



Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, April 7, 2015
2:00 p.m.

Board Meeting #12

AGENDA


**BOARD OF
TRUSTEES**

Michael Janz
Board Chair

Michelle Draper
Board Vice-Chair

Sherry Adams
Orville Chubb
Ken Gibson
Sarah Hoffman
Nathan Ip
Cheryl Johner
Ray Martin

Johannah Ko
Student Trustee

- 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. Minutes:
 1. DRAFT – Board Meeting #11 – March 17, 2015
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8021] is required by 9:00 a.m. – Tuesday, April 7, 2015 to speak under this item.)
- H. Reports:
 2. Proposed Three-Year Capital Plan 2016-2019
(Recommendation)
 3. Proposed Policy Positions for the Alberta School Boards Association (ASBA) Fall General Meeting
(Recommendation)
 4. Alberta School Boards Association (ASBA) Survey of School Boards on Core Principles from Strengthening the Provincial Voice of School Boards Task Force
(Recommendation)
 5. Staff Group Presentations re 2015-2016 Proposed Budget:
(NO ENCLOSURE)
 - Edmonton Public Teachers 3:30 p.m. – 3:45 p.m.
 - Exempt Staff 3:45 p.m. – 4:00 p.m.
 - CUPE Local 784 (Maintenance Staff) 4:00 p.m. – 4:15 p.m.
 - CUPE Local 474 (Custodial Staff) *Will present at the April 21st Board meeting.*
 6. Industry Changes to Washroom Design

- I. Other Committee, Board Representative and Trustee Reports**
- J. Trustee and Board Requests for Information**
- K. Notices of Motion**
- L. Meeting Dates**
- M. Adjournment**

MINUTE BOOK

Board Meeting #11

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, March 17, 2015 at 2:00 p.m.

Present:

Trustees

Sherry Adams
Orville Chubb
Michelle Draper

Ken Gibson
Sarah Hoffman
Nathan Ip

Michael Janz
Cheryl Johnner
Ray Martin

Student Trustee

Johannah Ko

Officials

Angela Anderson
Lisa Austin
Diana Bolan

Todd Burnstad
Jim Davies
Ron MacNeil

Mary Michailides
Darrel Robertson
Sandra Stoddard

Board Chair: Michael Janz

Recording Secretary: Manon Fraser

A. O Canada 

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

The Superintendent advised that all Trustees as well as Student Trustee Ko were present.

C. **Approval of the Agenda**

MOVED BY Vice-Chair Draper:

“That the agenda for the March 17, 2015 board meeting be approved as printed.” (UNANIMOUSLY CARRIED)

MINUTE BOOK

D. Communications from the Board Chair

The Board Chair reported that March 21st is the Annual United Nations International Day for the Elimination of Racial Discrimination. Racial and ethnic discrimination occur on a daily basis, hindering progress for millions of people around the world. Racism and intolerance can take various forms – from denying individuals the basic principles of equality to fuelling ethnic hatred that may lead to genocide – all of which can destroy lives and fracture communities. The first article of the United Nations’ Universal Declaration of Human Rights affirms that “all human beings are born free and equal in dignity and rights”. The International Day for the Elimination of Racial Discrimination reminds us of our collective responsibility for promoting and protecting this ideal.

E. Communications from the Superintendent of Schools

The Superintendent advised that, on Monday, March 9, 2015, he and Trustees Adams, Draper, Ip and Johner attended the Canadian Culinary Federation’s High School Culinary Challenge Awards dinner at the Shaw Conference Centre. Minister of Education Dirks also attended the event. He noted that M.E. LaZerte School won a silver medal and Jasper Place School won a gold medal. This is a fine example of Career Pathways programming in the District.

The Superintendent noted that, this year, the District created an Equity Fund which targets additional dollars towards action research in school catchment areas to improve the achievement and success of students. All principals across the District have been involved in creating proposals and targeting areas to impact results. There will be an opportunity, beginning tomorrow, to hear from catchments regarding some of their initial findings from their work with the Equity Fund. This evidence-based work will continue to drive the work in the catchment areas to impact the results and success of students. He noted that Trustees are invited to attend the sessions. The Equity Fund presentations are scheduled as follows:

- March 18, 2015 from 9:00 a.m. to Noon in McCauley Chambers - M.E. LaZerte, J. Percy Page and Harry Ainlay schools
- April 8, 2015 - City Centre, North Central, and Strathcona
- May 6, 2015 - Jasper Place, McNally and Outreach
- June 3, 2015 - Eastglen, Ross Sheppard and W.P. Wagner schools

MINUTE BOOK

F. Minutes

1. DRAFT – Board Meeting – March 3, 2015

MOVED BY Trustee Hoffman:

“That the minutes of Board Meeting #10 held March 3, 2015 be approved as printed.” (UNANIMOUSLY CARRIED)

G. Recognition

2. Edwin Parr Teacher Award

The Superintendent announced that Ms Karly Hildebrandt, a teacher at Michael Strembitsky School, was the District’s nominee for the Edwin Parr Teacher Award.

H. Comments from the Public and Staff Group Representatives – None.

I. Reports

3. Report #8 of the Caucus Committee (From the Meeting Held March 3, 2015)

MOVED BY Trustee Draper:

- “1. That Report #8 of the Caucus Committee from the meeting held March 3, 2015 be received and considered.” (UNANIMOUSLY CARRIED)**

MOVED BY Trustee Draper:

- “2. That the use of up to \$1,800,000 of Capital Reserve funds be used to facilitate the necessary building modifications at Avonmore School to accommodate the relocation of Metro Continuing Education, be approved.”**

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

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4. Motion re Traffic Safety Initiatives Around Schools and School Zones

MOVED BY Trustee Janz:

“That the Edmonton Public School Board write a letter to the Mayor and City Council advocating for a portion of the revenue collected from Photo Radar be directed to traffic safety initiatives around schools and school zones.”

MOVED BY Trustee Hoffman:

“That the motion be amended as follows: That the Edmonton Public School Board write a letter to the Mayor and City Council advocating for ~~a portion of the revenue collected from Photo Radar be directed to~~ traffic safety initiatives around schools and school zones **and for increased education and enforcement.”**

The Board Chair called the question on the Amendment

IN FAVOUR: Trustees Adams, Chubb, Hoffman, Ip, Janz, Johner and Martin

OPPOSED: Trustees Draper and Gibson

The Amendment was CARRIED.

The Board Chair called the question on the Motion as Amended.

The Motion was UNANIMOUSLY CARRIED.

There was a short break.

5. Process and Timeline for the 2015-2016 Budget and for the Fall Review of the 2014-2015 Results and the Plans for 2015-2016

MOVED BY Trustee Gibson:

- “1. That the process and timeline for the 2015-2016 budget and the 2015-2016 fall revised budget be approved.**
- 2. That the process and timeline for review of the 2014-2015 results and the 2015-2016 plans be approved.” (UNANIMOUSLY CARRIED)**

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6. Optimal Enrolment Measure

MOVED BY Trustee Martin:

“That the following motion approved at the May 7, 2013 board meeting be rescinded: That a measure of optimal enrolment for all elementary and junior high schools be developed. It should be based on the Alberta Commission on Learning (ACOL) calculation of building capacity using recommended class sizes. Those classrooms leased to wraparound partners providing services to children and families shall be considered as fully occupied. The measure shall use provincially adjusted student enrolment to support equity for students with special needs.” (UNANIMOUSLY CARRIED)

7. Alberta School Boards Association (ASBA) Bylaws

MOVED BY Trustee Johner:

“That the Edmonton Public School Board approve the submission of the following proposed amendments to Alberta School Boards Association (ASBA) bylaws:

- 1. That a bylaw be added that would require a public reporting process to take effect September 1, 2015 for the ASBA President, Vice-President, Board of Directors, Executive Director, Contractors and applicable ASBA staff that aligns with the Government of Alberta’s Directive on Public Disclosure of Travel and Expenses (this would include business travel and conferences including transportation/mileage, accommodation, registration, meals and related incidentals, and hospitality and working sessions).**
- 2. That a bylaw be added that would require all substantive votes at the Board of Directors meetings to be recorded indicating who voted in favour and who voted in opposition to motions.**
- 3. That the discussion of bylaws and policy be permitted at both the SGM and FGM.**
- 4. That Bylaw 10.4 be amended to read: At least twenty-one **business** days Written Notice of any General Meeting shall be provided to each Full Member and Associate Member.”**

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MOVED BY Trustee Johner:

“That Recommendation #4 be amended to read as follows: *At least twenty-one business days Written Notice of any General Meeting shall be provided to each Full Member and Associate Member and the definition of business day be defined.*”

The Board Chair called the question on the Amendment.

IN FAVOUR: Trustees Adams, Chubb, Draper, Gibson, Hoffman, Janz, Johner and Martin

OPPOSED: Trustee Ip

The Amendment was CARRIED.

The Board Chair called the question on the Motion as Amended.

The Motion was UNANIMOUSLY CARRIED.

MOVED BY Trustee Janz:

“That the Edmonton Public School Board approve the submission of the following motion for debate at the Alberta School Boards Association Spring General Meeting: *That the Alberta School Boards Association give notice to leave the Canadian School Boards Association (CSBA).*”

The Board Chair requested a waiver of notice with respect to the motion.

The Board unanimously concurred with waiving notice of motion.

MOVED BY Trustee Hoffman:

“That the motion be amended to read as follows: *That the Edmonton Public School Board request that, at the appropriate 2015 General Membership Meeting, the full membership of the Alberta School Boards Association (ASBA) debate the membership of the ASBA in the Canadian School Boards Association (CSBA).*”

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MOVED BY Trustee Gibson:

“That the amendment to the motion be amended to read as follows: That the Edmonton Public School Board request that, at the appropriate 2015 General Membership Meeting, the ~~full~~ membership of the Alberta School Boards Association (ASBA) debate the membership of the ASBA in the Canadian School Boards Association (CSBA).”

The Board Chair called the question on the Amendment to the Amendment.

The Amendment to the Amendment was CARRIED.

The Board Chair called the question on the Amendment.

The Amendment was UNANIMOUSLY CARRIED.

The Board Chair called the question on the Motion as Amended.

IN FAVOUR: Trustees Chubb, Draper, Gibson, Hoffman, Ip, Janz, Johner and Martin

OPPOSED: Trustee Adams

The Motion was UNANIMOUSLY CARRIED.

8. Update on Numeracy and Mathematics

Information was provided regarding an update on District work supporting mathematics and numeracy.

The Board Chair noted that it was Ms Jane Sterling’s last board meeting before her retirement and thanked her on behalf of the Board for her excellent service over the years.

**9. District Partnership Activities with the Edmonton Public Library
(Information – Response to Request for Information #058)**

Information was provided in response to a request for information.

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J. Comments from the Public and Staff Group Representatives – 5:00 p.m.

There were no registered speakers for this item.

K. Other Committee, Board Representative and Trustee Reports

10. Student Trustee Ko

Student Trustee Ko reported that, on Friday, March 6, 2015, she visited Calder School with Trustee Johner. They met with a Grade 6 class that had prepared questions for them regarding the role of the Board of Trustees. The students were enthusiastic and curious to learn about her role as Student Trustee.

Student Trustee Ko reported that, on March 16, 2015, she visited Braemar School and met with a group of twelve female students including Student Trustee candidate Autumn Neitz. There was discussion around the students' educational experience at Braemar. The students highlighted some of the challenges they have faced as young parent students. They also pointed out some difficulties that young parents seeking to continue their education might face. She found the opportunity to obtain the student perspective to be eye opening and informative.

Trustee Ip, the Board's representative on the Alberta School Boards Association (ASBA) Board of Directors, reported on the following from the meeting of the ASBA Board of Directors Meeting he attended with Board Chair Janz on March 12 and 13, 2015:

- The budget assumptions for the proposed 2015-2016 budget that will be brought forward to the membership at the ASBA Spring General Meeting on June 1, 2015 were discussed. He noted that, further to the Board's motion of February 17, 2015, ASBA membership in the National School Boards Association (NSBA) is not included in the budget assumptions for this year. He added that, because the deadline for withdrawing from the Canadian School Boards Association (CSBA) had passed, the ASBA is committed to a membership in the CSBA for the next six months. The Board of Directors will seek feedback from member boards on whether the ASBA should withdraw membership from the CSBA. The proposed budget includes a two percent reduction in membership fees and an overall nine percent reduction in administrative costs.
- ASBA Zone 23 representatives will have an opportunity at the general meeting on March 20, 2015 to have a discussion on the letter he sent as the Board's alternate representative on ASBA Zone 23 to all Zone 23 board chairs and representatives regarding Edmonton Public Schools' position on membership in the NSBA and CSBA.

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Trustee Adams, the Board's representative on the Edmonton Public Schools Foundation Board of Governors, noted that the W.P. Wagner School student Wag-a-thon will take place from 8:00 p.m. to 8:00 a.m. on Friday, April 24, 2015. Their goal is to raise \$30,000. She noted volunteers are required for the event.

Trustee Martin reported that he attended Open Houses at both Highlands and Eastglen Schools – attendance was excellent for both.

Trustee Chubb reported that he attended a Groovin' Through Time Showcase of Dance as part of Westglen School's 75th Anniversary Celebration. The event which involved both students and staff and the danceED Movement Project featured different dance styles from the 1940's, when Westglen School first opened, to modern day. He commended Principal MacTaggart, staff and students for an excellent event.

Trustee Johner, the Board's representative on ASBA Zone 23, thanked Trustee Ip for attending the Zone 23 general meeting last month in her place. She noted the next ASBA Zone 23 general meeting will take place on Friday, March 20, 2015.

Trustee Ip advised that, on March 6, 2015, he attended the Anti-Bullying Day event at Harry Ainlay School. City Councillor Michael Walters was also in attendance. He noted that over the course of five days, over one thousand students (two hundred per day) attended a very inspirational full-day program where students learn about resilience and positive self-image. The students are identified by their teachers as well as their peers to attend the program. He commended the organizers of the event.

Trustee Janz reported he attended the Camp fYrefly Gala on March 7, 2015 on behalf of the Board. He noted it was an excellent event.

Trustee Janz also reported that he and a number of Trustees attended the District's Night of Music on March 4, 2015. He congratulated the organizers and students for an amazing evening of entertainment.

L. Trustee and Board Requests for Information

Trustee Martin requested that the following information be provided regarding Sylvan Learning:

- What is Sylvan Learning?
- What are the costs of the programs offered?
- What are the qualifications of instructors?
- How successful is the program?

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Trustee Hoffman requested that the following information be provided:

- What is the criteria for determining viability of a K-6 Language program?
- How can parents formally communicate interest/demand to Edmonton Public Schools?
- If there is demand in Central Edmonton, what possible schools could a K-6 program be accommodated?

M. Notices of Motion – None.

N. Next Board Meeting Date: Tuesday, April 7, 2015 at 2:00 p.m.

O. Adjournment (5:55 p.m.)

The Board Chair adjourned the meeting.

Michael Janz, Board Chair

Dr. Sandra Stoddard, Executive Director
Governance and Strategic Support
Services/Corporate Secretary

DATE: April 7, 2015

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Proposed Three-Year Capital Plan 2016-2019

ORIGINATOR: Dr. Lorne Parker, Acting Executive Director, Infrastructure

RESOURCE STAFF: Jane Crowell-Bour, Josephine Duquette, Jon Dziadyk, Jenifer Elliott, Ken Erickson, Terri Gosine, Kim Holowatuk, Gary Holroyd, Roland Labbe, Fraser Methuen, Jim Ray, Larry Schwenneker, Christopher Wright

REFERENCE: School Capital Manual – October 2013

ISSUE

The District's Three-Year Capital Plan must be approved by the Board of Trustees on an annual basis (Attachment I). *The deadline for submission of the Three-Year Capital Plan 2016-2019 to Alberta Education was April 1, 2015.* Administration has advised Alberta Education that the plan will be submitted after the deadline.

RECOMMENDATION

That the capital priorities for modernizations and new school construction identified in the *Three-Year Capital Plan 2016-2019* be approved.

