capital Planning staff. A school jurisdiction should review its plan annually to confirm that it is up to date and relevant and that it is in alignment with their Three-Year Capital Plan and the individual project requests submitted in any year.

The Ten-Year Facilities Plan should include the following information:

- an overview of key strategies and objectives for the next ten years or longer;
- the jurisdiction's expected utilization rate, historical, current and projected enrolment (increase in enrolment that may lead to addition of space being required or decrease in enrolment that may lead to closure of programs or school buildings);
- modernization and/or replacement needs;
- 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; and,
- the need for capital funding to modernize or add space to the school(s) where students are being relocated.

2.4 Three-Year Capital Plan

Each year, school jurisdictions must assess their school capital needs and prioritize proposed projects based on the project drivers outlined in Section 2.5. The Three-Year Capital Plan must be approved by the board and the board's meeting minutes must identify the dated version of the plan that has been approved. Each individual capital project submission request provided to Education must be consistent in terms of priority and scope with the board approved plan.

There are typically hundreds of project requests made to Education each year. In order for Education staff to appropriately understand and assess the criticality of each project, it is important that project requests are clear and complete and that substantiating data is provided.

The project requests are prioritized with consideration for the following criteria:

- the need has been clearly defined and is supported by data and evidence;
- the scope of work has been clearly defined;
- the educational solution is important to meet the mandate of program delivery for the school jurisdiction and for the ministry;
- there is alignment between the estimated timeframes for the project delivery and the need for the project solution; and,
- the project would be able to move forward expediently if funding were approved.

School Boards Capital Planning Process:

- Ten-Year Facilities Plan – no significant changes
- Three-Year Capital Plan – no significant changes

DATE: September 20, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Process and Timeline for the Fall Review of the 2021-2022 Results and the Plans for 2022-2023

ORIGINATOR: Nancy Petersen, Managing Director, Strategic Division Supports

RESOURCE

STAFF: Joanne Adamkewicz, Anne Belley, Jeremy Higginbotham, Marlene Hornung, Jon Renner, Soleil Surette.

REFERENCE: [Education Act](#) Section 33 (1) (b & c)
[Administrative Regulation AFA.AR - Results Review](#)

ISSUE

Under the provincial Assurance Framework, school board planning and results review reporting process is conducted annually and should be completed before the last Board of Trustees meeting in November. To assist Division staff and the Board of Trustees with this work, Strategic Division Supports prepared a process and timeline for approval by the Board of Trustees.

BACKGROUND

The Board of Trustees approves the process and timeline for review of the previous year's results, as well as the review of the plans established for the current school year. Through discussions, they have an opportunity to learn about the results achieved by schools and central decision units and the implications those results may have on their 2022-2023 plans. They also gain an understanding of how schools and central decision units will develop their plans in support of Division priorities.

Schools and central decision units will report on their results (Attachment II) achieved from the SMART (Specific, Measurable, Attainable, Relevant, Time-framed) goals that were established for 2021-2022. They will also identify the biggest challenges and improvement opportunities that will impact their 2022-2023 plans, which will detail two priority goals for the upcoming school year (Attachment III).

RELATED FACTS

- Trustees received a spring version of the calendar with tentative dates which have been updated as the ASBA Fall General Meeting dates (November 20-22) were finalized.
- School subcommittee meetings have been scheduled to take place November 16-18, 23 and 24, 2022. During these meetings, Trustees, in collaboration with assistant superintendents, will facilitate a group dialogue. Proposed agendas for both school and central meetings are provided in Attachment IV.
- Attachment V identifies the proposed groupings (based on Trustee ward) for Trustee subcommittee reviews. This schedule is finalized in September and accounts for changes in school principalship.
- Central subcommittee meetings have been scheduled to take place November 23 and 24, 2022. There will be three central subcommittee meetings scheduled for a maximum of two and a half

hours per session.

- The Superintendent will present the Division's results as part of the Annual Education Results Review (AERR) at the public Board meeting on November 29, 2022.
- As in previous years, the school decision units with first and second-year principals will be reviewed by assistant superintendents. These meetings will be scheduled by the assistant superintendents prior to November 30, 2022.
- At this time Results Review meetings are being planned to be held in person.