BACKGROUND

Infrastructure Planning Principles

In September 2013, the Board of Trustees approved the Infrastructure Planning Principles to guide capital, facility and student accommodation planning. The principles are as follows:

1. **Accountability:** Infrastructure decisions shall be transparent, evidence based and reflect meaningful engagement with stakeholders.
2. **Centres for Educational Excellence:** Infrastructure assets shall serve as centres for educational excellence that meet the needs of district students, as well as their families and staff, where appropriate.
3. **Environmental Stewardship:** All decisions relating to infrastructure management shall demonstrate a commitment to environmental stewardship.
4. **Equitable Access:** All students and staff shall have fair access to safe, welcoming, high quality learning and working environments that will increase their opportunities and decrease their vulnerabilities.
5. **Fiscal Responsibility:** Decisions on infrastructure shall consider long-term needs and current realities, and reflect effective management of district resources.
6. **Service to Community:** District infrastructure assets are public buildings intended to serve our students, families, and staff as well as the broader community where appropriate. Capital investment shall consider the demographics, long-term plans, and needs of the community.
7. **Supports for the Whole Child:** Space shall be available to enable partnerships with shared responsibilities in order to provide integrated services that support district students.

These principles guide the actions of the Board, the Superintendent and Administration when allocating financial resources, creating priorities for capital funding, maintaining and building new school buildings, acquiring land or declaring it surplus, establishing programming, exploring partnerships and creating places for safe, caring, healthy, respectful, diverse, inclusive and equitable learning. The Three-Year Capital Plan reflects these principles through designing the methodology for establishing the capital priorities for modernizations and new construction.

District Infrastructure Strategy

The Infrastructure Planning Principles will guide the District Infrastructure Strategy, which is aimed at transforming the District's inventory of infrastructure assets to ensure outstanding educational opportunities and facilities are available for all students. The strategy will identify timelines and goals to provide high quality learning opportunities, respond to community needs, address the deferred maintenance deficit, and right size district space to efficiently meet short-term and long-term needs. The desired outcomes of the District Infrastructure Strategy include the following:

- Ensure the District has sufficient infrastructure to offer high quality learning environments, geographically located to serve district demographics;
- Align district infrastructure operations to effectively support the infrastructure management plan;
- Asset management plans for all buildings;
- Sufficient space available for partnerships and community supports;
- Sustainable transportation system designed to serve district needs;
- Commitment to continuous evergreening of infrastructure needs beyond 2022; and
- Create financial efficiencies to ensure district funds are directed to the areas that provide benefits for the most students.

Consistent application of the Planning Principles through the development of the District Infrastructure Strategy and its implementation through the Ten-Year Facilities Plan and Three-Year Capital Plan, is expected to build confidence and trust of all stakeholders in the District's infrastructure planning and management. Government stakeholders and the public will see that the District's infrastructure is effectively supporting optimum learning opportunities and supports for students, responding to community needs, where appropriate, and enabling the realization of the District's vision and mission. The District will create opportunities for ongoing engagement with partners, community members, the City of Edmonton and the Provincial Ministries to implement the District Infrastructure Strategy.

New Provincial Capacity Measure - Instructional Area Model (IAM)

The Province has approved a new method of calculating school capacity that applies student capacity only to instructional areas in a school (Instructional Area Model or IAM). This replaces the previous provincial Area, Capacity and Utilization (ACU) measure, which calculated a capacity based on a building's total area. The District capacity and utilization under the new model will be applied using the IAM measure; however, capacity and utilization will not be confirmed until late spring or early summer. As a result, the *Ten-Year Facilities Plan 2015-2024* cannot be updated to reflect the new measure. Capacity and utilization data contained in the *Three-Year Capital Plan 2016-2019* can only be based on the ACU measure at this time.

Ten-Year Facilities Plan

The *Ten-Year Facilities Plan 2015-2024* provides a broad overview of the District's facilities and identifies long-range facility needs. As per Alberta Education guidelines, the plan provides an overview of district facility information by sector and includes enrolment trends and projections, demographic data, facility condition information, current and projected utilization rates and programming opportunities. The plan identifies future modernization and expansion needs, and informs the development of the District's Three-Year Capital Plan. No update is proposed at this time, as capacity and utilization data for schools and by sector under the new IAM methodology is not yet confirmed.

Capital Planning Methodology

The *Three-Year Capital Plan 2016-2019* outlines the District's capital priorities for the next three-year period. It must include a detailed breakdown of costs by facility required, and demonstrate that the District has evaluated its ability to deliver the requested projects during the three-year period. Once approved, the priorities must be entered into the provincial database system, including copies of Site Readiness Checklists for new or replacement school projects included in Year 1 of the submission, as well as completion of associated New School Project Application and the Expansion and Modernization Project Application forms.

The District recognizes the critical need to reinvest in our existing buildings. At 50 years, major building components such as mechanical and electrical systems reach the end of the expected life-cycle and require replacement. In 2014, according to the provincial Real Estate Capital Asset Priority Planning (RECAPP) database, the District had a current deferred maintenance total of \$216 million. This figure will increase to approximately \$710 million by 2017, as 40 additional schools will reach 50 years of age. By 2026, 130 schools will be 50 years old or older, and the value of deferred maintenance is on track to exceed \$1 billion.

Criteria for determining modernization projects are based on an evaluation of the following factors:

- Condition of building (as per five-year Facility Condition Index and lifecycle cost reduction);
- School utilization trend;
- Sector utilization trend;
- Cost-benefit analysis (project cost/number of students enrolled); and
- Schools involvement in previous consolidation processes.

Predominantly, the requests for new construction are located within developing suburban areas. However, in many mature neighbourhoods, the age of school buildings and their deferred maintenance is a challenge for the District. A replacement school in the Greater Highlands Area, which would include a consolidation of three schools in close proximity, will allow the District to serve students living in a mature area with a modern facility and to better manage the District's infrastructure and maintenance needs. Additional modernizations and replacement school projects will be included in future capital plans and will be guided by the Infrastructure Planning Principles as well as recommendations outlined in the District Infrastructure Strategy. Replacement school projects provide the District with the opportunity to collaborate with Provincial and Municipal governments, partner agencies, as well as community groups as per the objectives of the ELEVATE initiative, where new thinking about school buildings and what they are used for is encouraged.

In recent years, the City of Edmonton has experienced significant residential growth in new suburban areas that has affected our ability to provide local accommodation to students within these growth areas. According to municipal census data, the City of Edmonton has grown by 95,487 residents between 2009 and 2014. Developing neighbourhoods have experienced the highest population growth and have gained over 113,000 people over the last decade, including 30,400 children between the ages of 0 and 19. In addition to having the highest numbers of school aged children in the City, developing neighbourhoods have the highest average household size at 2.87 people per unit.

In 2013, housing starts were at their highest level in over a decade, increasing 12 per cent from 2012. Despite various infill initiatives happening in Edmonton, 83 per cent of new housing units were built in developing neighbourhoods in 2013. Approximately half of all newly serviced residential lots are located in new neighbourhoods in the southeast and southwest, where the majority of development activity is happening. Residential development trends have seen a slight decrease in the number of lot registrations and servicing activity, though the number of building permits issued and housing starts have increased, indicating that building construction activity is on the rise. In 2013, three developing neighbourhoods (Laurel, Windermere and McConachie) had the greatest number of housing unit gains for a combined total of 1,728 units. This is more than the 1,708 new housing units realized in all of the core, mature and established neighbourhoods in the City combined (Attachment II).

Between 2002 and 2010, no new school buildings were opened in the District despite the significant amount of student population growth in new suburban areas during this time. The District's inability to keep up with providing local accommodation for significant residential growth has resulted in critical enrolment pressures at many schools serving the students from the new suburban areas. In October 2014, the Province announced funding for the District to receive 10 modular classrooms. These modular units will be located at district schools facing enrolment pressures due to the growth in developing neighbourhoods.

The proposed priorities for new construction and major additions are based on a review of all land development plans, policies and data for the City of Edmonton, and analysis of pre-school and student residency data in suburban areas, including but not limited to:

- Number of 0-4 year olds living in the new areas;
- Number of Edmonton Public Schools' students currently residing in the new areas;
- Available student capacity in the plan areas;
- Future growth potential in the new areas;
- Status of school site assembly;
- Average travel time by yellow bus to a designated receiving school; and
- Ability of nearby schools to accommodate current and projected growth in the new areas.

The criteria for prioritizing new construction projects places an emphasis on locations experiencing rapid growth and students traveling a significant distance to a school with space to accommodate them.

RELATED FACTS

- The Province expects a Three-Year Capital Plan to be submitted annually and an up to date Ten-Year Facilities Plan must be available upon request.

- Modernization projects are evaluated based on facility condition and confirmed long-term operational need.
- Schools located in the Central, North East, South Central and West 1 sectors were not considered when determining the modernization priorities, if they were not involved in previous consolidation processes or retained as an outcome of previous consideration for closure.
- Replacement schools are considered in mature areas where enrolment and utilization trends are low, and where facilities are oversized and require significant infrastructure investment.
- Replacement schools are recommended in mature areas where schools have received students through previous school closure and consolidation processes, and replacement versus modernization is confirmed as the most cost-effective approach.
- New school construction projects are considered in growing suburban areas where the District is challenged to provide local accommodation to students.
- A District Infrastructure Strategy will be developed to guide all future decisions regarding district facilities based on the Infrastructure Planning Principles.

OPTIONS

The following options are selected for consideration as they are deemed the most admissible:

1. Approve the *Three-Year Capital Plan 2016-2019*, as presented for submission to Alberta Education.
2. Approve the *Three-Year Capital Plan 2016-2019*, with amendments for submission to Alberta Education.

CONSIDERATIONS & ANALYSIS

The uncertainty of capital funding creates challenges in prioritizing projects, for both modernizations and new school construction. Funding for modernization projects has been consistently below levels required to maintain high quality learning environments in all of the District's aging infrastructure. The pace of residential development in new suburban areas has outpaced capital funding for constructing new local accommodation for the large numbers of students residing in these areas. The *Three-Year Capital Plan 2016-2019* reflects investment in both mature areas and new growth areas in the District's capital priorities, though more new construction is ranked higher in each of the three years. Population growth in Edmonton since 2012 has been very rapid (7.4 per cent). Although this trend is city-wide, the majority of population growth is occurring in the developing neighbourhoods in the south. Nine of the top ten fastest growing neighbourhoods over the last five years are in the south (Summerside, Windermere, Walker, Laurel, Rutherford, South Terwillegar, Ambleside, Tamarack and Charlesworth). These 10 neighbourhoods alone combined for a total population growth of approximately 42,000 over the last five years. All mature and established neighbourhoods combined for a population increase of 11,000 over the same time frame (Attachment II).

It is difficult to prioritize a list of new construction projects as each one listed is required to meet the immediate or imminent demands for school capacity in new growth areas. The large number of concurrently developing neighbourhoods puts increased pressure on the District to meet the expectations of communities for school construction in their neighbourhood.

Based on capital priorities outlined in the previous *Three-Year Capital Plan 2015-2018*, the Province announced funding for the design and construction of four schools as well as funding for the design of five additional new school construction projects and two modernization

projects at Mill Creek School and Caernarvon School. In addition to the four new school projects announced in early 2014, these new schools will serve students living in new suburban areas.

Although these projects will increase the District's capacity to accommodate students residing in these areas, there are now 62 developing neighbourhoods in the City of Edmonton, as of December 2013. Fifty-six of these neighbourhoods are less than 75 per cent complete so we can expect that student residency numbers will continue to climb across the City as development of these areas continues, and more schools will face organizational and program delivery challenges as they struggle to accommodate these students. In order to meet the demand for student learning spaces in these areas, students will continue to be designated to schools with space to accommodate them. Many of these schools are aging facilities in mature neighbourhoods located a significant distance away from where these students live. This accommodation pattern of designating students to aging buildings is reflected in the District modernization priorities, as modernization projects should provide the most benefit to the most students in today's context.

Busing is generally provided to elementary students residing in neighbourhoods where there is no neighbourhood school. Currently, the greatest pressures on these fixed route ride times exist in southwest Edmonton due to the long distances to designated schools. Edmonton Transit System (ETS) is the preferred means of student transportation for junior high and senior high school students. Where ETS to the designated school is not available or does not provide an acceptable level of service, yellow bus service will be provided.

A replacement school project for a mature neighbourhood was also funded by the Province in 2014. This type of project is the first of its kind for the District and was contingent upon the consolidation of three or more school buildings into one facility. By consolidating educational programming into a replacement school, the District will improve its environmental footprint and reduce the amount of deferred maintenance that needs to be addressed. Upon consultation with communities, parents, staff and relevant stakeholders, the Board of Trustees recommended the consolidation of R.J. Scott, Rundle and Lawton schools into a new K-9 school located at the Rundle School site. Feedback from the Greater Lawton Area was very positive and there was strong support for this investment in their community. The Greater Lawton Area replacement school and the two modernization projects provide an opportunity for the District to serve students in mature areas with modern facilities that can enhance educational opportunities.

NEXT STEPS

The approved *Three-Year Capital Plan 2016-2019* will be submitted to Alberta Education.

ATTACHMENTS & APPENDICES

ATTACHMENT I *Proposed Three-Year Capital Plan 2016-2019*

ATTACHMENT II *Neighbourhood Classification (City of Edmonton 2014 Annual Growth Monitoring Report)*

APPENDIX I *Excerpt from Alberta School Capital Manual*

JE:gm

Three-Year Capital Plan 2016-2019

Introduction

The proposed Three-Year Capital Plan identifies the District's capital priorities for two project types: modernizations and new school construction/major additions. In accordance with provincial direction, the overall priorities for these two categories must be submitted as one aggregated list. A separate list for each of the two categories is included to provide clarity of priorities within each category. It is important to note that capital priorities are not rolled over from one year to the next. The priorities indicated in the *Three-Year Capital Plan 2016-2019* are based on a review of all current data, with no consideration given to rankings indicated in previous years. It is difficult to prioritize new construction projects as each one listed is required to meet the immediate and imminent future demands of new growth areas.

The *Three-Year Capital Plan 2016-2019* is guided by a set of Planning Principles to guide decision-making around infrastructure capital investment. The Planning Principles are as follows:

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

The District places a high priority on providing access to school space for a number of wrap around services to support children and families. These tenants and partners provide a broad range of supports and services fostering student success and achievement.

District Infrastructure Strategy

The Infrastructure Planning Principles will guide development of a District Infrastructure Strategy, as a framework aimed at transforming the District's inventory of infrastructure assets, to ensure outstanding educational opportunities and facilities are available for all students. The strategy will identify timelines and goals to provide high quality learning opportunities, respond to community needs, address the deferred maintenance deficit, and right size district space to efficiently meet short-term and long-term needs. The desired outcomes of the District Infrastructure Strategy include the following:

- Ensure the District has sufficient infrastructure to offer high quality learning environments, geographically located to serve district demographics;
- Align district infrastructure operations to effectively support the infrastructure management plan;
- Asset management plans for all buildings;
- Sufficient space available for partnerships and community supports;
- Sustainable transportation system designed to serve district needs;
- Commitment to continuous evergreening of infrastructure needs beyond 2022; and
- Create financial efficiencies to ensure district funds are directed to the areas that provide benefits for the most students.

Consistent application of the Infrastructure Planning Principles through the development of the District Infrastructure Strategy and its implementation through Ten-Year Facilities Plans and Three-Year Capital Plans, is expected to build confidence and trust of all stakeholders in the District's infrastructure planning and management. Government stakeholders and the public will see that the District's

infrastructure is effectively supporting optimum learning opportunities and supports for students, responding to community needs, where appropriate, and enabling the realization of the District's vision and mission. The District will create opportunities for ongoing engagement with partners, community members, the City of Edmonton and the Provincial Ministries to implement the District Infrastructure Strategy.

Initiatives that form a part of the Infrastructure Strategy include the 2014 Growth Accommodation Plan, the Greater Lawton School Consolidation/Replacement project, the current Greater Highlands School Consolidation/Replacement community engagement process, the Site Selection Community Engagement process, and the initiation of the High School Accommodation Strategy development, which will be completed by January 2016, addressing:

- Future growth and development patterns;
- Program location assessment;
- Boundary review; and
- Enrolment limit assessment.