RECOMMENDATION

- 1. That the process and timeline for the 2021-2022 Results Review and the 2022-2023 Plans as outlined in Attachment I, be approved.**

NEXT STEPS

- If approved by the Board of Trustees, the 2021-2022 Results Review and the 2022-2023 Plans process and timeline will be communicated to principals and central decision unit leaders.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Process and Timeline for the 2021-2022 Results Review and 2022-2023 Plans (Calendar)
ATTACHMENT II	2021-2022 Results Review - document template
ATTACHMENT III	2022-2023 Plans - document template
ATTACHMENT IV	Proposed Agenda
ATTACHMENT V	Proposed Schedule for the School and Central Decision Units 2021-2022 results reviews and 2022-2023 plans – Trustees Subcommittee Review

NP:ss

PROCESS & TIMELINE CALENDAR
2021-2022 RESULTS REVIEW & 2022-2023 PLANS
ATTACHMENT I

SEP				1 First Day of Classes	2	3
4	5 LABOUR DAY	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20 BOARD 2:00 PM	21	22	23	24
25	26	27	28	29	30 NATIONAL DAY FOR TRUTH AND RECONCILIATION	1
2 OCT	3	4 BOARD 2:00 PM	5 Enrolment File to Budget & Funding	6	7 BPS opens for Results Review and Planning	8
9	10 THANKSGIVING	11	12 PSBAA Fall Conference & AGM	13 PSBAA Fall Conference & AGM	14 PSBAA Fall Conference & AGM	15
16	17 BPS opens for fall budget	18 BOARD 2:00 PM	19	20	21 PD DAY – no students	22
23	24 PD DAY – no students	25	26	27	28 Budget & Results Review and Planning due in BPS	29
30	31	1 BOARD 2:00 PM	2	3	4	5
6 NOV	7 Target date to distribute Results Review & Plans to Trustees & Assistant Superintendents	8	9	10	11 REMEMBRANCE DAY	12
13	14 TEACHER'S DAY IN LIEU	15 NON-INSTRUCTIONAL DAY	16 School Results Review Tentative	17 School Results Review Tentative	18 School Results Review Tentative	19
20	21 ASBA Fall General Meeting	22 ASBA Fall General Meeting	23 Central & School Results Review Tentative	24 Central Results Review Tentative	25 Audit Committee Presentation of Audited Financial Statements	26
27	28	29 BOARD 2:00 PM Audited Financial Statements presented to Board	30 Audited Financial Statements due to the Province			

**PROCESS & TIMELINE DETAIL
2021-2022 RESULTS REVIEW & 2022-2023 PLANS
ATTACHMENT I**

TIMELINE	PROCESS
October 7, 2022	Results Review & Planning opens in BPS tool
October 28, 2022	Results Review & Planning due in BPS tool
November 7, 2022	Target date to distribute Results Review & Plans to Trustees and Assistant Superintendents
Nov 16, 17, 18 & 23, 2022	School Results Review Meetings
November 23 & 24, 2022	Central Results Review Meetings

RESULTS REVIEW TEMPLATE

Reporting on the 2021-2022 School Year

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the SMART goals that were established for 2021-2022, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

SMART Goal #1: *goal will be imported from the 2021-2022 Budget*

Results Achieved:

SMART Goal #2: *goal will be imported from the 2021-2022 Budget*

Results Achieved:

SMART Goal #3: *goal will be imported from the 2021-2022 Budget*

Results Achieved:

Challenges:

What were the biggest challenges encountered in 2021-2022?

Improvement Opportunities:

What are the opportunities for improvement from 2021-2022 that will inform your plan for 2022-2023?

PLANS TEMPLATE

Planning the 2022-2023 School Year

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). In setting their goals, all schools are to set at least two goals, with one being in support of Priority 1. Schools have the flexibility to set up to two more goals that align with the priority area of their choice. Central DU's are to set two or three goals and indicate which priority area the goal aligns with.

Goal #1:

Goal #2:

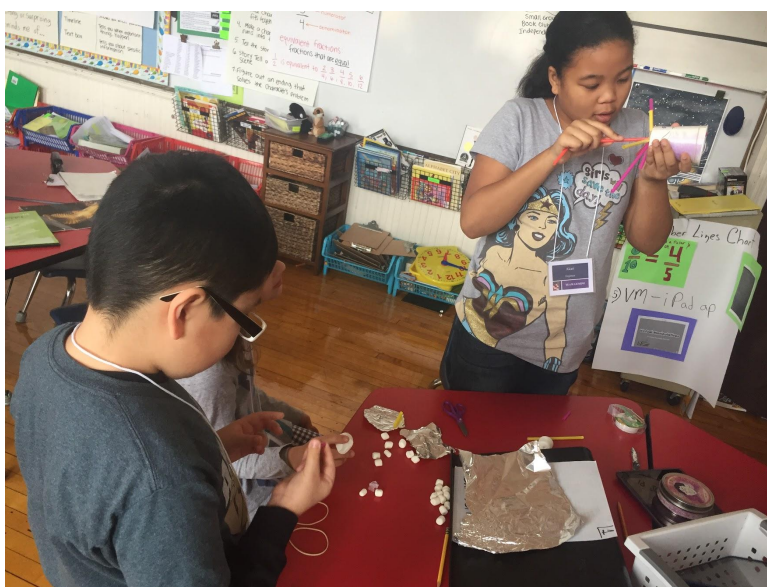
Goal #3 (optional):