Modernization Projects

Over the past 26 years, the Province has provided funding to the District for modernization projects at 60 schools within the mature areas. Over \$250 million has been invested in mature area schools through Infrastructure Maintenance Renewal (IMR), Capital Projects or other provincial capital funding programs. In 2014, the Province announced funding for six modernization projects as per the District's capital priorities. These projects are for Alberta School for the Deaf, Belgravia School, Ross Sheppard School and Vimy Ridge Academy in terms of design and construction funding, and Caernarvon and Mill Creek schools for design only. The District has not historically received modernization project funding on an annual basis. The funding for modernizing mature area schools has been consistently below the levels needed to keep the District's entire aging infrastructure in fair to good condition.

Three-Year Capital Plan	Number of Projects Funded	Number of Projects Requested	Number of Projects Carried Over from Previous Year
2015-2018	2*	9	4
2014-2017	4	16	8
2013-2016	0	17	17
2012-2015	2	19	19
2011-2014	0	19	17
2010-2013	0	18	16
2009-2012	0	18	4

*Caernarvon and Mill Creek schools received funding from the Province in 2014 for design work related to these projects. The District is now requesting additional funding to complete the construction work identified in the design.

The proposed priorities for modernizations are based on the following factors:

- Condition of building (as per five-year Facility Condition Index and lifecycle cost reduction);
- School utilization trend;
- Sector utilization trend;
- Cost-benefit analysis (project cost/number of students enrolled); and
- School retained as an outcome of a previous closure/consolidation review process.

Schools located in the Central, North East, South Central and West 1 sectors were not considered when determining the modernization priorities, if they were not involved in previous consolidation processes or retained as an outcome of previous consideration for closure.

Absence of schools from identification as a modernization priority is not indicative of a future closure, or permanent removal from future modernization consideration. The intent is to include these schools in future replacement school reviews prior to eligibility for modernization consideration. The Infrastructure Strategy will guide the identification of priorities for future consolidation/replacement reviews to determine which schools within these sectors should be modernized.

Building condition data is based on a revised provincial, five-year Facility Condition Index (FCI) for all buildings. The FCI is based on the deferred maintenance of the building divided by the replacement building cost, categorized as good, fair or poor. Condition changes and ratings will be reassessed annually. Buildings with an FCI of less than 15 per cent are classified by the Province to be in good condition; buildings with an FCI between 15 per cent and 40 per cent are classified to be in fair condition; and buildings with an FCI greater than 40 per cent are classified to be in poor condition.

Condition	FCI Definition	Capital Planning Initiative Definition
<i>Good</i>	Facilities with an FCI of less than 15%.	Adequate for intended use and expected to provide continued service life with average maintenance.
<i>Fair</i>	Facilities with an FCI that is equal to or greater than 15% or equal to or less than 40%.	Aging components are nearing the end of their life cycle and require additional expenditures for renewal or refurbishing.
<i>Poor</i>	Facilities with an FCI of greater than 40%.	Upgrading is required to comply with current codes or standards and deterioration has reached the point where major repairs or replacement are necessary.

The District recognizes the critical need to reinvest in our existing buildings. At 50 years, major building components such as mechanical and electrical systems reach the end of the expected life-cycle and require replacement. In 2014, according to the provincial Real Estate Capital Asset Priority Planning (RECAPP) database, the District had a current deferred maintenance total of \$216 million. This figure will increase to approximately \$710 million by 2017, as 40 additional schools will reach 50 years of age. By 2026, 130 schools will be 50 years old or older, and the value of deferred maintenance is on track to exceed \$1 billion.

The District believes that all students should have access to a quality learning environment regardless of the age of the building or the socio-economic status of the neighbourhood. In that regard, the Infrastructure Maintenance Renewal (IMR) program is an annual block capital grant distributed across the District, based on component by component building needs through the annual Major Maintenance Plan. The IMR program grant funds are separate and distinct from the annual three-year capital planning process. IMR is used to prevent or address emergent building issues, to address health and safety situations as they arise, and to address component by component programs across the entire inventory of school buildings across the District.

The uncertainty of capital funding creates challenges in prioritizing projects, for both school modernizations and new schools. The challenges are intensified when blending the priorities of

modernizations with new construction projects, a requirement of the submission to the Province. A balance of investment in both mature areas and new growth areas is represented in the proposed aggregate priority order. The criteria for both modernization and new construction projects are aligned with the provincial capital funding criteria (Appendix I - School Capital Manual).

The chart below indicates the District's proposed modernization priorities based on the considerations listed above.

Priority 2016-2019	Previous Plan	School Name	Project Description	Sector	Costs (millions)
1	Y	Caernarvon*±	Major Modernization - Construction Funding	NW	\$15.1
2	Y	Mill Creek±	Major Modernization – Replacement: Construction Funding	SC	\$14.9
3	Y	Brander Gardens*	Major Modernization Design and Construction	SW	\$8.9
4	Y	Gold Bar	Major Modernization Design and Construction	SC	\$2.7
5	Y	Lansdowne	Major Modernization Design and Construction	SC	\$7.8
6	Y	Hillcrest	Major Modernization Design and Construction	W1	\$14.9
7	Y	Belmont*	Major Modernization Design and Construction	NE	\$9.0

±Caernarvon and Mill Creek schools received funding from the Province in 2014 for design work related to these projects. The District is now requesting additional funding to complete the construction work identified in the design.

*Belmont, Brander Gardens and Caernarvon schools each have modular additions on their buildings that have reached the end of their lifecycle. Through a modernization project, it will be determined whether or not they should be removed, upgraded, or replaced with new modular units or a permanent addition to the school building.

**Mill Creek School design review indicates that a full replacement may be the most cost effective approach when compared with the costs for a major modernization.

Caernarvon and Mill Creek schools received funding from the Province in 2014 for design work related to these projects. The District is now requesting funding to complete the construction work identified through the designs. Other mature area capital projects are addressed within the new construction category of projects, as they are potentially to be new construction/replacement projects.

All modernization requests in this plan are to be categorized as major modernizations. Major modernizations are intended to achieve all of the objectives of a medium modernization, as well as address improvements to the learning environment through:

- Space reconfigurations including expansions and reductions to total floor areas;
- Upgrading of educational areas to meet specialized program requirements in the school; and
- Changes to circulation and way-finding within the building.

Minor modernizations would achieve the following objectives:

- Replacement of components at risk of failure or that are posing a life, health/safety risk and/or are creating an immediate need of repair/replacement;
- Replacement of mechanical, electrical and structural components based on age and condition;
- Ensuring school facility upgrades meet all regulatory agency requirements;
- Meeting the requirements of students with disabilities or special educational needs through provision of barrier-free accessibility; and
- Correcting components to address environmental and energy concerns that will positively impact life cycle costs.

Medium modernizations would intend to prolong the life of the facility through replacement of major components, as identified in provincial facility condition audits, district condition assessments, or as identified by external consultants. They would not typically address deficiencies in program requirements or reconfigure existing space.

Modernization Requests Project Descriptions

Brander Gardens School

Brander Gardens School opened in 1976 and currently serves 527 elementary students. Brander Gardens School offers Regular and French Immersion programming.

Project Rationale:

- Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair;
- Provincial Utilization Rating (ACU) of 137 per cent;
- Measures required to manage growing student enrolment were included in report on *Managing Student Growth in New and Developing Neighbourhoods*;
- Two new schools will open in 2016 to serve some students currently designated to Brander Gardens School; and
- Long-term student stability is anticipated given the French Immersion program parallel to accommodation of Regular programming.

Gold Bar School

Gold Bar School opened in 1959 and currently serves 161 elementary students. Gold Bar School offers Regular and Behaviour and Learning Assistance programming.

Project Rationale:

- Viability was confirmed as a result of the Greater Hardisty sector review in 2009-2010;
- Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair; and
- Provincial Utilization Rating (ACU) of 51 per cent.

Lansdowne School

Lansdowne School opened in 1969 and currently serves 205 elementary students. Lansdowne School offers Regular programming.

Project Rationale:

- Designated receiving school for students residing in a developing neighbourhood (Terwillegar South) in the 2014 Growth Accommodation Plan;
- Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair; and
- Provincial Utilization Rating (ACU) of 65 per cent.

Hillcrest School

Hillcrest School opened in 1962 and currently serves 414 junior high students. Hillcrest School offers Regular, Literacy and Opportunity programming.

Project Rationale:

- Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair;
- Provincial Utilization Rating (ACU) of 59 per cent; and
- Designated receiving school for students residing in developing neighbourhoods (Glastonbury and Granville).

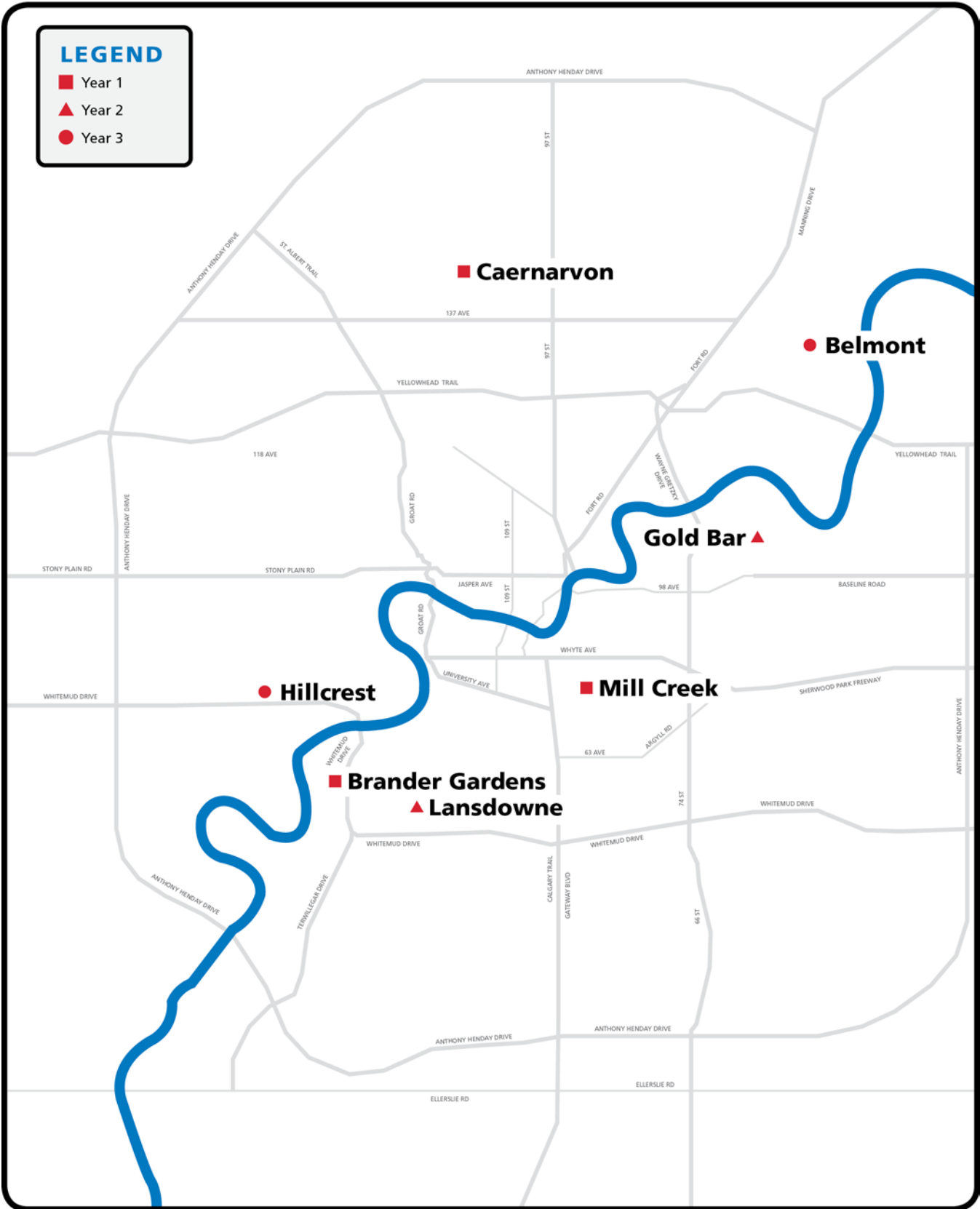
Belmont School

Belmont School opened in 1979 and currently serves 306 elementary students. Belmont School offers Regular and Logos programming.

Project Rationale:

- Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair;
- Provincial Utilization Rating (ACU) of 72 per cent; and
- Could be a future receiving school for students residing in the Horse Hill Plan Area in northeast Edmonton.

Proposed Modernization Priorities



Replacement School Projects

Predominantly, the requests for new construction projects are located within the new suburban areas. However, a request for a replacement school is included in each year of the plan to be located within a mature neighbourhood. Each project could include a consolidation of a number of schools. The District Infrastructure Strategy will influence future capital priorities in this category. Requests will be made as a result of a consultative process that may be similar to the ones outlined below.

In February 2014, the Province approved funding for Edmonton Public Schools to complete consultative planning processes and value management studies for the recently approved replacement school in a mature area of the City. Upon consultation with communities, parents, staff and relevant stakeholders, the Board of Trustees recommended the consolidation of R.J. Scott, Rundle and Lawton schools into a new K-9 school located at the Rundle School site. The feedback from the Greater Lawton Area was very positive and there was strong support for this investment into their community. Planning and design work for this project is underway and the new school is expected to open in 2017.

Through this consultative process, the Greater Highlands Area expressed interest in being considered for a similar consolidation/replacement project. A working committee was created to explore this concept with the ultimate goal of placing a community driven plan for consideration in the *Three-Year Capital Plan 2016-2019*. The working committee consisted of principals, parents and community representatives. The concepts developed through the committee were taken to the general public in February 2015. A minor amendment may be brought forward subsequent to approval of the *Three-Year Capital Plan 2016-2019* requesting funding for one option.

A replacement of Delton and Spruce Avenue schools on a one to one basis, outside of consolidation discussions, is included in the plan. These schools were involved in previous consolidation and closure processes, which determined their long-term sustainability. For each school, a Value Management Study will be conducted to determine if a replacement school or a modernization approach is most cost-effective. Currently, the District is awaiting the results of a Value Management Study for Mill Creek School as a modernization or one-to-one replacement school was requested in the *Three-Year Capital Plan 2015-2018* and the design was funded by the Province.

Replacement Request Project Descriptions

Highlands Consolidation/Replacement School

- In 2014, the Province announced funding for a replacement school in a mature neighbourhood.
- Based on the consultation process that took place for this project, the Greater Highlands Area expressed interest in being considered for a future consolidation/replacement project.
- A working committee was formed with the goal of developing a community supported concept for this project.
- Three options have been designed and cost-estimated for consideration following stakeholder input, including a replacement school at Mount Royal and two options for a partial demolition/new addition at Highlands School.
- Community engagement around the concept and facility options will be concluded subsequent to approval of the Three-Year Capital Plan by the Board of Trustees.

Delton School

Delton School opened in 1946 and currently serves 410 elementary students. Delton School offers Regular, Early Learning, Opportunity and Behaviour and Learning Assistance programming.

Project Rationale:

- Viability was confirmed after undergoing sector review in 2009-2010;
- Designated receiving school for students relocated due to the closure of Eastwood and Parkdale schools in 2010;
- Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair; and
- Provincial Utilization Rating (ACU) of 66 per cent.

Spruce Avenue School

Spruce Avenue School opened in 1929 and currently serves 240 junior high students. Spruce Avenue School offers Regular, Opportunity, Literacy and Behaviour and Learning Assistance programming.

Project Rationale:

- Viability was confirmed for the junior high program after undergoing a sector review in 2009-2010. The elementary program was closed in 2010;
- Designated receiving school for students relocated due to the closure of Eastwood, McCauley and Parkdale schools in 2010;
- Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair;
- Provincial Utilization Rating (ACU) of 60 per cent; and
- Will be future receiving school for students residing in the City Centre Airport (Blatchford) re-development.

New Construction Projects

Between 2002 and 2010, no new school buildings were opened in the District despite the significant amount of student population growth in new suburban areas during this time. The following table indicates the number of projects requested versus approved since 2009:

Three-Year Capital Plan	Number of Projects Funded	Number of Projects Requested	Number of Projects Carried Over from Previous Year
2015-2018	4 (+6*)	27	13
2014-2017	6	18	7
2013-2016	0	7	6
2012-2015	0	6	6
2011-2014	0	7	3
2010-2013	0	3	2
2009-2012	0	2	2

**Project funded only for design.*

Suburban growth within the City of Edmonton accounts for the majority of the residential growth; the rate of growth has been substantial and is projected to continue at a rapid pace. This has resulted in a significant rise in student population in new suburban areas. In early 2014, the Province announced funding for four new construction projects and a 600 capacity addition to Lillian Osborne School. These

projects are underway and are expected to open in 2016. In October 2014, the Province announced funding for construction of the first 250 student spaces of four schools (referred to as starter schools) and funding for the design and planning processes for five additional projects, each based on the priorities outlined in the *Three-Year Capital Plan 2015-2018*. In February 2015, the Province announced that they will provide funding for the full build out of the previously announced starter schools.

Current funded new construction project details are presented in the following table:

Location	Sector	Grade Configuration	Final Capacity	Project Scope*
Lillian Osborne School-Addition	SW	10-12	1600	Scheduled to open September 2016
Blackmud Creek	SW	K-6	600	Scheduled to open September 2016
MacTaggart	SW	K-9	900	Scheduled to open September 2016
Ambleside	SW	K-9	900	Scheduled to open September 2016
Webber Greens	W2	7-9	900	Scheduled to open September 2016
Greater Lawton Area Replacement School	NE	K-9	650	Scheduled to open in 2017
Windermere (Windermere)	SW	K-6	600	Design and Construction
The Grange (Granville)	W2	K-9	900	Design and Construction
Heritage Valley (Allard)	SW	K-9	900	Design and Construction
Ellerslie (The Orchards)	SE	K-9	900	Design and Construction
Meadows (Laurel)	SE	K-9	900	Design Only
South East (Walker)	SE	K-9	900	Design Only
Lewis Farms (Secord)	W2	K-9	900	Design Only
Heritage Valley (Chappelle West)	SW	K-9	900	Design Only
The Palisades(Hudson)	NW	K-9	900	Design Only
Collegiate School for Science, Technology & Trades	C	10-12	1600 (of 2400)	Design Only

*Project scope is based on what has been funded by the Province thus far.

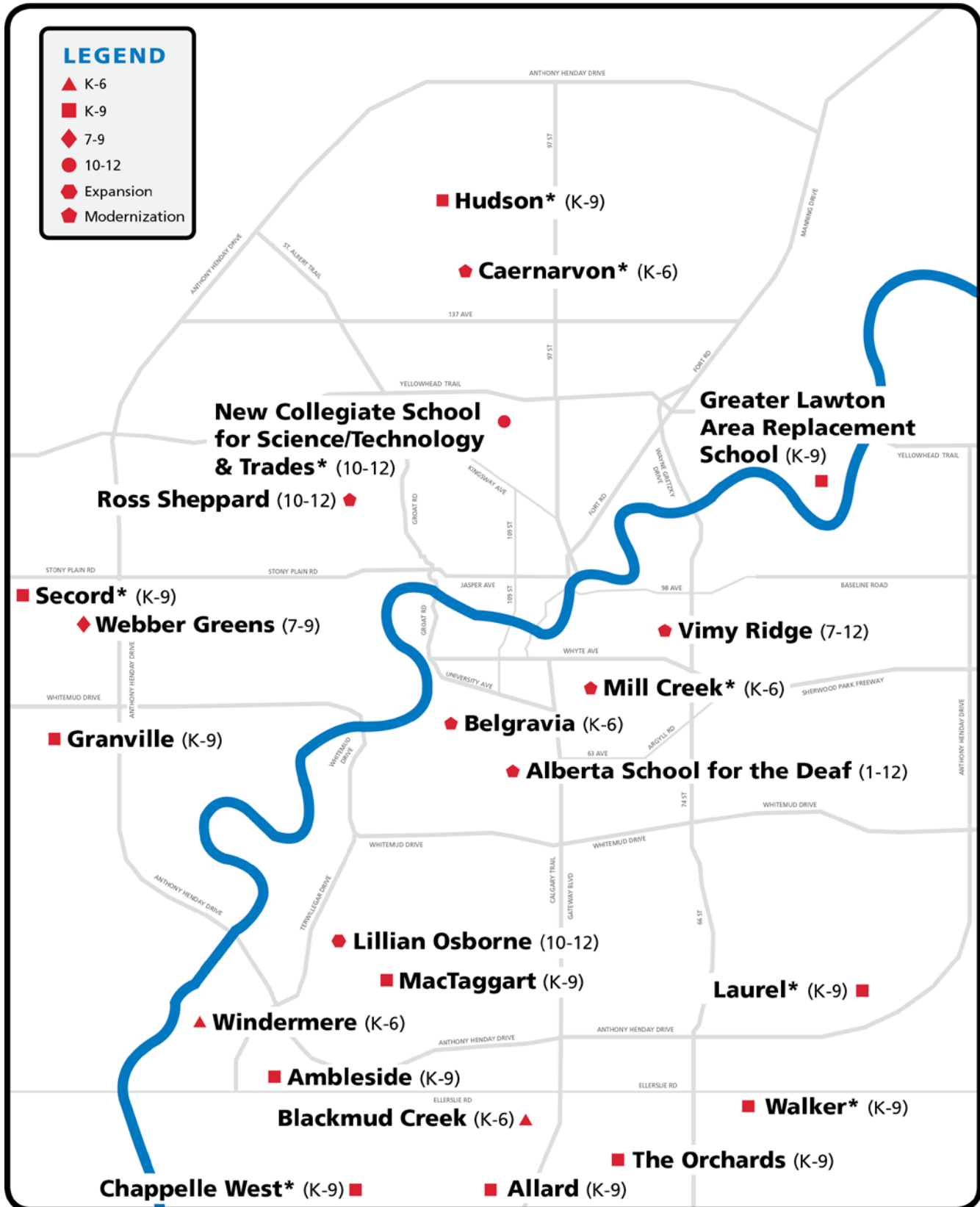
Based on instruction from Alberta Education, construction funding for each of the projects approved for design only will be retained at the top of the new construction project priorities. This will allow for the District to obtain much needed student capacity sooner by accommodating students in rapidly growing neighbourhoods in a more expedient, fiscally efficient manner. As per the *Three-Year Capital Plan 2015-2018*, the Province announced design funding for a Collegiate School for Science, Technology & Trades in the Blatchford area. This project will support the growth and success of students through high school completion and beyond by utilizing partnership opportunities to offer students alternative educational programming. This project is currently in the planning stage which has included drafting a partnership charter and

developing working committees for areas such as curriculum and space design. In collaboration with Edmonton Catholic Schools, the District has recently had the opportunity to meet with key ministries from the Province in regards to this project. Discussions are also ongoing with the City of Edmonton concerning the placement of the school within the Blatchford area.

The District will conduct an analysis of standard-core design schools to explore the concept of shortening the overall building footprint for use on more constrained sites. This could be achieved by delivering more classrooms through permanent construction on two levels as opposed to utilizing single-storey modular units, if cost-effective. Standard-core design flexibility will also be analyzed to evaluate the ability to position additional classroom space on one end of a building, to facilitate attached partner space additions such as child care, health clinics, small library spaces, etc.

For future capital priority consideration, the District will analyze the concept of smaller capacity, standard-core school designs to assess their potential as temporary starter schools. The concept of having extra space for a temporary period, when peak student capacity exceeds what a larger core design school can accommodate, would provide an alternative to re-designating students outside of an attendance area, or adding free-standing portable/modular classrooms. Core building components could be retained and repurposed for alternative community uses once no longer required for temporary student accommodation. Opportunities would be subject to site availability, cost-effectiveness, community and municipal support. If cost - effective, smaller temporary schools could be incorporated into future Three-Year Capital Plans.

Approved New School and Modernization Projects



*Funded for design only.

Although these projects will increase the District's capacity to accommodate students in new neighbourhoods, the pace of residential development in suburban areas has outpaced capital funding for constructing local accommodation. Existing schools will face organizational and programming challenges as they struggle to accommodate students residing in new neighbourhoods. The District's report on *Managing Student Growth in New and Developing Neighbourhoods* outlines recommendations for certain schools to manage student growth and meet the demand for student learning spaces due to large enrolment increases. As the City continues to develop, a growing number of schools will face enrolment pressures and similar measures will need to be taken to ensure all students are provided with a quality learning environment.

The proposed priorities for new construction and major additions are based on a review of all land development plans, policies, and data for the City of Edmonton, and analysis of pre-school and student residency data in suburban areas, including but not limited to:

- Number of 0-4 year olds living in the new areas;
- Number of Edmonton Public Schools' students currently residing in the new areas;
- Available student capacity in the plan areas;
- Future growth potential in the new areas (based on remaining single family lots to be developed);
- Total population potential in the new areas;
- Status of school site assembly;
- Ability of nearby schools to accommodate current and projected growth in new areas; and
- Average travel time by yellow bus to a designated receiving school.

These criteria take into consideration both current demand and projected future growth in the new suburban areas that have a site available and a Neighbourhood Structure Plan (NSP) in place. A NSP is required for development activity in a neighbourhood to begin. This document provides the land use framework, population and density estimates and the number of housing units by type. Twenty of the 62 developing neighbourhoods in Edmonton do not have NSP's as of December 2013. Although the District has school sites in many of these neighbourhoods, they will not be requested in the *Three-Year Capital Plan 2016-2019* as development has yet to begin there.

Neighbourhoods or groups of neighbourhoods are given priority if they have the population required to sustain a school, keeping in mind that maximum capacities for schools are larger than they have been in the past. In some cases, a neighbourhood will not be considered for new school construction if sufficient student accommodation options exist in nearby communities.

The District is currently working on a high school accommodation plan which will address the changing needs of the District over the next several years. Among the concerns to be addressed are the changing feeder patterns, the growth of developing neighbourhoods and the programming requirements of current and future high school students. Additionally, the new *Education Act* will give students access to provincially funded high school education until the age of 21. The Collegiate School for Science, Technology & Trades would support the District in being able to accommodate these additional students in the future, as will a request for new high school capacity in the Windermere Plan area.

While new construction funding will continue to be requested from the Provincial Government through the annual submission of a capital priorities plan, the increasing need for new capacity in developing areas will warrant exploration of alternative approaches to funding and delivering new school facilities. This could include developer participation in new schools, or other creative funding avenues which might be possible through discussions with Provincial and Municipal governments and the development industry.

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

Priority 2016-2019	New Construction Project Location	Capacity	Sector	Cost (millions)
Year 1				
1	K-9 Meadows (Laurel) Construction Funding	900	SE	\$27.4
2	K-9 South East (Walker) Construction Funding	900	SE	\$27.4
3	K-9 Lewis Farms (Secord) Construction Funding	900	W2	\$27.4
4	K-9 Palisades (Hudson) Construction Funding	900	NW	\$27.4
5	K-9 Heritage Valley (Chappelle West) Construction Funding	900	SW	\$27.4
6	K-9 Greater Highlands Area Consolidation/Replacement School Construction Funding	800	NE	\$20-\$25
7	Collegiate School for Science, Technology & Trades ***	1600 (of 2400)	C	\$56.8
Year 2				
8	Mature Neighbourhood Consolidation/Replacement School as determined by Infrastructure Strategy (Design and Construction Funding)	TBD	TBD	\$27.4
9	7-9 Meadows (Larkspur) Design and Construction Funding	900	SE	\$30.3
10	K-6 Pilot Sound (McConachie) Design and Construction Funding	650	NC	\$18.1
11	K-9 Heritage Valley (Chappelle East) Design and Construction Funding	900	SW	\$27.4
12	7-12 Windermere (Glenridding Heights) Design and Construction Funding	2100	SW	\$73.9
13	Delton - Replacement or Modernization** Design and Construction Funding	TBD	C	\$13.3*

Priority 2016-2019	New Construction Project Location	Capacity	Sector	Cost (millions)
Year 3				
14	Mature Neighbourhood Consolidation/Replacement School as determined by Infrastructure Strategy (Design and Construction Funding)	TBD	TBD	\$27.4
15	7-9 Pilot Sound (McConachie) Design and Construction Funding	900	NC	\$30.3
16	K-9 Windermere (Keswick) Design and Construction Funding	900	SW	\$27.4
17	K-9 Lewis Farms (Rosenthal) Design and Construction Funding	900	W2	\$27.4
18	K-9 Edgemont Design and Construction Funding	900	W2	\$27.4
19	K-9 Big Lake Design and Construction Funding	900	W2	\$27.4
20	Spruce Avenue Replacement or Modernization** Design and Construction Funding	TBD	C	\$11.5*

*Reflects estimated cost for a major modernization only.

**Modernization versus replacement is to be determined through completion of design review and cost analysis.

***Collegiate School for Science, Technology & Trades is a partnership proposal with NAIT and Edmonton Catholic Schools (excludes potential land acquisition costs and costs for partner space component).

Proposed Three-Year Capital Plan 2016-2019 Aggregated Priorities

Priority 2016-2019	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
Year 1						
1	K-9 Meadows (Laurel)	New	900	SE	\$27.4	<ul style="list-style-type: none"> In 2014, the Province announced funding for the design of this project. The District is requesting additional funding be provided for the construction phase. This project was initially identified as a K-6 in the <i>Three-Year Capital Plan 2015-2018</i>. A K-9 is being requested as many students in the Meadows have been designated to schools in the South Central sector for junior high programming as space in the South East sector is limited. All existing junior high schools in the Meadows and Mill Woods are accommodating students residing in new neighbourhoods.
2	K-9 South East (Walker)	New	900	SE	\$27.4	<ul style="list-style-type: none"> In 2014, the Province announced funding for the design of this project. The District is requesting additional funding be provided for the construction phase.
3	K-9 Lewis Farms (Secord)	New	900	W2	\$27.4	<ul style="list-style-type: none"> In 2014, the Province announced funding for the design of this project. The District is requesting additional funding be provided for the construction phase.
4	K-9 Palisades (Hudson)	New	900	NW	\$27.4	<ul style="list-style-type: none"> In 2014, the Province announced funding for the design of this project. The District is requesting additional funding be provided for the construction phase.
5	K-9 Heritage Valley (Chappelle West)	New	900	SW	\$27.4	<ul style="list-style-type: none"> In 2014, the Province announced funding for the design of this project. The District is requesting additional funding be provided for the construction phase.
6	K-9 Greater Highlands Area	Replacement/ Modernization	800	NE	\$20 to \$25	<ul style="list-style-type: none"> In 2014, the Province announced funding for a replacement school in a mature neighbourhood. Based on the consultation process that took place for this project, the Greater Highlands Area expressed interest in being considered for a future consolidation/replacement project. A working committee was formed with the goal of developing a community supported concept for this project. Three options have been designed and costed for consideration following stakeholder input, including a replacement school at Mount Royal and two options for a partial demolition/new addition at Highlands School.

Priority 2016-2019	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
Year 1						
7	Mill Creek School	Replacement/ Modernization	350	SC	\$14.9	<ul style="list-style-type: none"> In 2014, the Province announced funding for the design of this project. The District is requesting additional funding be provided for the construction phase. Draft design study costing indicates that a full replacement may be the most cost effective approach when compared with the costs for a major modernization.
8	Caernarvon School	Modernization/ Addition	550	NW	\$15.1	<ul style="list-style-type: none"> In 2014, the Province announced funding for the design of this project. The District is requesting additional funding be provided for the construction phase. A new addition to replace an eight classroom pod unit is included in this project.
9	Collegiate School for Science, Technology & Trades	New	1600 (800 spaces for ECSD not included)	C	\$56.8	<ul style="list-style-type: none"> In 2014, the Province announced funding for the design of this project. The District is requesting additional funding be provided for the construction phase. Capacity and costing is preliminary, reflects Edmonton Public Schools' proportion of project, exclusive of NAIT and Edmonton Catholic Schools' component of the project, and excludes any potential land acquisition costs.
10	Brander Gardens School	Modernization	-	SW	\$8.9	<ul style="list-style-type: none"> Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (ACU) of 137%. Measures required to manage growing student enrolment were included in the report on <i>Managing Student Growth in New and Developing Neighbourhoods</i>. Two new schools will open in 2016 to serve some students currently designated to Brander Gardens School.
Year 2						
11	Mature Neighbourhood Consolidation Replacement School as determined by Infrastructure Strategy	Replacement/ Modernization	TBD	TBD	\$27.4	<ul style="list-style-type: none"> In mature neighbourhoods, the combination of multiple schools in proximity, the age of these schools and their deferred maintenance is a challenge. A replacement school, which could include the consolidation of a number of schools, could address these challenges.