AGENDA
TRUSTEE SUBCOMMITTEE MEETINGS
2021-2022 RESULTS REVIEW &
2022-2023 PLANNING
ATTACHMENT IV

1. Welcome by the Trustee, and introductions by the Assistant Superintendent. (3 min.)
2. Introductions by Principals/Central DU executive of any staff, students, parents or community members in attendance. (4 min.)
3. Introductory remarks by the Trustee (5 min.)
4. Group discussion facilitated by the Trustee and Assistant Superintendent. (2 hours.)
5. Break where appropriate. (10 min.)
6. Final remarks and closing of the meeting by the Trustee. (5 min.)

LUNCH

- There will be a 1 to 1 ½ hour break between the a.m. and p.m. sessions to allow time for lunch.



**SCHOOL/CENTRAL REVIEW 2021-2022 RESULTS
AND 2022-2023 PLANS
POTENTIAL SPEAKING NOTES FOR THE
CHAIRPERSON, TRUSTEE SUBCOMMITTEE**

Suggested Trustee Welcome and Introductions

We acknowledge that we are on Treaty 6 territory, a traditional meeting grounds, gathering place, and traveling 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.

My name is () and I am pleased to welcome each of you to the Trustee subcommittee review of the 2021-2022 results and the 2022-2023 plans. I am going to begin by calling upon the Assistant Superintendent to introduce each principal who will in turn introduce staff, students, parents as well as any community members who are with us today.

Suggested Trustee Opening Remarks

The Board of Trustees is elected to represent the public and is responsible and accountable to the public and to the provincial government for the expenditure of the Division's annual budget.

In collaboration with staff, students, parents and the general public, the Board established the Division's vision, mission and priorities. A Division plan was then developed to align with, and support these priorities.

As part of the accountability process, Trustees have the opportunity to review schools' 2021-2022 results, and to learn about plans for the current school year (2022-2023). School plans have been developed based upon current results and support progress towards the Division's Strategic Plan. The information provided helps to formulate a better picture of what is happening at individual schools as well as providing Trustees with a Division-wide perspective. Through these conversations, schools have an opportunity to share:

- A success story from the 2021-2022 school year demonstrating progress towards a goal area.
- Where there remains opportunity for continuous improvement; this may include sharing unanticipated barriers or challenges.
- What the plans/goals are for the 2022-2023 school year.

I would now like to call upon the principal of each school to start the discussion by: (for example using the suggested common question #1 from below) highlighting a goal that was established last year in their school plan around Priority 1 of the 2018-2022 Strategic Plan. If possible, please refer to any measure that supports your results.

RECOMMENDED FORMAT

Please note the following suggested format is provided as a guide to support Trustees in facilitating Results Review conversations and also to support consistency among all the results review meetings. For these conversations, please:

- Approach Results Review as conversation-based dialogue versus a formal presentation
- Set a tone that promotes safety/openness for schools to share both successes and any challenges that may have been encountered
- Build the conversation around the uploaded results review document, with no additional documents to be provided.

While Trustees may ask any questions they have or seek further clarification around a response, the suggested common questions outlined below are intended to help with consistency across Results Review. These questions are shared with schools in advance to support principals in being adequately prepared to respond.

Suggested Common Questions:

1. **2018-2022 Strategic Plan Priority 1 focused question:**
 - Reflecting on any available data or other local measures, discuss an area of success or the progress achieved related to this goal. This discussion should include highlighting intentional actions that contributed to the progress made and implications for potential next steps.
2. **Second question reflecting on any area of last year's results:**
 - Reflecting on any available data or other local measures, share what is the greatest opportunity for continued improvement this coming school year. This discussion should include a summary of what progress was observed and potential next steps to support continued growth in this area.
3. **Shifting ahead to the 2022-2023 school year:** *At this point, shift the conversation towards the direction set out in the Division's 2022-2026 Strategic Plan. Ask each principal to reflect upon how their results and current progress informed the development of their 2022-2023 school plan and invite them to share one goal from their plan. This discussion should include a brief summary of the data they looked at, the actions they are taking to support progress and what will be their evidence of success.*

Each schools' goal will align with one of (not necessarily all three of) the three priority areas of the 2022-2026 Strategic Plan:

1. **Priority 1: Build on outstanding learning opportunities for all students:**
 - a. As you have built relationships with students and gotten to know where they are at in their learning, what have you observed?
 - b. What do we need to prioritize in education as we look to the future and aspire to *"empower(s) each student to live a life of dignity, fulfillment, empathy and possibility"*?
2. **Priority 2: Advance action towards anti-racism and reconciliation:**
 - a. Last fall the Division released its Anti-racism and Equity Action Plan. Where is your school on its path in support of this work?
 - b. What's in place that supports First Nation, Métis and Inuit education and self-identified First Nations, Métis and Inuit student success within your school community?

3. **Priority 3: Promote a comprehensive approach to student and staff well-being and mental health:**
 - a. These past two years have been challenging. Coming back from the summer break, how are your students doing? How are your staff?
 - b. What actions are in place that support positive mental health and well-being?
 - c. How can we, as Trustees, advocate to help support the mental health needs of your school community?
4. **Advocacy:** Part of the role of Trustee is advocacy in support of high quality public education. When you think about the needs of your students, the students across your catchment and the Division's work in support of 109,000 plus students, are there key areas that require support or solutions that the Board should be aware of?
5. **Community connections:** How have relationships with community members helped to enhance learning or wellbeing for your school community?
6. **Questions for guests:** If there is time, questions could be posed to some of the guests attending the Results Review. Some possible questions are:
 - Students:
 - What helps you to be successful in your learning?
 - What are you most looking forward to this school year?
 - Parents:
 - How has the school provided you with opportunities to be involved in your child's learning?
 - What is your child looking forward to this school year?
 - Community member:
 - Tell us about the work you do with the students at _____ school.

Schools and Central DU's Review of the 2021-2022 Results and the 2022-2023 Plans
Trustee Subcommittee Review

Wednesday, November 16, 2022
9:00 To 11:30 AM

WARD A	WARD C	WARD F	WARD I
9:00 TO 11:30 AM	9:00 TO 11:30 AM	9:00 TO 11:30 AM	9:00 TO 11:30 AM
TRUSTEE: Sherri O'Keefe WARD A	TRUSTEE: Marcia Hole WARD C	TRUSTEE: Julie Kusiek WARD F	TRUSTEE: Jan Sawyer WARD I
<u>ASSISTANT SUPERINTENDENT(S):</u> Andrea Cooper	<u>ASSISTANT SUPERINTENDENT(S):</u> Liz Yule	<u>ASSISTANT SUPERINTENDENT(S):</u> Ron Thompson	<u>ASSISTANT SUPERINTENDENT(S):</u> Kent Pharis
<u>SCHOOLS:</u> Baturyn Florence Hallock Lago Lindo Mary Butterworth (Host School)	<u>SCHOOLS:</u> amiskwaciy Academy John A. McDougall (Host School) Spruce Avenue Victoria* *School is part of Ward C but reports to Ron Thompson's leadership group	<u>SCHOOLS:</u> Greenfield Harry Ainlay (Host School) Rideau Park Steinhauer	<u>SCHOOLS:</u> Ellerslie (Host School) Jan Reimer Michael Strembitsky Satoo

Schools and Central DU's Review of the 2021-2022 Results and the 2022-2023 Plans
Trustee Subcommittee Review

Wednesday, November 16, 2022
1:00 To 3:30 PM

WARD A	WARD C	WARD F	WARD I
1:00 TO 3:30 PM	1:00 TO 3:30 PM	1:00 TO 3:30 PM	1:00 TO 3:30 PM
TRUSTEE: Sherri O'Keefe WARD A	TRUSTEE: Marcia Hole WARD C	TRUSTEE: Julie Kusiek WARD F	TRUSTEE: Jan Sawyer WARD I
<u>ASSISTANT SUPERINTENDENT(S):</u> Andrea Cooper	<u>ASSISTANT SUPERINTENDENT(S):</u> Liz Yule	<u>ASSISTANT SUPERINTENDENT(S):</u> Ron Thompson	<u>ASSISTANT SUPERINTENDENT(S):</u> Kent Pharis
<u>SCHOOLS:</u> Calder Glengarry Lauderdale Major General Griesbach (Host School)	<u>SCHOOLS:</u> Aldergrove (Host School) Belmead LaPerle Thorncliffe	<u>SCHOOLS:</u> L. Y. Cairns (Host School) Lansdowne Malmo	<u>SCHOOLS:</u> Daly Grove* Meyokumin (Host School) Sakaw T. D. Baker* *School is part of Ward I but reports to Andrea Cooper's leadership group