Priority 2016-2019	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
Year 2						
12	7-9 Meadows (Larkspur)	New	900	SE	\$30.3	<ul style="list-style-type: none"> • Larkspur site (located adjacent to Velma E. Baker School) is assembled. • 1,160 junior high students currently reside in the Meadows and Burnewood areas. • A. Blair McPherson School is 109% utilized and is the only school with junior high capacity in the Meadows. • All existing junior high schools in the Meadows and Mill Woods are accommodating students residing in new neighbourhoods. • Kate Chegwin School, the current designated junior high school for Larkspur and Silver Berry, is 106% utilized. • T.D. Baker School, the current designated junior high school for Laurel, is 89% utilized. • K-9 students in the Meadows have been designated to schools in the South Central sector for junior high programming as space in the South East sector is limited. • Ottewell School, the current designated junior high school for Maple and Wild Rose, is 70% utilized. Ride times to Ottewell School range from 30-50 minutes. • There are 3,505 remaining potential single family lots to be developed in the Meadows.
13	K-6 Pilot Sound (McConachie)	New	600	NC	\$18.1	<ul style="list-style-type: none"> • The 98 K-6 students currently residing in McConachie are designated to schools outside of Pilot Sound ASP. • Travel time by yellow bus is 12-45 minutes. • McConachie had the third largest number of housing units built in Edmonton in 2013. • McConachie is 33% built out with 1,961 remaining potential single family lots. • McConachie is projected to have 12,122 residents. As of Census 2014, 2,743 people reside in McConachie.
14	K-9 Heritage Valley (Chappelle East)	New	900	SW	\$27.4	<ul style="list-style-type: none"> • The nearest school able to accommodate students from Chappelle is 12 km away on average. • Travel time by yellow bus is 27-42 minutes. • Chappelle is almost double the size of a typical neighbourhood. Chappelle is 18% built out, with 3,588 remaining single family lots. • Chappelle is projected to have 22,208 residents. As of Census 2014, 1,607 people reside in Chappelle.

Priority 2016-2019	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
Year 2						
15	7-12 Windermere (Glenridding Heights)	New	2100	SW	\$73.9	<ul style="list-style-type: none"> Junior high and senior high school space in the Riverbend/Terwillegar area is becoming very limited as new areas continue to grow. With no junior high or senior high school space currently in the Windermere area, students will continue to be transported significant distances to go to school. Riverbend School, the current designated junior high school, is 101% utilized. Windermere Estates is almost double the size of a typical neighbourhood. The neighbourhood is 58% built out, with 1,799 remaining potential single family lots. There are 2,023 lots remaining in Glenridding Heights and Glenridding Ravine neighbourhoods. Windermere Estates neighbourhood is projected to have 16,771 residents. As of Census 2014, 5,336 people reside in Windermere Estates. There are 335 residing in Glenridding Area, with an anticipated population of 13,548.
16	Delton School	Replacement/ Modernization	TBD	C	\$13.3*	<ul style="list-style-type: none"> Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (ACU) of 66%. Viability was confirmed after undergoing sector review in 2009-2010. Designated receiving school for students relocated due to the closure of H.A. Gray School in 1984 and Eastwood and Parkdale schools in 2010. Value Management Study will be conducted to determine replacement versus modernization approach.
17	Gold Bar School	Modernization	-	SC	\$2.7	<ul style="list-style-type: none"> Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (ACU) of 51%. Viability was confirmed after undergoing sector review in 2009-2010.
18	Lansdowne School	Modernization	-	SC	\$7.8	<ul style="list-style-type: none"> Designated receiving school for students residing in a developing neighbourhood (Terwillegar South) in the 2014 Growth Accommodation Plan. Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (ACU) of 65%.

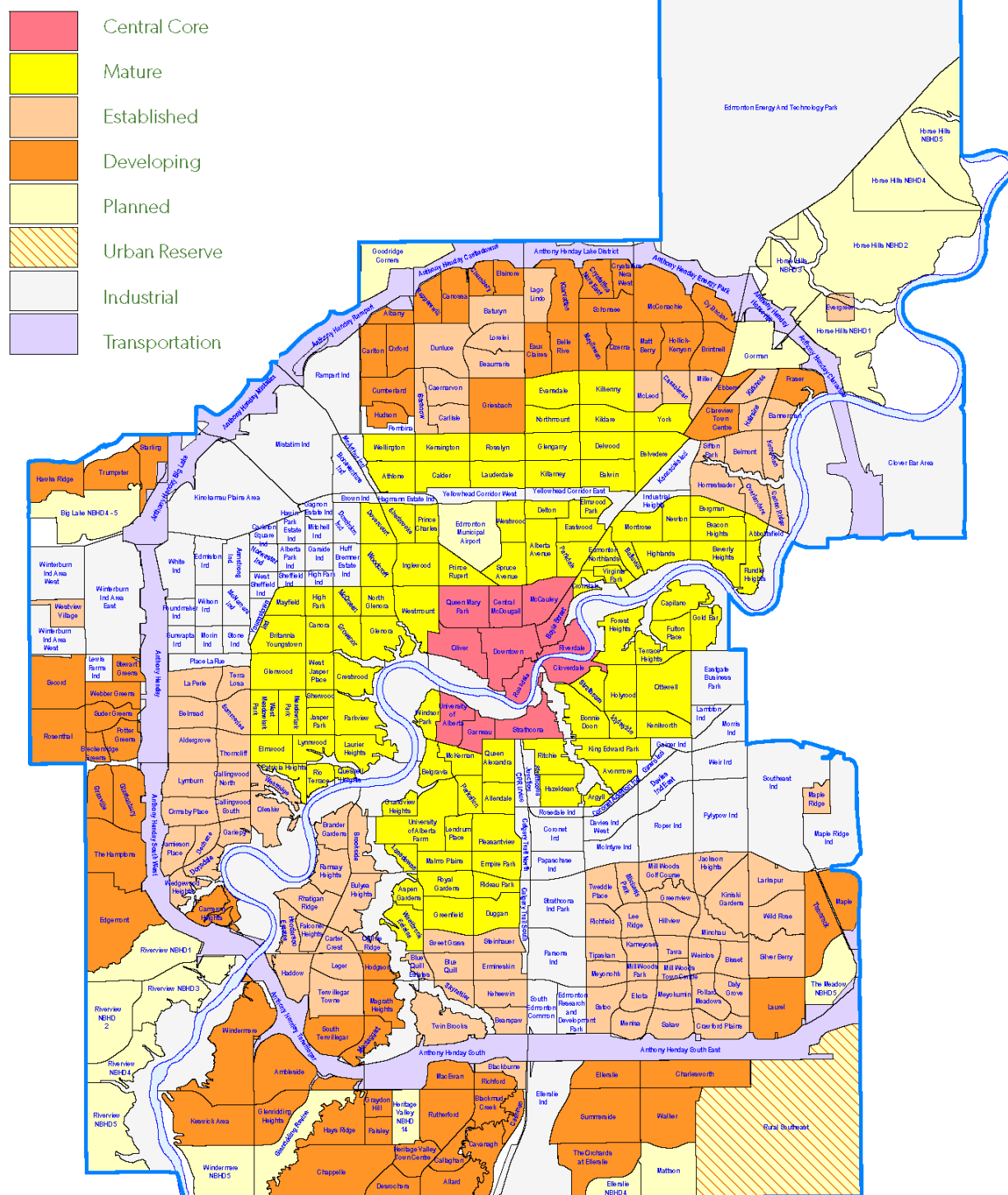
Priority 2016-2019	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
Year 3						
19	Mature Neighbourhood Consolidation Replacement School as determined by Infrastructure Strategy	Replacement/ Modernization	TBD	TBD	\$25.9	<ul style="list-style-type: none"> In mature neighbourhoods, the combination of multiple schools in proximity, the age of these schools and their deferred maintenance is a challenge. A replacement school, which could include the consolidation of a number of schools, could address these challenges.
20	7-9 Pilot Sound (McConachie)	New	600	NC	\$30.3	<ul style="list-style-type: none"> Junior high space in the Pilot Sound area is very limited. Dr. Donald Massey School is 94% utilized and is the only school with junior high capacity in Pilot Sound. Travel time by ETS to the designated school outside of the Pilot Sound area is 28 minutes. McConachie is 33% built out with 1,961 remaining potential single family lots. McConachie is projected to have 12,122 residents. As of Census 2014, 2,743 people reside in McConachie. Cy Becker junior high students might also be accommodated. Potential partnership opportunity on this site with Edmonton Public Libraries (discussions regarding this are ongoing). The site was not planned for a K-9 grade configuration, and anticipated peak student generation precludes combining this project with priority 13 as a single request.
21	K-9 Windermere (Keswick)	New	900	SW	\$25.9	<ul style="list-style-type: none"> With student spaces in the Riverbend/Terwillegar area becoming very limited as new areas continue to grow, students residing in Keswick will continue to be transported significant distances to go to school. The nearest school able to accommodate students from Keswick is 13 km away, located in the West 1 Sector. Travel time by yellow bus is 69-70 minutes. Keswick is still in the early stages of development (5% build-out). There are 3,780 single family lots remaining to develop. It is expected to generate a population of 15,430.

Priority 2016-2019	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
Year 3						
22	K-9 Lewis Farms (Rosenthal)	New	900	W2	\$25.9	<ul style="list-style-type: none"> Students residing in Rosenthal are designated to schools outside of Lewis Farms ASP. Travel time by yellow bus is 38-39 minutes. Rosenthal is 18% built out with 2,457 remaining potential single family lots. Rosenthal is projected to have 12,294 residents. As of Census 2014, 106 people reside in Rosenthal.
23	K-9 Edgemont	New	900	W2	\$25.9	<ul style="list-style-type: none"> Edgemont is still in the early stages of development (7% build-out). There are 3,568 single family lots remaining to develop. Edgemont is projected to have 14,836 residents. As of Census 2014, 115 people reside in Edgemont. Travel time by yellow bus is 20-28 minutes.
24	K-9 Big Lake (TBD)	New	900	W2	\$25.9	<ul style="list-style-type: none"> The nearest school able to accommodate students from the Big Lake area is 9 km away, located in the Central Sector. Travel time by yellow bus is 31-44 minutes. As of Census 2014, there are 504 people residing in Trumpeter, 179 in Starling and 57 in Hawks Ridge. Starling and Trumpeter are expected to generate a combined population of 15,607. There are 3,068 remaining single family lots yet to develop in these neighbourhoods.
25	Spruce Avenue School	Replacement/ Modernization	TBD	C	\$11.5*	<ul style="list-style-type: none"> Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (ACU) of 60%. Viability was confirmed for the junior high after undergoing sector review in 2009-2010. The elementary program was closed in 2010. Designated receiving school for students relocated due to the closure of H.A. Gray School in 1984, John A. McDougall School's junior high program in 2001, and Eastwood, McCauley and Parkdale schools in 2010. Value Management Study will be conducted to determine replacement versus modernization approach.

Priority 2016-2019	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
Year 3						
26	Hillcrest School	Modernization	-	W1	\$14.9	<ul style="list-style-type: none"> Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (ACU) of 59%. Designated receiving school for students residing in developing neighbourhoods (Glastonbury and Granville).
27	Belmont School	Modernization	-	NE	\$9.0	<ul style="list-style-type: none"> Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (ACU) of 72%. Could be a future receiving school for students residing in growth areas in the northeast.

*Reflects estimated cost for a general upgrade.

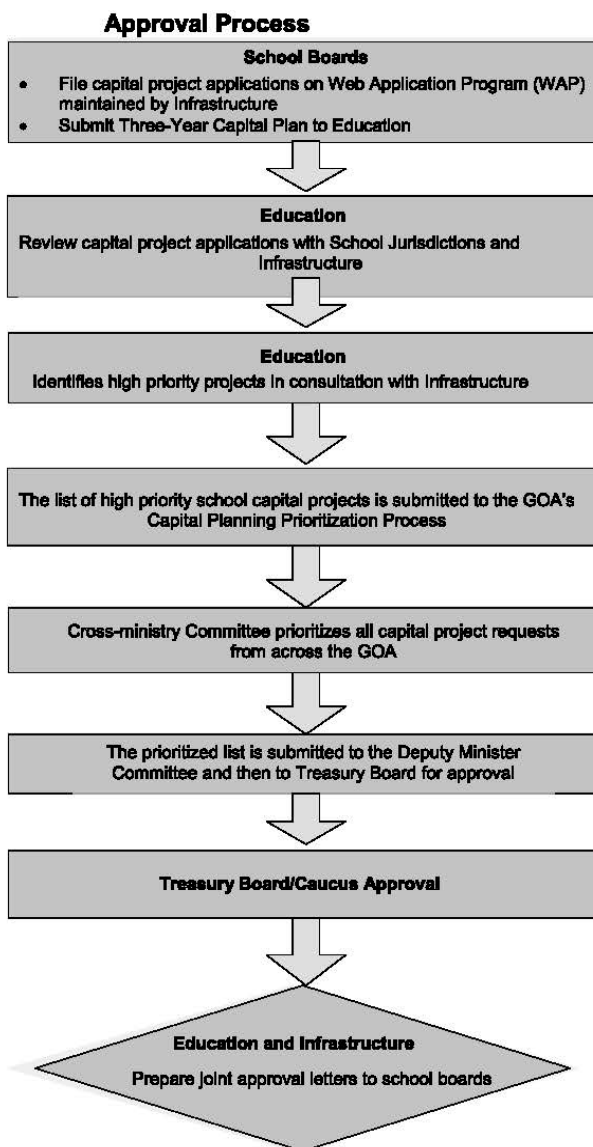
NEIGHBOURHOOD CLASSIFICATION



Source: City of Edmonton 2014 Annual Growth Monitoring Report

3. Approval Process for School Building Projects

As required by the *School Act*, Part 7, Division 2, Ministerial approval must be obtained prior to commencement of any capital project. **There will be no funding provided to a jurisdiction for a project commenced without prior written Ministerial approval.**



3.1 School Capital Funding Priorities

Capital projects are reviewed and prioritized by Education, with technical input from Infrastructure, prior to being submitted to the government's Capital Planning Prioritization Process led by Treasury Board.

The projects identified in the Three-Year Capital Plans should include sufficient information to support the identified priority ranking. Projects are first reviewed for accuracy and clarity, and staff from Education's Capital Planning Sector and Infrastructure's Learning Facilities Branch may meet with school jurisdictions to obtain further information as required.

Partnerships have become an important component of the capital planning submission. Please see section 4.2.4 for partnership considerations.

Education then prioritizes project requests by first considering school jurisdiction priorities and then the following criteria:

- **Health and Safety** – Impact on health and safety of occupants of not proceeding with the project (e.g., replacement or essential modernization to correct unsafe conditions or prevent a major building failure).
- **Building Condition** – Facility audit scores and the facility condition evaluation is a key tool for government and school boards' long-term capital planning processes. It assists with determining priorities for investing in maintenance, upgrades and new infrastructure.

Reviews are ongoing within a five-year cycle so that each school is re-evaluated five years following its last review. The evaluation report generated from each review provides a "snapshot" of the physical condition and building systems at that specific point in time. The review anticipates the amount and cost of maintenance work that may be required over the next five years to keep the school in good condition.

- **Utilization Rates** – Utilization of existing facilities. The utilization formula is used as a measure of the relative occupancy levels of a school. When a facility reaches or exceeds a utilization of 85 per cent capital expansion may be considered.

A high utilization rate at a school will not automatically result in the construction of additional infrastructure. Demographic trends, total utilization of the area, funding considerations and overall provincial priorities are also taken into consideration, along with the relative priorities for school capital projects identified by each of the school jurisdictions in their Three-Year Capital Plans.