Schools and Central DU's Review of the 2021-2022 Results and the 2022-2023 Plans
Trustee Subcommittee Review

Thursday, November 17, 2022
9:00 To 11:30 AM

WARD C	WARD D	WARD E	WARD G
9:00 TO 11:30 AM	9:00 TO 11:30 AM	9:00 TO 11:30 AM	9:00 TO 11:30 AM
TRUSTEE: Marcia Hole WARD C	TRUSTEE: Trisha Estabrooks WARD D	TRUSTEE: Dawn Hancock WARD E	TRUSTEE: Saadiq Sumar WARD G
<u>ASSISTANT SUPERINTENDENT(S):</u> Kent Pharis	<u>ASSISTANT SUPERINTENDENT(S):</u> Ron Thompson	<u>ASSISTANT SUPERINTENDENT(S):</u> Liz Yule	<u>ASSISTANT SUPERINTENDENT(S):</u> Andrea Cooper
<u>SCHOOLS:</u> Brightview Glenora Grovenor (Host School) Westminster	<u>SCHOOLS:</u> Academy at King Edward King Edward Old Scona (Host School) Windsor Park	<u>SCHOOLS:</u> Aleda Patterson (Host School) Alex Janvier Bessie Nichols Ormsby	<u>SCHOOLS:</u> Braemar Clara Tyner Holyrood Kenilworth (Host School)

Schools and Central DU's Review of the 2021-2022 Results and the 2022-2023 Plans
Trustee Subcommittee Review

Thursday, November 17, 2022
1:00 To 3:30 PM

WARD C	WARD E	WARD F	WARD G
1:00 TO 3:30 PM	1:00 TO 3:30 PM	1:00 TO 3:30 PM	1:00 TO 3:30 PM
TRUSTEE: Marcia Hole WARD C	TRUSTEE: Dawn Hancock WARD E	TRUSTEE: Julie Kusiek WARD F	TRUSTEE: Saadiq Sumar WARD G
<u>ASSISTANT SUPERINTENDENT(S):</u> Kent Pharis	<u>ASSISTANT SUPERINTENDENT(S):</u> Liz Yule	<u>ASSISTANT SUPERINTENDENT(S):</u> Ron Thompson	<u>ASSISTANT SUPERINTENDENT(S):</u> Andrea Cooper
<u>SCHOOLS:</u> Inglewood Prince Charles (Host School) Westglen Westmount	<u>SCHOOLS:</u> Callingwood Centennial Elmwood Hillcrest (Host School)	<u>SCHOOLS:</u> McKernan Mount Pleasant Strathcona (Host School)	<u>SCHOOLS:</u> J. Percy Page* Jackson Heights Minchau (Host School) Thelma Chalifoux *School is part of Ward G but reports to Kent Pharis' leadership group

Schools and Central DU's Review of the 2021-2022 Results and the 2022-2023 Plans
Trustee Subcommittee Review

Friday, November 18, 2022
9:00 To 11:30 AM

WARD A	WARD B	WARD D	WARD G
9:00 TO 11:30 AM	9:00 TO 11:30 AM	9:00 TO 11:30 AM	9:00 TO 11:30 AM
TRUSTEE: Sherri O'Keefe WARD A	TRUSTEE: Marsha Nelson WARD B	TRUSTEE: Trisha Estabrooks WARD D	TRUSTEE: Saadiq Sumar WARD G
<u>ASSISTANT SUPERINTENDENT(S):</u> Kent Pharis	<u>ASSISTANT SUPERINTENDENT(S):</u> Ron Thompson	<u>ASSISTANT SUPERINTENDENT(S):</u> Liz Yule	<u>ASSISTANT SUPERINTENDENT(S):</u> Andrea Cooper
<u>SCHOOLS:</u> Caernarvon* Kensington (Host School) McArthur *School is part of Ward A but reports to Andrea Cooper's leadership group	<u>SCHOOLS:</u> Delwood J. A. Fife (Host School) John Barnett Princeton	<u>SCHOOLS:</u> Delton Highlands Norwood (Host School) Virginia Park	<u>SCHOOLS:</u> Hazeldean* Metro Vimy Ridge Academy (Host School) W. P. Wagner *School is part of Ward G but reports to Ron Thomspen's leadership group

Schools and Central DU's Review of the 2021-2022 Results and the 2022-2023 Plans
Trustee Subcommittee Review