- **Enrolment Projections** - Trends and subsequent school board plans for the accommodation of students.
- **Education Program Delivery** – Alignment with the direction the board has described in the Three-Year Education Plan.

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

Education then prepares the annual submission for the provincial Capital Planning Prioritization Process. Other considerations include:

- **Program Delivery Impact** – Importance of the project to achieving ministry program delivery requirements.
- **Infrastructure Performance** – Recognition of infrastructure that is generally in greater need of attention due to poor functionality or poor physical condition; or that high utilization results in the need to adjust program delivery capacity.

4. School Capital Planning

4.1 Approaches for Delivering Education Programs

School jurisdictions should consider possible alternatives and approaches for delivering education programs and accommodating students. Examples are:

- Making more efficient use of existing space available in other schools or other facilities in the community, in other communities in the region, or in other school jurisdictions.
- Adjusting grade structures within the school(s).
- Operating schools for longer periods each day.
- Offering year-round schooling.
- Enhancing technology in schools (e.g. videoconferencing) to provide for additional opportunities for students to access education programs.

4.2 Three-Year Capital Plan Requirements

School jurisdictions must prioritize projects submitted for funding based on safety of school facilities, enrolment pressures, modernization needs, etc., as identified through the Three-Year Capital Plan and Ten-Year Facilities Plan. The Three-Year Capital Plan submission must be approved by the Board of Trustees or Charter School Authority and signed off on an annual basis.

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

4.2.1 Three-Year Capital Plan

The Three-Year Capital Plan:

- Identifies the highest priority school facility/infrastructure needs for the three-year period.
- Must be updated by the school jurisdiction and submitted on an annual basis.
- Must include, at a minimum, the detailed breakdown of costs by facility required to complete the web-based *New School Project Application* and the *Expansion and Modernization Project Application* (Forms 1 and 2 available on the WAP).
- Must demonstrate that the school jurisdiction has evaluated its ability to deliver the requested projects during the three-year period.
- Must include a completed copy of the Site Readiness Checklist (see Form 8) New or Replacement School projects. requested in the first year of the submission.

4.2.2 Ten-Year Facilities Plan

The Ten-Year Facilities Plan must be developed and be made available upon request by the Capital Planning Sector. School jurisdictions may also be asked to submit additional information or a business case in support of a project.

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

A school jurisdiction should annually review its Plan to confirm its continued relevance and submit an updated plan to Education upon request. The plan should include the following information:

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

4.2.3 Site Readiness

- Discussions with municipalities must occur prior to submitting a request for a new or replacement project, to ensure the site has been identified and services are available to construct the school.
- A Site Readiness Checklist (see Appendix I- Form 8)
<http://www.education.alberta.ca/media/6414507/form8sitereadiness.doc> must be completed, signed and submitted for each New or Replacement School Project included in the first year of the jurisdiction's Three Year Capital Plan
- Areas that need to be considered include:
 - Title of land
 - Zoning appropriate
 - Topography of site
 - Any site assessments that have been completed
 - Adequate road access
 - Other concerns about the site.

4.2.4 Partnership Opportunities

The Ministers of Education and Infrastructure believe that schools serve as important hubs within communities. School Boards are expected to identify potential partnerships with local jurisdictions that would be of mutual benefit to both the students and community at large.

To assist school jurisdictions in identifying and establishing partnership opportunities, please refer to the Partnerships webpage online at
<http://education.alberta.ca/departments/ipr/capitalplanning/infrastructureresources/p>

DATE: April 7, 2015

TO: Board of Trustees

FROM: Trustee Nathan Ip, ASBA Issues and Resolutions Committee
Trustee Michael Janz, ASBA Issues and Resolution Committee
Trustee Cheryl Johner, ASBA Issues and Resolution Committee, Chair

SUBJECT: Proposed Policy Positions for the Alberta School Boards Association (ASBA) Fall General Meeting

ORIGINATOR: Dr. Sandra Stoddard, Executive Director Governance and Strategic Support Services

REFERENCE: [ASBA Policies and Process](#) Website Link

ISSUE

Each year, the Alberta School Boards Association (ASBA) provides the opportunity for member school boards to submit any new policy positions, or propose amendments, reaffirmations or deletions of existing policy positions for consideration at the ASBA Fall General Meeting in November. The process for the submission is outlined in Attachment I. The deadline for submission is April 13, 2015.

RECOMMENDATION

That the following proposed Alberta School Boards Association (ASBA) policy positions for submission to ASBA Zone 23 be approved:

- 1. That the Alberta School Boards Association write a letter to the Minister of Health in support of the Alberta Policy Coalition for Chronic Disease Prevention's recommendation that *The Alberta Government establish a 50 cent per litre tax on sugary drinks in Alberta* and request that additional revenues be targeted to student health and wellness in Alberta.**
- 2. That Recommendation 1 be forwarded as an emergent policy issue for the Alberta School Boards Association Spring General meeting.**
- 3. That the topic of consent be incorporated in the curriculum related to Sexual Education.**

BACKGROUND

The Board's ASBA Issues and Resolutions Committee invited Trustees to suggest possible policy issues that could be brought forward to ASBA Zone 2/3 for consideration in the ASBA policy development process and are recommending the approval of the recommendations above.

Recommendation 1 - Rationale

A January 2015 media release (Attachment II) from the The Alberta Policy Coalition for Chronic Disease Prevention (APCCP) states that: *Decreased sugary drink consumption has major benefits for Albertans, such as reduced risk of chronic disease, improved quality of life, increased productivity and academic performance for students, as well reduced health care costs. In terms of revenue generation, a 50 cent/ litre consumption levy could generate approximately \$158 million annually for the province, assuming a 20 percent reduction in consumption from taxation (7,8).* The February 2015 APCCP's Submission Recommendations for a Levy on Sugary Drinks in Alberta (Attachment III) states that: *A provincial levy on sugary drinks is one evidence-informed intervention with potential to reduce consumption of sugary drinks, improve health and generate revenue for the province (17, 18).*

Advocating for a sugar-added drinks tax would further support the work of school boards and the Alberta School Boards Association in comprehensive school health similar to anti-tobacco initiatives already supported by school districts.

Extensive research supports the conclusion that, when it comes to disease prevention and health promotion, it is important to address nutrition as well as physical fitness. Many health advocates are suggesting that in order for us to make tangible improvements in health promotion in our society, a combination of price pressures and consumer education are needed.

An October 2014 brief by Professor Timothy Caulfield and Senior Lecturer Nola M. Ries *Obesity Policy: The Way Forward* for the Standing Senate Committee on Social Affairs, Science and Technology has been provided (Attachment IV) as additional information in support of the recommendation.

The ASBA seeks to work with provincial partners to support healthy students, healthy families, and a healthy province. The ASBA also continues to advocate for adequate, predictable, sustainable funding for public education and supporting this measure could support comprehensive societal health and assist in resourcing further health promotion work in public education.

While it may seem unconventional for school boards to advocate on behalf of a specific Provincial revenue tool, this recommendation would be complementary to many other close-but-not-core-to-mandate initiatives that boards have supported such as reducing child poverty, comprehensive school health, early learning, community revitalization, and many others.

Recommendation 2 – Rationale

This is a timely issue given that the Province is currently considering possible additional revenue sources. Having the policy position brought forward for discussion at the Spring General Meeting as an emergent issue rather than at the Fall General Meeting would allow the provincial government additional time to develop implementation of this initiative. ASBA process allows boards to submit any proposed emergent policies to the ASBA for consideration at the Spring General Meeting by May 1, 2015.

Recommendation 3 – Rationale

The Board, at its February 17, 2015 board meeting, approved the recommendation in the report titled ‘Motion re Consent’ (Attachment V) that a letter be sent to the Minister of Education recommending including the topic of consent in the curriculum connected to Human Sexuality.

The Committee believes it is important for the Board to continue showing leadership on this issue and that it is timely to advocate for the topic of consent to be incorporated in the curriculum related to Sexual Education.

NEXT STEPS

If the Board approves the proposed policy positions, they will be submitted to ASBA Zone 2/3 by April 13, 2015.

Subject to ASBA Zone 2/3 approval, the proposed policy positions will be submitted for consideration of the ASBA membership at the 2015 Fall General Meeting.

ATTACHMENTS & APPENDICES

- ATTACHMENT I - ASBA Policy Process – 2015
- ATTACHMENT II - [January 2015 Media Release from the The Alberta Policy Coalition for Chronic Disease Prevention](#)
- ATTACHMENT III - [February 2015 Alberta Policy Coalition for Chronic Disease Prevention’s Submission Recommendations for a Levy on Sugary Drinks in Alberta](#)
- ATTACHMENT IV - [October 2014 Brief by Timothy Caulfield and Nola M. Ries Obesity Policy: The Way Forward](#)
- ATTACHMENT V - [February 17, 2015 Board Report - Motion re Consent](#)

CJ:mmf

ASBA Policy Process – 2015

January 2015	ASBA call for proposed policy positions letter sent to all Board Chairs, Zone Chairs
March – April 2015	Boards submit proposed policy positions for FGM 2015 to zones; timelines and process at zones' discretion
April – May 2015	Zones to identify a maximum of three proposed policy positions to be submitted to the ASBA Board of Directors for consideration for the FGM (Zone 2/3 – maximum of six)
May 22, 2015	Deadline for Zones to submit a maximum of three proposed policy positions to ASBA for FGM (Zone 2/3 – maximum of six)
May 31, 2015	ASBA Policy Development Advisory Committee (PDAC) reviews proposed policy positions submitted and determines wording of proposed policy positions to be presented to the Board of Directors
Summer 2015	ASBA staff review proposed policy positions
September 2015	ASBA circulates draft proposed policy positions to boards/zones to ensure intent reflected and background sufficient and clear
Fall 2015	Zones discuss proposed policy positions and submit any suggested wording changes or further background information required
October 2015	ASBA Policy Development Advisory Committee (PDAC) meets to refine proposed policy positions based on feedback from zones and present final wording to Board of Directors ASBA Board of Directors determines proposed policy positions for presentation to the membership at the 2015 FGM
October 16, 2015	Deadline for Boards to submit proposed emergent policies to ASBA for the FGM
October 23, 2015	Policies Bulletin sent to all member boards <i>As per bylaw requirement of 21 days prior to FGM</i>
November 16, 2015	Call to order FGM: ASBA business session

The Time is Right for an Alberta Levy on Sugary Drinks

EDMONTON - A provincial coalition of prominent health groups is calling on the Premier to establish a levy on sugary drinks to reduce consumption of these unhealthy products and generate revenue for the province.

Sugary drinks, which include soft drinks and energy drinks, are unlike other food and beverages because they offer virtually no nutritional benefits, are empty calories that don't fully satisfy hunger and are linked to serious health problems such as obesity, heart disease, hypertension and diabetes (1-6).

"Sugar-loaded drinks are placing an enormous burden on our quality of life, our economy and our health care system," said Rachel Prowse, Registered Dietitian and PhD student at the University of Alberta.

"The need for action to reduce consumption of sugary drinks is clear."

Placing a levy on sugary drinks is a win-win for Alberta. "Not only will a levy reduce consumption of sugar-loaded drinks, it will also generate much needed revenue," comments Kate Chidester of the Heart and Stroke Foundation and member of the Alberta Policy Coalition for Chronic Disease Prevention (APCCP). "Decreased sugary drink consumption has major benefits for Albertans, such as reduced risk of chronic disease, improved quality of life, increased productivity and academic performance for students, as well reduced health care costs." In terms of revenue generation, a 50 cent/litre consumption levy could generate approximately 158 million annually for the province, assuming a 20% reduction in consumption from taxation (7, 8).

The APCCP recommends using a portion of the revenue generated from the levy to establish a Wellness Foundation, which would provide sustainable funding for health promotion programs in Alberta. "When the province faces a budget deficit, vital programs aimed at promoting Albertans' health and wellbeing often risk being cut," notes Kate Chidester. "A Wellness Foundation would help ensure these programs are available for Albertans when they need them the most."

According to a recent 2014 survey of the Albertan public, a majority of respondents (57%) support taxing soft drinks and energy drinks.

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To arrange an interview: Please contact Kayla Atkey at 780-492-0493.

Available Spokespersons:

- Rachel Prowse, Registered Dietitian and PhD student at the University of Alberta
- Kate Chidester, APCCP member and Vice President Health & Research, Alberta, NWT & Nunavut, Heart and Stroke Foundation

Visit the APCCP website: www.abpolicycoalitionforprevention.ca

About the APCCP

The APCCP represents a broad range of practitioners, policy-makers, researchers and community organizations who have come together to coordinate efforts, generate evidence, and advocate for policy change to reduce chronic diseases in Alberta. For more information, visit the APCCP website: www.abpolicycoalitionforprevention.ca

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February 2015

Alberta Policy Coalition for Chronic Disease Prevention Submission Recommendations for a Levy on Sugary Drinks in Alberta

The Alberta Policy Coalition for Chronic Disease Prevention is composed of seventeen provincial member organizations advocating for healthy policy changes for a healthier Alberta.

The objectives of the APCCP include:

- Increasing the capacity of policy makers and decision makers in Alberta to use policy as a strategy for chronic disease prevention,
- Providing leadership in the development, implementation and evaluation of policy related activities for chronic disease prevention, and
- Supporting practitioners, policy-makers, researchers and community organizations from various sectors to work together to enhance public acceptance of policy-related activities.

The Coalition is calling on the Alberta Government to establish a 50 cent per litre levy on sugary drinks in Alberta. This submission provides an overview of the negative impacts of sugary drinks and the potential benefits of a sugary drinks levy for the province.

Sugary Drink Consumption

Sugary drinks are defined as beverages that contain added sugar, corn syrup or other caloric sweeteners and include products such as soft drinks, fruit drinks, sports drinks and energy drinks (1, 2). Over half of all calories consumed from beverages by adults in Canada come from sugary drinks (3, 4). Further, in a study exploring sugary drink consumption among a subset of Canadian youth using data from 2009-2010, 80% of youth reported consuming at least 1 sugary drink in the past day and 44% reported consuming 3 or more (5).

High consumption of sugary drinks, particularly among children, is troubling considering new draft guidelines from the World Health Organization. The draft guidelines recommend that free sugars account for less than 10% of an individual's total energy intake per day and *ideally* less than 5% (approx. 25 grams of sugar per day for an adult) (6). Consequently, a 355 ml can of sugar-sweetened soda contains up to 40 grams of sugar (6).

Sugary Drinks: Bad for Health and Bad for the Economy

Sugary drinks have no nutritional value, offer no health benefits and have been linked to serious health issues, such as childhood and adult overweight and obesity, heart disease, hypertension and diabetes (7-12). Globally, it has been estimated that 180,000 deaths each year are attributed to sugary drink consumption, including 6,000 from cancer, 44,000 from cardiovascular diseases and 133,000 from diabetes (13, 14).

The treatment and management of chronic disease, in turn, has a significant impact on the economy and healthcare system in Alberta. In 2014, the Alberta Government is estimated to have spent \$6,783 per capita on health, more than any other province except for Newfoundland and Labrador (15), a significant portion of which is spent on treating and managing chronic conditions (16).

A Levy on Sugary Drinks in Alberta

Preventing chronic disease requires multiple interventions by several levels of government to be effective. A provincial levy on sugary drinks is one evidence-informed intervention with potential to reduce consumption of sugary drinks, improve health and generate revenue for the province (17, 18).

The Alberta Policy Coalition for Chronic Disease Prevention believes it's time for the Government of Alberta to take action on sugary drinks by establishing a 50 cent per litre levy on these unhealthy products. A 50 cent per litre levy has been endorsed by Canadian researchers (17, 18) and prominent organizations such as the Heart and Stroke Foundation (14).

A per volume tax model has a number of benefits over a sales tax (19). For instance, the impact of a per volume tax does not fluctuate with the price. Further, it generates more predictable and stable revenue, is easier to administer because it is based solely on volume, creates an incentive to purchase smaller portions and encourages manufacturers to reduce portion and product sizes (1, 19).