Friday, November 18, 2022
1:00 To 3:30 PM

WARD B	WARD D	WARD E
1:00 TO 3:30 PM	1:00 TO 3:30 PM	1:00 TO 3:30 PM
TRUSTEE: Marsha Nelson WARD B	TRUSTEE: Trisha Estabrooks WARD D	TRUSTEE: Dawn Hancock WARD E
<u>ASSISTANT SUPERINTENDENT(S):</u> Liz Yule	<u>ASSISTANT SUPERINTENDENT(S):</u> Andrea Cooper	<u>ASSISTANT SUPERINTENDENT(S):</u> Kent Pharis
<u>SCHOOLS:</u> Belmont Fraser (Host School) Horse Hill* Sifton *School is part of Ward B but reports to Ron Thompson's leadership group	<u>SCHOOLS:</u> Argyll (Host School) Centre High Oliver* *School is part of Ward D but reports to Liz Yule's leadership group	<u>SCHOOLS:</u> Crestwood Laurier Heights Parkview (Host School)

Schools and Central DU's Review of the 2021-2022 Results and the 2022-2023 Plans
Trustee Subcommittee Review

Wednesday, November 23, 2022

9:00 To 11:30 AM

CENTRAL RESULTS REVIEW
9:00 TO 11:30 AM
TRUSTEES: Sherri O'Keefe Marcia Hole Saadiq Sumar
<i>Darrel Robertson, Superintendent</i> <i>Kathy Muhlethaler, Assistant Superintendent, Learning Services and Strategic Supports</i> <i>Chief Facilities and Technology Officer</i>
<u>DECISION UNITS:</u> Communications Infrastructure Technology & Information Management

WARD E	WARD F
9:00 TO 11:30 AM	9:00 TO 11:30 AM
TRUSTEE: Dawn Hancock WARD E	TRUSTEE: Julie Kusiek WARD F
<u>ASSISTANT SUPERINTENDENT(S):</u> Liz Yule	<u>ASSISTANT SUPERINTENDENT(S):</u> Kent Pharis
<u>SCHOOLS:</u> Lynnwood (Host School) Rio Terrace Stratford	<u>SCHOOLS:</u> Brander Gardens Esther Starkman (Host School) Lillian Osborne Nellie Carlson

Schools and Central DU's Review of the 2021-2022 Results and the 2022-2023 Plans
Trustee Subcommittee Review

Wednesday, November 23, 2022
1:00 To 3:30 PM

CENTRAL RESULTS REVIEW
1:00 TO 3:30 PM
TRUSTEES: Marsha Nelson Trisha Estabrooks Dawn Hancock
<i>Darrel Robertson, Superintendent</i> <i>Kathy Muhlethaler, Assistant Superintendent, Learning Services and Strategic Supports</i> <i>Assistant Superintendents:</i> <i>Andrea Cooper</i> <i>Ron Thompson</i>
<u>DECISION UNITS:</u> Learning Services and Strategic Supports <ul style="list-style-type: none"> ● Specialized Learning Supports (SLS) ● Curriculum Learning Supports ● Strategic Division Supports

WARD G	WARD H
1:00 TO 3:30 PM	1:00 TO 3:30 PM
TRUSTEE: Saadiq Sumar WARD G	TRUSTEE: Nathan Ip WARD H
<u>ASSISTANT SUPERINTENDENT(S):</u> Kent Pharis	<u>ASSISTANT SUPERINTENDENT(S):</u> Liz Yule
<u>SCHOOLS:</u> Edith Rogers Grace Martin Malcolm Tweddle Tipaskan (Host School)	<u>SCHOOLS:</u> Constable Daniel Woodall* Donald R. Getty Dr. Anne Anderson (Host School) Roberta MacAdams *School is part of Ward H but reports to Kent Pharis' leadership group

Schools and Central DU's Review of the 2021-2022 Results and the 2022-2023 Plans
Trustee Subcommittee Review

Thursday, November 24, 2022

9:00 To 11:30 AM

CENTRAL RESULTS REVIEW	
9:00 TO 11:30 AM	
TRUSTEES: Julie Kusiek Nathan Ip Jan Sawyer	
<i>Darrel Robertson, Superintendent</i> <i>Todd Burnstad, Chief Financial Officer</i> <i>Grace Cooke, General Counsel</i> <i>Angela Anderson, Chief Human Resources Officer</i>	
<u>DECISION UNITS:</u> Financial Services General Counsel ● Division Support Services Human Resources	

DATE: September 20, 2022

TO: Board of Trustees

FROM: Trustee Marcia Hole, Governance and Evaluation Committee
Trustee Nathan Ip, Governance and Evaluation Committee
Trustee Sherri O’Keefe, Chair, Board and Superintendent Evaluation Committee

SUBJECT: 2021-2022 Board Self-Evaluation Summary

RESOURCE STAFF: Karen Mills

REFERENCE: [Trustees’ Handbook – Section 6.1.1 Governance and Evaluation Committee](#)

ISSUE

The Board of Trustees provides to the public a summary of the annual Board Self-Evaluation survey results from the previous school year.