Benefits of a Sugary Drinks Levy

A sugary drinks levy has the potential to reduce the consumption of sugary drinks and increase intake of more nutritious beverages (10, 17, 20-22). Economic models suggest that when the price of sugary drinks increases by 10%, consumption of sugary drinks decreases by 12-13% (4). On top of this, a levy may also increase the purchase of healthier untaxed products. Preliminary results from Mexico show that a 10% tax on sugary drinks is associated with decreased purchases of taxed products by approximately 10% and increased purchases of untaxed products, such as sparkling and plain water, 100% fruit juices, diet sodas, and milk without added sugar, by 7% (23).

In addition to positive impacts on consumption, a sugary drinks levy will generate significant revenue for Alberta. University of Alberta researchers estimate that a national 50 cent per litre levy could generate up to \$1.8 billion each year (17, 18). This amounts to about \$158 million annually for the province of Alberta, assuming a 20% decrease in consumption due to taxation.

A common argument against sugary drink taxation is that such a policy intervention would be regressive, causing harm to vulnerable members in society, such as Albertans with the lowest incomes (24). However, experts have not found robust empirical evidence of this (24, 25). Moreover, sugary drinks have no nutritional value and have been linked to serious health issues. Water, on the other hand, is generally accessible to all Albertans and provides hydration without the negative health impacts of sugary drinks (24).

Sustainable Funding for Prevention

The Alberta Policy Coalition for Chronic Disease Prevention believes that a portion of the new investments generated from a sugary drinks levy should be invested in a Wellness Foundation to provide sustainable funding for health promotion and chronic disease prevention initiatives in Alberta. Sustainable investments in prevention make good economic sense. Evidence suggests that a \$1 investment in health promotion can be

expected to result in a minimum of \$4-5 cost savings (26). Over time, investing in prevention will also contribute to direct financial gain for government by helping to reduce future health-care costs.

The Public Supports Action on Sugary Drinks

Public opinion polling indicates that there is support for action on sugary drinks. According to a 2013 Ipsos Reid poll of Canadians, 88% agree that large servings of sugary drinks can lead to bad health and 94% consider over consumption of sugary drinks to be an important contributor to obesity among Canadians (27). Further, according to a recent 2014 survey administered to 1,200 people in Alberta, the majority of respondents (57%) would support a tax on soft drinks and energy drinks (28).

Similar Taxation Strategies

While no other province in Canada has established a levy on sugary drinks to-date, the levy could be modeled after similar tax strategies that have been implemented in Alberta. For example, the Alberta government currently applies a per litre mark-up on alcohol based on product type and alcohol percentage. Effective December 2010, the mark-up of spirits (less than or equal to 22%) was \$9.90 per litre (29).

The Government of Alberta could also look to jurisdictions from around the world who have taken action on sugary drinks. In 2013, prevalence of adult obesity in Mexico was 32% (30) and the country was one of the highest consumers of sugary drinks in the world (31). These factors, tied with a favorable political climate, led Mexico to establish a tax on sugary drinks, which came into effect on January 1st, 2014 (32, 33). To-date, Mexico's taxation model calls for a tax of 1 peso per litre (\$0.08/L) on all sugary drinks except flavoured milk and drinkable yogurt. According to a recent case study, first quarter revenues of the tax (March 31st, 2014) was 2.3 billion pesos (\$180 million) (33).

The Time is Right for a Levy on Sugary Drinks in Alberta

The Alberta Policy Coalition for Chronic Disease Prevention urges the Government of Alberta to establish a levy on sugary drinks. In addition to reducing consumption of these harmful beverages, a 50 cent per litre levy could generate approximately \$158 million annually for the province. To maximize the effectiveness of a sugary drinks levy, the Coalition recommends that a portion of the revenue generated be used to establish a Wellness Foundation, which would provide sustainable funding for health promotion and chronic disease prevention initiatives in Alberta.

Building on lessons from tobacco control, we must not view lack of full evidence as a barrier to action. Rather, we should acknowledge that economic interventions such as a sugary drink tax will require careful monitoring and evaluation moving forward to understand the intended and unintended consequences unique to the Alberta context (17, 18).

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Obesity Policy: The Way Forward

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FACULTY OF LAW
Health Law Institute

October 2014

Brief for Standing Senate Committee on
Social Affairs, Science and Technology

Obesity Policy: The Way Forward

Timothy Caulfield and Nola M. Ries

I. Complex Problem, Complex Answers

The causes of our current obesity problem are complex and interrelated and stem, fundamentally, from the fact that the modern world is obesogenic – it promotes excessive weight gain. The challenge is to alter obesogenic environments and enable healthier behaviours. This requires multi-pronged strategies involving the food and beverage industry, media and advertisers, schools, workplaces, local communities, governments and, of course, individuals (Institute of Medicine, 2013). Unfortunately, to date, there are few policy strategies that have a solid evidence base to suggest they will have a significant impact in reducing population level obesity, particularly in the near future. As noted in a 2014 comprehensive systematic analysis “no national success stories have been reported in the past 33 years” (Ng et al., 2014). Indeed, some regulatory approaches that seem, intuitively, like a logical approach, such as placing calorie information on menus in chain restaurants, have been found to be less effective than anticipated (Swartz et al., 2011). Most people who become obese struggle to lose weight and keep it off (Dombrowski et al, 2014) and obese children almost inevitably become obese adults with a lifelong burden of chronic disease (Reilly & Kelly, 2011).

This serious public health problem demands action and preventing childhood obesity is a key priority. Evidence-based legal measures – which we discuss below – are one component of a comprehensive approach to tackle factors that promote unhealthy weight gain. This is not meant to be a comprehensive review. Rather, we seek to highlight the type of legal strategies that might be considered priorities in order to stimulate policy action.

II. Evidence-based Legal Measures

Law is an important public health tool. Indeed, legal measures have been vital components in public health campaigns to control smoking and alcohol misuse and show promise in dealing with obesity (Ries & von Tigerstrom, 2010; von Tigerstrom, 2014). In the face of a serious public health problem, many citizens support legal measures, especially where the anticipated health benefits are perceived to outweigh restrictions on liberties (Morain & Mello, 2013; Simon et al, 2014).

As priorities, we advocate two key legal measures: restricting food and beverage marketing to children and increasing taxes on sugar-sweetened beverages and other low-nutrition, high-calorie foods.

Restricting marketing to children

Food and beverage companies use various media, including television, movies, online games and social networking tools, to promote low-nutrition and high-calorie products to children and adolescents. Routine exposure to child-directed marketing influences young people's consumption choices and is associated with obesity prevalence; indeed, TV advertising alone is estimated to contribute to up to 40% of child obesity cases in the US, nearly 30% in Australia and almost 20% in the UK (Goris et al, 2011). Food and beverage companies in Canada and other countries have promised to change their marketing practices, but self-regulation does not work. Companies continue to target young people in marketing of products with low nutritional value (Potvin et al, 2014). Legislated restrictions on child-directed food and beverage marketing are needed to control commercial conduct that adversely impacts the health of young people (Raine, et al., 2013).

Taxing sugar-sweetened beverages and other products

Dramatic increase in the consumption of sugar-sweetened beverages (SSB) is a key contributor to rising obesity rates, especially among children (Malik et al, 2013). Taxes on SSBs and other high-calorie, low nutrition foods are a means to reduce consumption of these products. To be effective, however, price increases must be high enough to influence purchasing decisions and consumers must be deterred from shifting their consumption choices to other unhealthy products (Cabrera Escobar et al, 2013). Importantly, revenue generated through such taxation can support other government-funded obesity control programs (Andreyeva et al, 2011).

Other strategies to promote healthy food environments

Legal measures can be used in other ways to promote healthy food environments (Olstad and Raine, 2013). Canadian law already requires mandatory nutrition labeling on packaged foods and beverages, though studies suggest consumer understanding and use of such labels is low (Temple & Fraser, 2014). Some jurisdictions are implementing front-of-package labels (e.g. traffic lights symbols, star ratings) to give consumers at-a-glance information about the nutritional content of the product (Maubach et al, 2014). Others, including medical professional groups, advocate for warning labels on products of low nutritional value that are high in fat, sugar or salt (Ontario Medical Association, 2012). At a community level, some local governments may use commercial licensing and zoning powers to limit the location and number of fast food shops (e.g. near schools) and increase fresh food markets (Cohen, 2010; Browning et al, 2013; Ni Mhurchu et al, 2013).

It is important to monitor and evaluate the effectiveness of interventions, especially to assess longer-term impacts on body weight. This will require a resource commitment to research. We have stressed the need for evidence-based interventions. Before implementing a new policy, there should be some evidence that it will have intended effects (and not have adverse unwanted effects). This evidence may come from pilot

projects or modeling analyses that forecast impacts. Studies to monitor the effects of new interventions enable governments to adapt or expand measures in response to findings.

III. Clarify the Message and Keep It Simple and Accurate

There are many inaccurate or misleading ideas about how to deal with obesity and bring about weight loss – we discuss three examples below. The diet industry, the research community (who publish and publicize conflicting nutrition and diet studies), and the popular media all play a role in the creation of distorted messages. These messages confuse people about their eating choices and health decisions (IFIC Foundation, 2012; Nagler, 2014), and may also impede the development of effective policies. Public health officials should strive to disseminate a simple, evidence-based message (Sparling et al., 2013) about what constitutes a health promoting lifestyle (Freeland-Graves & Nitzke, 2013).

Promotion of exercise for weight loss

The role of exercise as a weight loss strategy is often misunderstood and misrepresented (Kirk, Penney & Freedhoff, 2010). There is no doubt that a lack of exercise is relevant to weight gain and health. But while exercise is one of the single best things you can do for your health – and the low rates of exercise is also a significant health concern – the promotion of more exercise seems unlikely to be an effective obesity control strategy (Caulfield, 2012). For example, people greatly overestimate the number of calories they burn from exercise and, at the same time, underestimate the number of calories in the food they eat. Research has consistently shown that it is very difficult to use exercise to create a calorie deficit that will result in long-term and sustained weight loss (e.g., Hankinson, et al., 2010; Seabra AC, et al., 2014). Some studies have found that, contrary to the hoped for outcome of the program, children who participated in afterschool sports programs experienced an increase in the consumption of sugary drinks and junk food and more calories overall (Nelson, 2011). The exercise myth hurts policy development as it creates a belief that you can eat what you want, so long as you balance your consumption with exercise or that you can treat yourself after short bouts of exercise (e.g., giving kids treats after sport activities).

The use of genetic information and other “personalized” strategies

There has been a great deal of interest in the idea of personalized medicine and the use of genetics to tailor individual strategies for weight loss (El-Sayed Moustafa, 2013). But despite the enthusiasm for and momentum behind the personalized approach, there is very little evidence to support the idea – particularly as a way to address the obesity dilemma. First, genetic information is not very predictive of obesity (Tan et al., 2014). Despite a large volume of research on point, existing genetic markers cannot accurately predict who will become obese. Second, and more importantly in the context of policy, there is no evidence to support the idea that there is a benefit to individualizing weight loss advice (Caulfield, 2015). On the contrary, existing data suggests that genetically informed advice does not

promote behaviour change (Caulfield, 2014; Vassy, 2013; Loos, 2012). And framing the obesity problem as a genetic issue may have an adverse impact on policy, by emphasizing the individual over the need for social change (Barry, 2009). This is particularly problematic when you consider the emerging research that suggests that “tailored lifestyle interventions” – which are the core philosophy behind personalized medicine – are not particularly helpful (e.g., Grant, et al, 2013; Harle et al., 2012). This point is nicely summarized in the conclusion of a large study from Cambridge University that examined the value of the use of genetic markers in the context of diabetes prevention. The study found little value in the use of genetics as part of prevention and concluded that the work “highlights the importance of universal rather than targeted approaches to lifestyle intervention” (Langenberg, et al., 2014).

The use of special diets, foods or supplements

There is a never-ending stream of special diets and supplements that promise to promote weight loss, including gluten-free, low carb, high protein, etc. Despite the ubiquity of these diets, there is little or no evidence to suggest that any particular diet approach is better for long-term and sustained weight loss. The sad truth, as noted, is that over the long-term all diets fare about the same: poorly. The government should consider being more vocal about what the evidence says about these products and approaches – including using existing regulatory tools (e.g., truth in advertising laws) – to promote a more consistent and evidence-based message about nutrition and weight loss.

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DATE: February 17, 2015

TO: Board of Trustees

FROM: Trustee Orville Chubb

SUBJECT: Motion re Consent

REFERENCE: [Trustees' Handbook – Section 5.2.2 – Notices of Motion](#)
[Criminal Code Definition of Consent](#)
[Overview of Sexual Health Curriculum in Alberta](#)

ISSUE

Notice of motion was served at the January 20, 2015 board meeting.

RECOMMENDATION

That a letter be sent to the Minister of Education recommending including the topic of consent in the curriculum connected to Human Sexuality.

BACKGROUND

While sexual consent is not a term explicitly used in the Programs of Study, requests for consent to be taught in sexual health education are in the news on a regular basis. Beyond current affairs, the concept of sexual consent, specifically identifying personal boundaries and the ability to articulate them is foundational to healthy human interaction at school, work and home.

The current Programs of Study cover clinical topics such as the biology of human reproduction: W-5.3, *identify the basic components of the human reproductive system, and describe the basic functions of the various components*. Sexual maturation: W-4.3, *describe physical, emotional and social changes that occur during puberty*; W-9.3, *apply coping strategies when experiencing different rates of physical, emotional, sexual and social development*. Health issues such as sexually transmitted diseases, W-6.6, *examine and evaluate the risk factors associated with exposure to blood-borne diseases - HIV, AIDS, hepatitis B/C; e.g. sharing needles, body piercing, tattooing, helping someone who is bleeding, being sexually active*. W-9.12, *determine “safer” sex practices; e.g., communicate with partner, maintain abstinence, limit partners, access/use condoms/contraceptives properly*; and the proper use of contraceptives: (W-8.14), *identify and describe basic types of contraceptives; i.e., abstinence, condom, foam, birth control pills*.

In the area of **sexual relationships**, the Programs of Study look at the difference between commitment and intimacy: CLM-P11, *examine the relationship between commitment and intimacy in all its level*, and healthy sexuality and responsible sexual behavior: CLM-P12, *examine aspects of healthy sexuality and responsible sexual behavior*.

On the sociological side, the Programs of Study address individual differences in all aspects of human sexuality. For example, W-8.3, *recognize and accept that individuals experience different rates of physical, emotional, sexual and social development*, and W-9.7, *evaluate implications and consequences of sexual assault on a victim and those associated with that victim*.

The majority of the above-mentioned topics focus on the individual and not on the aspects of human interaction. For example, the illustrative examples for outcome CLM-P12 suggest that teachers might have students do the following as a way to achieve the outcome; *describe the ways in which personal values influence choices; assess the consequences of being sexually active.*

Nowhere do the Programs of Study address the topic of sexual consent directly. That is not to say that there is no way a teacher can, under their own initiative, find ways to discuss the topic with students at appropriate times within the current Programs of Study. In fact, a quick survey of the human sexuality outcomes from Alberta Education's Programs of Study (Health and Life Skills Kindergarten to Grade 9, and Career and Life Management) on the teachingsexualhealth.ca website shows sexual health outcomes that allow for and promote the discussion of consent within the context of safety and responsibility, and healthy relationships.

In the past, a general consensus on norms of human sexuality could be reached in places such as churches, mosques, temples, synagogues and the public square. As such, it could be argued that there is no need to bring the topic of consent into a school. However, in the context of our multicultural society with unfettered access to pop culture, it is clear that public education needs to present a minimum standard.

Those standards are defined for us within the Canadian Criminal Code. In Section 273.1 of the legislation a definition of consent: *for the purposes of the sexual assault offences and for greater certainty, sets out specific situations that do not constitute consent at law.*

In lay terms, Section 273.1(2) can be understood to say:

- You can only consent for yourself.
- You actually have to be able to give consent. That means you have to be awake, conscious, and sober enough to make a clear decision.
- People in positions of trust, power or authority can't abuse their position to get sexual activity.
- If you imply no through your words or behaviours that's just as good as saying "NO".
- You have the right to change your mind and stop anytime for any reason during sexual activity.