BACKGROUND

Each year, the Board conducts a self-evaluation to assess its performance with respect to the Board’s roles and responsibilities. The purpose of the self-evaluation is to review the Board’s performance with the goal of determining:

- a) what is being done well, and
- b) what aspects of Board activity require improvement and a corporate commitment to Board development

In an election year such as this one, the results can serve to inform the new Board of the previous Board’s perception of its performance in key areas of governance and provide a starting point for the new Board’s work.

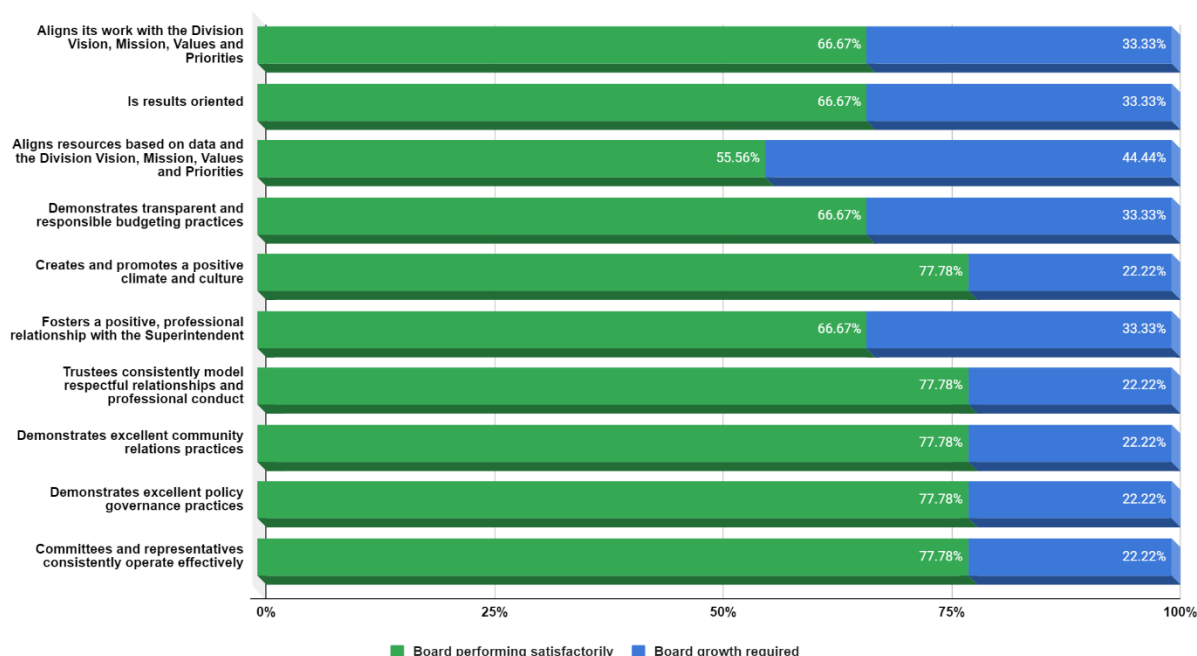
The 2021-2022 Board of Trustees’ self-evaluation survey was organized into eleven categories relating to the Board’s roles and responsibilities. For each section, Trustees were asked chose from two options: *Board performing satisfactorily* or *Board growth required*. Trustees were encouraged to include comments that illustrate or support their choices.

The survey opened Wednesday, June 8 and closed Friday, June 24, 2022. All nine Trustees participated in the survey.

CURRENT SITUATION

A summary of responses is provided on the following page and is being reported to the public as part of the Board’s annual accountability practices.

Board Performance Summary



KEY POINTS

Overall, Trustees felt satisfied with the Board's performance over the past year. Many commented that, with it being the first year of their term, much of their time was spent learning about their role and the Division and coming together as a group. There was agreement that the term got off to a good start.

- Trustees strongly agreed that the Board created and promoted a positive climate and culture, consistently modelled respectful relationships and professional conduct, demonstrated excellent community relations, and demonstrated excellent policy governance practices. There was also strong agreement that Trustee committees and representatives consistently operated effectively.
- Two-thirds of Trustees felt that the Board aligned its work with the Division Vision, Mission, Values and Priorities, was results-oriented and demonstrated transparent and responsible budgeting practices. Two-thirds of Trustees also felt that Trustees fostered a positive, professional relationship with the Superintendent.
- In the area of alignment of resources based on data and the Division vision, mission, values and priorities, Trustee opinions were split. The question of how to equitably distribute funds with a shrinking budget was cited as a formidable challenge. A desire to have increased input from the community during the budgeting process was also expressed by several Trustees.

NEXT STEPS

The information in this report will be used to inform planning and assist with the development of strategic work plans and Board professional development for the 2022-2023 school year.

KM:ca

DATE: September 20, 2022

TO: Board of Trustees

FROM: Trustee Marcia Hole, Governance and Evaluation Committee
Trustee Nathan Ip, Governance and Evaluation Committee
Trustee Sherri O’Keefe, Governance and Evaluation Committee, Chair

SUBJECT: 2021-2022 Superintendent of Schools’ Evaluation Summary

RESOURCE STAFF: Karen Mills

REFERENCE: [Board Policy FGB.BP – Evaluation of Superintendent of Schools](#)
[Trustees’ Handbook – Section 6.1.1 Governance and Evaluation Committee](#)

ISSUE

The Board of Trustees annually provides a summary report to the public of its evaluation of the Superintendent of Schools’ performance for the previous school year.

BACKGROUND

The Board believes that an annual performance evaluation of the Superintendent is a vital process for creating and maintaining a healthy and continuously improving school division. In addition, the Board believes that opportunities for regular ongoing dialogue and feedback between the Superintendent and Trustees help to foster a collaborative working environment critical to a high functioning division.

CURRENT SITUATION

A letter summarizing the results of the 2021-2022 Superintendent of Schools’ evaluation is attached (Attachment I).

KEY POINTS

- The summary letter, submitted by Y Station Communications and Research, for the 2020-2021 Superintendent of Schools’ Evaluation notes that:
 - The Superintendent achieved an overall rating of 4.6 on a scale of 1-5. This represents a rating in the outstanding range and is consistent with his results over the past seven years.
 - The Superintendent continues to be highly regarded by Board Trustees, direct reports and leadership team members and is perceived to be an exceptional leader.
 - The Superintendent has become not only a leader for Edmonton Public Schools, but a leader in the province.

ATTACHMENTS

ATTACHMENT I May 27, 2022, Summary letter from Y Station Communications and Research

KM:ca



May 27, 2022
Edmonton Public School Board
Re: 2021 Superintendent Evaluation

We have completed the 2022 Superintendent Evaluation of Mr. Darrel Robertson as requested by the Board of Trustees of the Edmonton Public School Board. Our comprehensive evaluation was comprised of a 360-degree review including all Trustees, the Division Support Team, the Division Leadership Team and external stakeholders. A mix of interviews via teleconference and on-line surveys were used to collect the feedback from a total of 195 participants. An overall recap of the results was prepared for the Board. Data collection for the in-depth interviews began during the week of April 4, 2022. New this year prior to the interviews, Trustees and Division Support Team members completed a survey where they rated the Superintendent on his performance related to the indicators in Alberta Education's Superintendent Leadership Quality Standard.

The Superintendent achieved an overall rating of 4.6 on a scale of 1 to 5. This represents a rating in the outstanding range. The Superintendent is perceived to be an exceptional leader by the Board, the Division Support Team and the Division Leadership Team. He is a strategic thinker who is able to navigate difficult situations and pivot quickly and efficiently when required.

The Superintendent has built very strong relationships. His excellent communication skills have been proved vital this year with the implementation of the new Board of Trustees. Those in the division are able to reach out to him for advice and guidance. He models a commitment to professional learning and provides those around him the opportunity to do the same. Equity within schools is a priority for the Superintendent and every decision is made with student success as the primary focus.

The opportunities for the Superintendent to develop were focused on the ability to have difficult conversations with those who are not performing to his standards and ensuring that directors and managing directors have the confidence and feel empowered to make decisions to become more solutions-focused.

In summary, the Superintendent continues to be seen as an outstanding leader, with very positive feedback across all stakeholder groups.

Regards,
Tracy With
COO & Partner Y Station Communications & Research

DATE: September 20, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Bereavements

ORIGINATOR: Angela Anderson, Chief Human Resources Officer

**RESOURCE
STAFF:** Cindy Maksymuik

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

Ms. Eunice Rosenthal passed away on August 22, 2022, at the age of 69 years. Ms. Rosenthal started with the Division in 2000. She spent her 22-year career working as a clerk in Supply Services, Warehouse & Distribution, Distribution Centre, Metro Continuing Education and Human Resources Service Centre. She is survived by her daughters, Nicole (Christian), Lyndsay; son, Kevin (Chantel); grandchildren, Logan and Zachary; sister, Myra (Tim), as well as numerous other family and friends.

AA:cm