Of course this does not preclude parents from giving their children additional guidance as the child forms his or her own standards.

OPTIONS CONSIDERED

The following options have been considered as they are deemed the most admissible:

1. Approve the recommendation.
2. Do not approve the recommendation.

CONSIDERATIONS & ANALYSIS

It is clear that students need to understand the concept of sexual consent and its basic principles has many applications to their interaction with each other and the greater community throughout their lives.

Nonetheless, as Alberta Education is in the process of redeveloping the curriculum, to [“prepare students to be successful in a future world...”](#) any work done in this matter by the District would be superseded. In addition, if the District was to undertake this as a project, the rollout time may well not be ready to use in classrooms prior to the Alberta Education’s new curriculum. As such, it would be a duplication of energy and a needless waste of resources.

Therefore, it could be determined that a proactive letter to the Minister of Education to voice our concerns on the issue and the District’s belief that the topic of sexual consent is essential to the greater subject of Sexual Health.

NEXT STEPS

If the recommendation is approved, a letter will be sent by the Board Chair to the Minister of Education on this issue.

OC:mmf

DATE: April 7, 2015

TO: Board of Trustees

FROM: Trustee Nathan Ip, ASBA Issues and Resolutions Committee
Trustee Michael Janz, ASBA Issues and Resolution Committee
Trustee Cheryl Johner, ASBA Issues and Resolution Committee, Chair

SUBJECT: Alberta School Boards Association (ASBA) Survey of School Boards on Core Principles from Strengthening the Provincial Voice of School Boards Task Force

ORIGINATOR: Dr. Sandra Stoddard, Executive Director Governance and Strategic Support Services

ISSUE

The Alberta School Boards Association (ASBA), as per its commitment made to school boards at the ASBA Fall General Meeting in November 2014, has prepared a survey to identify the support of school boards for the core principles identified by the ASBA Strengthening the Provincial Voice of School Boards Task Force. The ASBA has requested that school boards respond by April 27, 2015.

RECOMMENDATION

That the proposed responses as outlined in Attachment I to the Alberta School Boards Association (ASBA) Survey of School Boards on Core Principles from Strengthening the Provincial Voice of School Boards Task Force be approved.

BACKGROUND

The ASBA Issues and Resolutions Committee met on March 10, 2015 and are recommending the responses as indicated in Attachment I.

NEXT STEPS

If the Board approves the proposed responses to the survey, the Board Chair will complete the survey before April 27, 2015.

ATTACHMENTS & APPENDICES

ATTACHMENT I - ASBA Survey

CJ:mmf

<p style="text-align: center;">Support for Core Principles Identified by ASBA Strengthening the Provincial Voice of School Boards Task Force</p> <p>PURPOSE AND BACKGROUND TO SURVEY</p>
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PURPOSE OF SURVEY

As per the commitment made to school boards at the ASBA Fall General Meeting in November 2014, this survey was prepared to identify the support of school boards for the core principles identified by the ASBA Strengthening the Provincial Voice of School Boards Task Force.

BACKGROUND INFORMATION

The ASBA Strengthening the Provincial Voice Task Force understood their work was in furthering the interests of school boards in empowering ASBA to further:

- reflect the will of member Boards;
- be responsive to emerging issues;
- secure clear mandates from member Boards; and,
- encourage grassroots engagement in the association.

Previously, at the ASBA Spring General Meeting in June 2014, school boards had been asked the following questions and through informal (non-binding), unweighted voting noted their support as referenced below:

- Do you believe the ASBA needs a stronger voice with regard to political advocacy on provincial issues? – 97% support
- Do you think that ASBA needs a better process for determining which issues are “provincial” and which issues are “local”? – 83% support
- Do you believe the ASBA needs a more efficient process for taking a position on provincial political resolutions? – 83% support
- Does your board support Theme #4 of the ASBA Governance Task Force (School board chairs are leaders and should be given a mandate to represent your board)? – 90% support

In November 2014, the ASBA Board of Directors convened a special meeting to receive the report from the task force and consider its recommendations. Though the work of the task force did involve contemplations of a more detailed, potential solution, the foundational elements of the conceptual model were advanced to the ASBA Board of Directors for decision and to inform subsequent decisions by the ASBA Board of Directors.

With the belief trustees had provided more positive feedback than negative on the core elements of their conceptual model, the task force concluded their work by offering those core elements to the Board of Directors for consideration.

At that time, the ASBA Board of Directors approved the following motions:

1. That the ASBA Board of Directors offer the principles identified by the Strengthening the Provincial Voice of School Boards, and noted in this briefing note, at the ASBA 2014 FGM for member boards to endorse at a later date.
2. That the ASBA Board of Directors determine any subsequent action informed by the will of school boards.

A presentation was prepared for the Fall General Meeting and focused on the theoretical concepts developed by the task force; specifically offering the core principles for school boards and trustees to consider.

The ASBA Board of Directors is now seeking to clarify the interests of school boards in supporting these core principles.

Please consider the following core principles, discuss them as a board and provide the corporate board position in response by April 27, 2015.

Informed by the work of the task force and the feedback of school boards through this survey, the ASBA Board of Directors will determine what, if any, future steps are taken.

<p align="center">Support for Core Principles Identified by ASBA Strengthening the Provincial Voice of School Boards Task Force</p> <p>Core Principles</p>
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1. Board name (please ensure only corporate board response is submitted):

Edmonton School District No. 7

2. Any member board, Zone, the Board of Directors, or the President should have the ability to generate an issue.

Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Don't Know
			<input checked="" type="radio"/>	

3. To determine whether an issue advances to a discussion about merit, initial vetting questions must include:

- Is the issue provincial in nature?
- Is there a desire to discuss the issue?

Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Don't Know
			<input checked="" type="radio"/>	

4. The ability to provide nimble, rapid responses would be helpful in certain instances.

Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Don't Know
			<input checked="" type="radio"/>	

5. That processes which include electronic means are acceptable and would facilitate desired nimbleness (e.g. e-voting, on-line discussion/input forums on issues).

Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Don't Know
			<input checked="" type="radio"/>	

6. That all voting, including the initial vetting questions, should follow the 60/60 double majority voting procedures currently utilized.

Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Don't Know
			<input checked="" type="radio"/>	

7. That school boards are prepared to empower Board Chairs to participate in a decision-making capacity.

Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Don't Know
			<input checked="" type="radio"/>	

8. That the focus of the process should be decision-making (rather than debating) to facilitate desired nimbleness.

Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Don't Know
			<input checked="" type="radio"/>	

9. Additional comments:

Edmonton Public Schools is supportive of the November 2014 presentation at the fall general meeting and strongly supportive of the principles recommended in this survey.

These steps would empower the grassroots of the Association, and facilitate more “bottom up” direction.

Our Board strongly believes that the ASBA is the 61 member boards and the spokesperson for each of those boards is the board chair. We favour the process of decision making (double-majority) in place at the fall and spring general meetings that encourages thoughtful debate and a clear and decisive decision. When all board chairs cast a vote, we send a message as an Association as to the will of the Association.

A recent example of member-driven success, was the movement on the diploma exam weighting. This was a grassroots and member-driven initiative by one board through our policy process that was, in turn, enabled by heightened levels of board awareness and strengthened by harnessing the collective power of all school board members. The media could clearly be told that 1) ALL boards deliberated and decided that X% of boards representing X% of students supported this direction.

The importance engaging all member boards through debate and decision is crucial. Boards must take a position on a question and bring that response forward for discussion. While soliciting feedback of member boards at zones provides an informal temperature check, it is not a preferred option. There is no binding vote and there is no clear direction given to the Executive. It is feedback by the zone representatives (usually by a show of hands, one vote per board) as opposed to a binding vote given on behalf of all board chairs. Our Board has not seen the directive for action process work nearly as effectively for the Association as the unity and direction demonstrated at the spring or fall general meetings. Zones are valuable opportunities for discussion and professional development, but they have not, nor should they be a replacement for decision-making venues.

The ASBA is both strengthened and encumbered by diversity of membership. Creating an opportunity for members to put forward policy positions directly to other board chairs would be advantageous to improving the nimbleness and responsiveness of the ASBA.

Preservation of the double-majority weighting as recommended from the ASBA Metro Study is crucial for ensuring that any vote taken is an accurate reflection of the will of the membership. Since policy positions, budgets, and bylaws are passed with a 60% of boards and 60% of students, it is crucial that we ensure that any motions or direction given to the Executive are truly reflective of the will of the membership. With four boards in the ASBA representing almost half of the students in the province, steps must be taken to ensure that the changing demographics of the province are reflected in the political processes of the Association.

Some sort of screening mechanism for questions is crucial before the assembly as a whole is faced with the question. This could be a form of “approving the agenda” and we suggest that all questions be subject to some form of screening to ensure they are provincial in nature (and not hyper-local and appropriately dealt with by individual boards) or not germane to the will of the assembly.

Kudos to the thought put into the Strengthening The Voice Task Force and the democratic reforms put forward by the Committee members. These steps would provide valuable opportunities to further engage school boards in the work of the Association. They would further empower boards to drive the political direction of their Association. The status quo is very limiting and we should be open to more opportunities to provide more leadership. In support of greater unity and opportunity for member boards to be heard in the association, the ASBA Board would be wise to swiftly enable the resolutions outlined by the Task Force.

DATE: April 7, 2015

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Industry Changes to Washroom Design
(Response to Request for Information #084)

ORIGINATOR: Dr. Lorne Parker, Acting Executive Director, Infrastructure

RESOURCE STAFF: Ken Erickson, Terri Gosine, Larry Schwenneker

REFERENCE: February 17, 2015 Board Meeting (Trustee Hoffman)

ISSUE

The following information was requested: Provide information outlining some of the industry changes regarding the design and/or construction of school washrooms that increased safety, dignity, and support responsible behaviour.

BACKGROUND

Washroom design in many of our existing schools includes fully enclosed spaces which does not allow for adequate supervision of students. New design practices have increased safety, allow for dignity and support responsible behaviour.

CURRENT SITUATION

Since Alberta Infrastructure and Alberta Education's joint development of the Standard School Design in 2010, there have been significant changes in the design of washrooms to ensure student safety and ease of supervision. New K-9 student washrooms do not have entrance doors and the sinks are fully visible off the corridor (Attachment I) which allows for increased supervision. The water closets and urinals are designed within the open concept with no direct sight lines to the actual stalls from the corridor (usually by a stub wall). Senior high schools are generally designed with closed washrooms as older students require more privacy for adjusting their appearance. As part of the new curriculum, Alberta Education has adopted the new standard for adding assisted washrooms to each floor of a school. This will include individual washrooms along corridors which can be used by staff, students with special requirements (barrier free) or gender neutral washrooms (Attachment II). In addition, "private" single stall washrooms, some dedicated specially for the staff and others available for public use may be incorporated. School modernization projects will incorporate into the design, where possible, open concept washrooms and single stall washrooms along corridors.

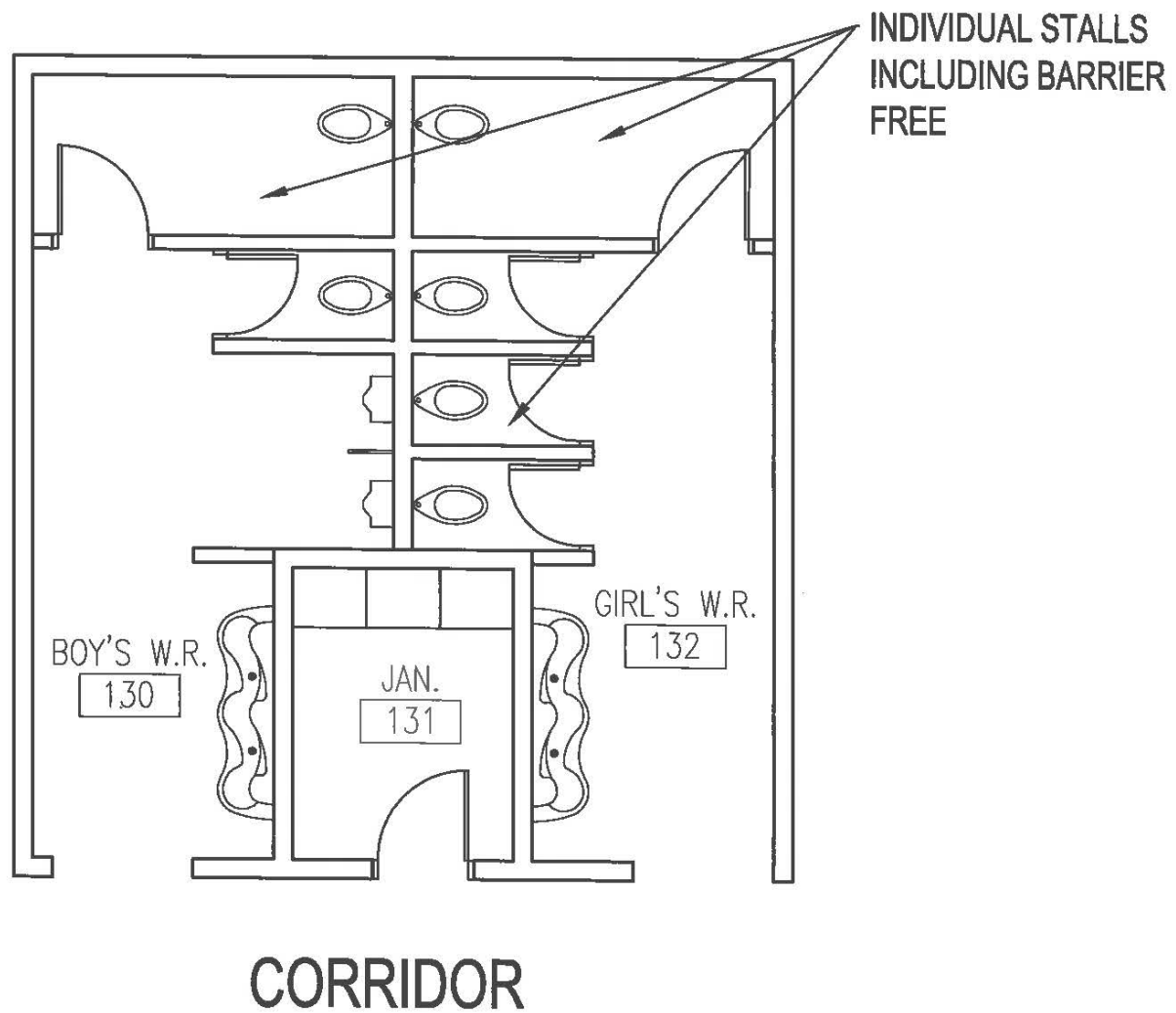
KEY POINTS

- New schools will include the open concept washrooms and individual washrooms along corridors.
- Modernization projects will include sinks in full view from corridors when current sight lines permit.
- Modernization projects will include single stall washrooms along corridors.

ATTACHMENTS & APPENDICES

ATTACHMENT I Floor Plan showing washroom layout in the Standard School Design

ATTACHMENT II Floor Plan showing corridor washrooms in the Standard School Design



EDMONTON PUBLIC SCHOOLS

				ADDRESS		SCHOOL EDMONTON PUBLIC SCHOOL		
						PROJECT STANDARD SCHOOL DESIGN		
				SCALE NOT TO SCALE		DRAWING TYPICAL WASHROOM LAYOUT		
				CO-ORDINATOR T. GOSINE				
NO.	REVISION	BY	DATE	DRAWN TAG	REVISION	DATE MARCH 20/5	SHEET OF 1	DRW'G. NO. SK-1

INDIVIDUAL WASHROOMS
ALONG CORRIDOR

W.R.
134

W.R.
135

CORRIDOR

EDMONTON PUBLIC SCHOOLS				ADDRESS		SCHOOL EDMONTON PUBLIC SCHOOL	
				SCALE NOT TO SCALE		PROJECT STANDARD SCHOOL DESIGN	
				CO-ORDINATOR T. GOSINE		DRAWING CORRIDOR WASHROOM LAYOUT	
				REVISION		DATE MARCH 2015	
NO.	REVISION	BY	DATE	DRAWN TAG	REVISION	SHEET OF	DRW'G. NO. SK-1